

Sadakathullah Appa College

(Autonomous)

(Reaccredited by NAAC at an 'A++' Grade. An ISO 9001:2015 Certified Institution)

**Rahmath Nagar, Tirunelveli- 11.
Tamil Nadu.**

DEPARTMENT OF HISTORY



CBCS SYLLABUS

Learning Outcome-Based Curriculum Framework For

For

M.A. HISTORY

**(Applicable for students admitted in June 2024 and onwards)
(As per the Resolution of the Academic Council Meetings held on
01.06.2024)**

CONTENTS

Sl. No.	Course Title	Course Code
1.	History of Ancient & Early Medieval India (Pre History to 1206 C.E)	24PCHS11
2.	Socio Cultural History of Tamil Nadu upto 1565 C.E	24PCHS12
3.	Society & Economy in Early India	24PCHS13
4.	Historiography & Historical Methods	24PCHS14
5.	Freedom Struggle in Tamil Nadu	24PEHS11A
6.	Indian Art and Architecture	24PEHS11B
7.	Cultural Heritage of India	24PEHS11C
8.	Freedom Movement in India for Competitive Examinations 1885 – 1947 C.E	24PIHS11
9.	History of Medieval India (1206 – 1707 C.E)	24PCHS21
10.	Socio- Cultural History of Tamil Nadu (1565 – 1956 C.E)	24PCHS22
11.	Society & Economy in Medieval India	24PCHS23
12.	Indian Constitution	24PEHS21A
13.	Environmental History	24PEHS21B
14.	History of Science and Technology	24PEHS21C
15.	Indian Polity for Competitive Examination	24PIHS21
16.	Archives Keeping	24PSHS21
17.	NPTEL-SWAYAM Online Certification Course (or) Naan Muthalvan : Professional Competency Course	24PSHS22

**Sadakathullah Appa College, Rahmath Nagar,
Tirunelveli – 627 011.
Programme Structure & Credits – PG (Arts) – 2024-2027
HISTORY**

Sem	Course Type	Title of the Course	Course Code	H/W	C	Marks		
						I	E	T
I	Core-I	History of Ancient & Early Medieval India (Pre History to 1206 C.E)	24PCHS11	6	5	40	60	100
	Core-II	Socio Cultural History of Tamil Nadu upto 1565 C.E	24PCHS12	6	5	40	60	100
	Core-III	Society & Economy in Early India	24PCHS13	6	4	40	60	100
	Core-IV	Historiography & Historical Methods	24PCHS14	6	4	40	60	100
	EC-I	Freedom Struggle in Tamil Nadu	24PEHS11A	4	3	40	60	100
		Indian Art and Architecture	24PEHS11B					
		Cultural Heritage of India	24PEHS11C					
EC-II (IDC-I)	Freedom Movement in India for Competitive Examinations 1885 – 1947 C.E	24PIHS11	2	2	15	35	50	
	SOP		-	-				
			30	23			550	
II	Core-V	History of Medieval India (1206 – 1707 C.E)	24PCHS21	6	5	40	60	100
	Core-VI	Socio- Cultural History of Tamil Nadu (1565 – 1956 C.E)	24PCHS22	6	5	40	60	100
	Core-VII	Society & Economy in Medieval India	24PCHS23	5	3	40	60	100
	EC-III	Indian Constitution	24PEHS21A	4	3	40	60	100
		Environmental History	24PEHS21B					
		History of Science and Technology	24PEHS21C					
	EC-IV (IDC-II)	Indian Polity for Competitive Examination	24PIHS21	2	2	15	35	50
	SEC – I	Archives Keeping	24PSHS21	4	3	40	60	100
	SEC – II	NPTEL-SWAYAM Online Certification Course (or) Naan Muthalvan : Professional Competency Course	24PSHS22	2	2	-	-	50
		Library Hour		1	-			
	SOP		-	1			100	
Summer – Internship Industry Training during the 1 st year vacation - credits be given in the third semester mark statement								
			30	23			700	

M.A. History

Programme Outcomes

PO	Upon completion of M.A Degree Programme, the Post Graduates will be able to:
PO 1	Disciplinary Knowledge <ul style="list-style-type: none">● Attain in-depth domain knowledge for understanding the origin and the recent developments in the respective disciplines.
PO 2	Problem Solving Skills/Communication Skills / Digital Literacy / Self-Directed Learning /Lifelong Learning <ul style="list-style-type: none">● Acquire the essential language skills and job skills, to speak flawlessly, to write effectively and to create works of art/texts so as to get placed in lucrative positions.● Get access to digital resources, to use them judiciously for updation of knowledge and also to engage in remote/independent learning.● Prepare them for personal and professional development and to practise it for sustained advancement in life.
PO 3	Critical Thinking / Analytical Reasoning / Problem Solving Skills <ul style="list-style-type: none">● Develop interpretation skill and analytical skill to analyse socio-political, socio-religious and the economic conditions prevail through the ages globally and to adopt the solutions suggested to end up social / economic / political issues.
PO 4	Moral and Ethical Values / Environmental Conservation and Sustainability / Multicultural Competence <ul style="list-style-type: none">● Imbibe moral and ethical values for upholding uprightnes, solidarity and sovereignty to live an honourable life.● Realise that environment and humans are dependent on one another and to know about the responsible management of our ecosystem for survival, and for the well-being of the future generation as well.● Comprehend the local, national and global principles/perspectives/policies dealt with in texts to foster global peace.
PO 5	Teamwork, Collaborative and Employability Skills / Research, Innovation and Entrepreneurship <ul style="list-style-type: none">● Build relationships, overcome conflicts, excel in teamwork and to contribute constructively for personal and professional growth.● Design innovations for exploring the unexplored areas in diverse fields to accomplish socially relevant and economically beneficial innovative research projects. Become a skilled entrepreneur for launching start-up / business ventures to improve the economy of the nation.

Programme Specific Outcomes

PSO	Upon completion of M.A. History Degree Programme, the students will be able to:	POs Mapped
PSO-1	Obtain domain knowledge in the key areas such as ancient, medieval, modern, and contemporary histories, transitions, and their effects on society.	PO1
PSO-2	Acquire the basics of ICT and its use in Learning Massive Open Online Courses independently to update knowledge and to prosper in their lives.	PO2
PSO-3	Analyze the political careers of the Local, National, and international rulers and activists, the emergence of socio-cultural, socio-religious movements and the reforms occurred worldwide.	PO3
PSO-4	Become morally and ethically sound citizens upholding Democracy, Nationalism, Sovereignty, Fraternity and Equality and learn balancing eco- system.	PO4
PSO-5	Apply the knowledge to build international relationships and to pursue research in signature areas.	PO5

Semester - I	History of Ancient and Early Medieval India - Prehistory to 1206 CE	24PCHS11				
Core - I		L	T	P	C	
Hrs./Week: 6	Hrs./Semester : 90	Marks :100	5	1	-	5

General Objective:

Enables students to understand and analyze early India's socio-political and cultural history.

Learning Objectives

LO	The learners will be able to:
LO-1	Explain the sources and the features of Pre and Proto history at the national and regional level
LO-2	Understanding of the social, political and economic life in the Vedic age and the post- Vedic polity and religion
LO-3	An account of Mauryan and Post- Mauryan period
LO-4	The chief features of the Age of Guptas and its legacy
LO-5	Knowledge of the history of the Peninsular India under various dynasties

UNIT I - Sources and Early civilizations

Sources: Archaeological Sources – Literary Sources – Foreign Accounts; Prehistoric culture: Palaeolithic – Mesolithic – Neolithic –Distribution – Tools – Proto History – Harappan Civilization: Origin – Chronology – Extent – First Urbanization – Town Planning – Seals and Script –Ancient Tamil Civilization: Adichanallur – Keeladi – Kondagai – Mayiladumparai – Sivagalai.

UNIT II – Vedic period to 6th Century B.C

Vedic Period: Debate on the original home of the Aryans –Early Vedic Age – Transformation from Early Vedic to Later Vedic Period – Political – Second Urbanization: Emergence of the Mahajanapadas – Formation of State: Republics and Monarchies – Rise of Urban Centres – Magadha: Haryankas – Sisunagas – Nandas; Intellectual Awakening: Rise of Buddhism and Jainism -their impact on society in India and Abroad; Persian and Macedonian Contacts – Alexander’s Invasion and its impact.

UNIT III – Mourya and Post-Mourya period.

The Mauryan Imperial State: Chandragupta Maurya and his political achievements - Ashoka, his edicts and his policy of Dhamma; Spread of Religion;Mauryan Administration: Kautilya and Arthasastra – Megasthenes; Mauryan Art and Architecture – Disintegration of the Mauryan Empire; Post Mauryan Political and Cultural developments: Indo-Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions – Mahayana; Satavahanas of Andhra: their contribution to art and architecture.

UNIT IV – Gupta and Post-Gupta period

Guptas – Polity and Administration – Patronage to Art, Architecture and Literature–Educational Institutions: Nalanda – Vikramashila – Valabhi; Huna Invasion and Decline; Vakatakas: Polity and Economy; Harsha: The assemblies at Prayag and Kanauj - Hiuen-Tsung’s account of India

UNIT V – Regional political dynamics in early medieval India

Peninsular India: Tamil country up to 12th Century– Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas, Prathikaras and Palas; Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact

Textbooks:

1. Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson, Delhi, 2009
2. Chakravarthy, Ranabir, *Exploring Early India up to c. A.D. 1300*, Primus Books, Delhi, 2016
3. Thapar, Romila, *Early India: From the Origins to A.D. 1300*, Penguin, Delhi, 2003(Tamil Translation)

Reference Books:

1. Kosambi, D.D., *The Culture and Civilization of Ancient India: An Historical Outline*, Vikas Pub. House Pvt. Ltd., Delhi, 1997
2. Kosambi, D.D., *An Introduction to the Study of Indian History*, Sage Publications, Delhi, 2016
3. Raychaudhuri, Hemchandra, *Political History of Ancient India*, Surjeet Publications, New Delhi, 2014
4. Basham, A.L., *The Wonder that was India, Vol. 1*, Picador, New Delhi, 2004

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Know the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization	PSO1	K2
CO-2	Know the various theories of origin of Aryans, and their socio-economic life	PSO 3	K4
CO-3	Detail the polity, administration and religious policy of Mauryas and the origin and development of new religions	PSO 4	K4
CO-4	Give a detailed account of the Age of Guptas and Harsha's administration	PSO 4	K5
CO-5	Explain the history of Peninsular India under various dynasties	PSO 5	K5

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;
K5 – Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits				
I	24PCHS11	History of Ancient and Early Medieval India - Prehistory to 1206 CE					90	5				
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO-1	3	3	2	2	3	3	3	2	3	2		
CO-2	3	3	2	2	3	3	3	3	3	3		
CO-3	3	3	2	2	3	3	3	3	3	3		
CO-4	3	3	2	2	3	3	3	3	3	3		
CO-5	3	3	2	2	3	3	3	2	3	2		

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: Shamli.C.K.

Checked by: Dr.A.Abdul Azeez

Head of the Department

Semester - I	Socio Cultural History of Tamil Nadu upto 1565 CE		24PCHS12			
Core – II			L	T	P	C
Hrs./Week: 6	Hrs./Semester : 90	Marks :100	5	1	-	5

General Objective- Enables students to understand and analyze the Socio-Political changes in Early Tamil Nadu

Learning Objectives

LO	The learners will be able to:
LO-1	Present the early history of Tamil Nadu
LO-2	Detail the history of Pallavas and their contribution
LO-3	Highlight the impact of the Chola rulers's administration
LO-4	Give an account of the history of Pandiyas of Madurai
LO-5	Explain the society and culture under Madurai Sultanate and Vijayanagara rulers

UNIT I - Historical Sources and Sangam Period of Ancient Tamil Nadu

Sources of the History of Tamil Nadu – Ancient Tamil Civilization - Sangam Literature – Concept of Tinai– Social and Economic life –Roman Trade Contacts and their impact – Religious life– Murugan and Korraivai – Nadukal.

UNIT II – The Pallavas

Pallavas: Origin, history and contribution to South Indian culture –Socio-religious condition – Bhakti Movement and the State – Growth of Saiva and Vaishnava Traditions – Institution of Temple – Art and Architecture – Education: Literature

UNIT III – The Imperial Cholas

Imperial Cholas: Socio- religious condition – Local Self Government and Village Autonomy – Landholding System and Society – Economic Life – Art and Architecture –Overseas expansion and cultural impact

UNIT IV Later Pandiyas

Pandiyas of Madurai: Social Classes –Religion: Saivism and Vaishnavism – Art and Architecture: Later Pandiyas, Marco Polo's Account – Society: Valangai and Idangai– Religion – Art and Architecture: Madurai Meenakshi Temple – Religion: Mathas– Saivasiddhantam and Virsaivism

UNIT V – Vijayanagar Empire

Society and Culture under the Madurai Sultanate – Vijayanagar Empire –
Krishnadeva Raya – Royal Patronage of Literature, Art and Architecture –
Social Life – Position of Women

Textbooks:

1. Karashima, Noboru, *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014
2. Subramanian, N., *Social and Cultural History of Tamilnad(upto 1336 A.D.)*, 2011

Reference Books:

1. Kanakasabhai,V., *The Tamils Eighteen Hundred Years Ago*, The South India SaivaSiddhantha Works Publishing Society, Tinnevely, 1956.
2. Pillay, K.K., *Historical Heritage of the Tamils*, MJP Publishers, Chennai, 2008
3. Sastri, K.A.Nilakanta, *The Colas*,University of Madras, Madras, 1955

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Show the early history of Tamil Nadu	1	K1
CO-2	Demonstrate an account of the history of Pallavas and their contribution	2	K2
CO-3	Identify the impact of the Cholarulers's administration	3	K3
CO-4	Analyse an account of the history of Pandyas of Madurai	4	K4
CO-5	Determine the society and culture under Madurai Sultanate and Vijayanagara	5	K5

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;
K5 - Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits				
I	24PCHS12	Socio Cultural History of Tamil Nadu upto 1565 CE					90	5				
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO-1	2	-	-	-	-	3	-	-	-	-		
CO-2	2	1	-	-	-	3	2	-	-	-		
CO-3	2	3	2	-	-	2	3	3	3	2		
CO-4	2	3	1	3	2	2	3	3	2	2		
CO-5	2	3	2	2	3	2	3	2	2	2		

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: Dr.C. Asha

Checked by: Dr.A.Abdul Azeez

Head of the Department

Semester - I	Society & Economy in Early India		24PCHS13			
Core - III			L	T	P	C
Hrs./Week: 6	Hrs./Semester : 90	Marks :100	5	1	-	5

General Objective: Enables students to comprehend, analyze and to have insights regarding the Economy, technology, society and culture of the Early period of Indian History.

Learning Objectives

LO	The learners will be able to:
LO-1	Define and identify key terms like hunting and gathering, agriculture, animal domestication, and urbanization, and the key technological advancements associated with the transition from hunting and gathering to settled farming communities.
LO-2	Understand the concept of peasantry and its relationship to land rights and taxation
LO-3	Apply your knowledge of land rights and taxation to understand the potential livelihood of peasants during this period.
LO-4	Analyze the impact of trade routes and trade guilds on the development And how the rise of empires impacted the lives of people across different social classes
LO-5	Evaluate the validity of different arguments presented in the debates about state formation and the effectiveness of different economic policies employed by these empires.

Unit I Socio-Economic Life in Pre and Proto-Historic Period

Beginning of Hunting and gathering -Technology and livelihood patterns and Social and cultural life of the Hunting and gathering groups -Beginning of Agriculture and Animal Domestication-First farming communities and their Economic life-Social and Cultural Life of the Farming communities-Urbanization on the banks Indus and its tributaries -Pre Harappan and Mature Harappan Settlements-Harappan Society -Trade -Craft Production.

Unit II Socio-Economic Patterns of Vedic and Later Vedic Period

Aryan Debate-Pastoralism-Vedic and Later Vedic Society -Emergence of Varna and Jati-Social Stratification-Religious Philosophies and Ideas in Vedic and Later Vedic Period-Introduction of Iron Technology-Expansion of Agriculture-Development of Trade-Trade and Craft guilds

Unit III Society and Economy of the Early Empires and Kingdoms

The economy of Maurya, Kusana, Shathavahanas, and Guptas-Expansion of Agriculture, Urbanisation, and linkage with Peninsula and other parts of the World-Urban Classes-Traders and Artisans-Chaityas and Viharas and their connection with Trade Groups-Early Tamil Society-Marriage and Family-The notion of Untouchability-changing pattern of varna and Jati

Unit IV State and Economy in Early Medieval India

Debates on state formation in Early Medieval India-Feudal model-Segmentary State Model-Integrative model-land grants-Graded lands, land rights and Peasantry-Water resources and Taxation-Trade -Urbanisation-Urban Settlement-Trade guilds

Unit V Colonisation of South and Southeast Asia and Intrusion from Northwest

North Indian Campaigns of Cholas-Sri Lankan and Campaigns in Maldives-Southeast Asian Campaigns-Arab contacts -Sulaiman- Conquest Sind-Ghaznavids intrusion-The results of the Intrusion from Northwest and Colonisation of South and Southeast Asia

Textbooks:

1. Singh, Upinder. *A History of Ancient and Early Medieval India*, New Delhi: Pearson Publication, 2009.
2. Sharma, R.S. *Material Culture and Social formation in Ancient India*, New Delhi: Macmillan India Publication, 1983.

Reference Books:

1. Thapar, Romila. *Early India, From Origins to 1300 A.D.* London: Penguin Books, 2003
2. Thapar, Romila. *Asoka and the Decline of Mauryas.* New Delhi: Oxford Publication, 1997.
3. Bailey, A.M .and Llobera, J.R. *The Asiatic Mode of Production. Science and Politics.* London: Routledge Publication, 1981.
4. Basham, A.L. *The wonder that was India.* New York: Macmillan Publication, 1959.

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Recall the characteristics of hunting and gathering societies, including their technological advancements, livelihood patterns, and social and cultural practices. Locate the key regions associated with the Vedic civilization on a map	1	K1
CO-2	Explain the significance of the transition from hunting and gathering to agriculture for the development of human societies. Explain the ongoing debate surrounding the "Aryan Migration" theory and its implications for the development of Vedic society Describe the importance of the Ghaznavids intrusion.	1,2	K2
CO-3	Apply your knowledge of archaeological evidence to understand the economic activities and daily life of pre-historic and proto-historic societies. Articulate the results of the intrusion and colonization	3	K3
CO-4	Analyze how the development of agriculture might have led to the emergence of social stratification in early farming communities Compare and contrast different models of s Develop how the land grants and the nature of States are interconnected. Estimate the cultural changes of the Chola colonization state.	4	K4
CO-5	Evaluate the strengths and limitations of archaeological evidence for understanding pre-historic and proto-historic societies	5	K5

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;
K5 – Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits		
I	24PCHS13	Society & Economy in Early India					90	4		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	2	-	1	-	-	1	-	-	-	-
CO-2	2	2	1	-	-	1	2	-	-	-
CO-3	2	2	-	-	-	2	3	2	3	3
CO-4	-	-	3	3	2	2	3	1	2	3
CO-5	-	-	3	3	3	2	-	2	2	3

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: Mr.P.K. Abdul Kalam

Checked by: Dr.A.Abdul Azeez

Head of the Department

Semester - I	Historiography and Historical Methods		24PCHS14			
Core – IV			L	T	P	C
Hrs./Week: 6	Hrs./Semester : 90	Marks :100	5	1	-	4

General Objective:

To make the students know various philosophies and interpretations of history and the organization of Research works.

Learning Objectives

LO	The learners will be able to:
LO-1	Explain the concepts related to history and its relationship with other disciplines
LO-2	Discuss various philosophies and interpretations of history
LO-3	Explain the processes and procedures involved in the conduct of historical research
LO-4	Examine the evolution of historical writing in the West
LO-5	Examine the contribution of various historians to the development of Indian historiography

UNIT I - What is History?

Meaning, Nature and Scope of History – Kinds of History and Allied Subjects – Lessons of History; Uses and Abuses of History – Role of Individuals, Role of Institutions and Role of Ideas in History.

UNIT II – Modern Historiography

Philosophy of History – Positivist History – Marxist Interpretation of History – Annales Paradigm – Subaltern History – Subjectivity and Need for Objectivity in History.

UNIT III – Historical Research and Design

Historical Research: Pre-requisites of a Researcher – Choice of Topic – Review of Literature – Hypothesis – Sources of History– External and Internal Criticism of Sources– Collection of Data, Synthesis, Exposition and Writing – Use of Footnotes and Preparation of Bibliography.

UNIT IV – Western Historians and their contributions

Development of Historical writing in the West – Herodotus, Thucydides, St. Augustine, Ibn Khaldun, L.V. Ranke, Arnold Toynbee, E.H. Carr, Fernand Braudel, E.P. Thompson, Eric Hobsbawm.

UNIT V – Indian Historians and their contributions

Historians of India – V.A. Smith, D.D. Kosambi, Romila Thapar, Jadunath Sarkar, Bipan Chandra, Ranajit Guha, K.A. Nilankanta Sastri, R. Sathianatha Ayyar, S. Krishnaswami Ayyangar, C.S. Srinivasachari, K.K. Pillai.

Textbooks:

1. Ali, Sheik, *History: Its Theory and Method*, Laxmi Publications, 2019.
2. Rajayyan, K, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982.

Reference Books:

1. Bloch, Marc, *The Historian's Craft*, Aakar Books, Delhi, 2017.
2. Collingwood, R.G., *The Idea of History*, OUP, Delhi, 1994.
3. Dray, W.H., *Philosophy of History*, Prentice-Hall, New Jersey, 1964.

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Define the meaning and scope of history	1	K1
CO-2	Outline the various theories and philosophical approaches to history	2	K2
CO-3	Develop the historical research	3	K3
CO-4	Analyse the contribution of western historians	4	K4
CO-5	Evaluate the historical writings of important Indian historians	5	K5

K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing; K5 – Evaluating; K6 - Creating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits				
I	24PCHS14	Historiography and Historical Methods					90	4				
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PSP 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO-1	3	3	2	2	3	3	3	2	3	2		
CO-2	3	3	2	2	3	3	3	3	3	3		
CO-3	3	3	2	2	3	3	3	3	3	3		
CO-4	3	3	2	2	3	3	3	3	3	3		
CO-5	3	3	2	2	3	3	3	2	3	2		

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: Mr.E.S.Afsal

Checked by: Dr.A.Abdul Azeez

Head of the Department

Semester - I	FREEDOM STRUGGLE IN TAMIL NADU		24PEHS11A			
EC-IA			L	T	P	C
Hrs./Week: 4	Hrs./Semester : 60	Marks :100	4	-	-	3

General Objective:

To understand the role of Tamil Nadu in India's freedom struggle.

Learning Objectives

LO	The learners will be able to:
LO-1	To present the early resistance of colonial rule.
LO-2	To detail the factors for the emergence of national consciousness and the role of socio- political organisations
LO-3	To explain the activities of Indian National Congress in Tamil Nadu under various rulers; also the role of press to make political consciousness.
LO-4	To detail the activities of moderate and revolutionary leaders and the impact of Gandhi in freedom struggle
LO-5	To point out the role of Tamil Nadu in the latter phase of the freedom struggle.

UNIT I - South Indian Rebellion

Poligar Revolt – Puli Thevan – Veera Pandiya Kattabomman – Velu Nachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Courses – Impacts

UNIT II – National Movement in Tamil Nadu

Emergence of Nationalist Consciousness –Socio - Political Organizations – Madras Native Association – Madras Mahajana Sabha-Impact of Gandhi Visit to Tamilnadu

UNIT III – Role of Press in National Movement

Press and Nationalism -- The 'Hind u', Swadesamitran, New India, Dinamani, India (edited by Bharathi), Swarajya - Salem Desabhimani – Desabhaktan-Sooryodhayam- - Vijaya- Chakravardhini- Bala Bharatham-Nava Sakthi- Swantira Sangu

UNIT IV – Revolutionaries in Tamil Nadu

Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.Subramiaya Iyer-V.O. Chidamabaram – Subramania Bharathi – Kadalur Anjaliammal- Soundaram Ammayar. Revolutionary Movement in Tamil Nadu – Vanchinathan– Tirupur Kumaran - Subramania Siva-Neelakanta Brahmachari.

UNIT V – Impact of Gandhi

Impact of Gandhi –Role of Rajaji – Non-Cooperation –Boycott of Simon Commission – Vedaranyam March – S. Satyamurthi - Quit India Movement

in Tamil Nadu – K.Kamaraj- Participation of Tamils in Indian National Army
– Popular Participation of Tamils

Textbooks:

1. Rajayyan, K : Rise and fall of Poligars & South Indian Rebellion
2. Rajayyan, K. : South Indian Rebellion, The First War of Independence, 1800- 1801.
3. K.Rajayyan, History of Tamil Nadu, Raj publishers, 1982.
4. Dr.G.Venkatesan, History of Indian Freedom Struggle, VC Publications, 2018.

Reference Books:

1. Sundarajan, Saroja. : March to Freedom in Madras Presidency, 1885-1915.
2. Suntharalingam, R. : Politics and Nationalist Awakening in South India, 1852-1891.
3. Manikumar. K.A., Vellore Revolt – 1806, Kalasuvadu, 2022.
4. Venkatasalpathy.A.R. Tamil Characters and Personalities, Politics culture, Pan Publishers, 2018.

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Appreciate the contribution of early resistance against British rule in Tamil Nadu.	1	K1
CO-2	Describe the role of organizations in increasing nationalist consciousness	4	K3
CO-3	Assess the role of press in Tamil Nadu towards the nationalist cause.	3	K4
CO-4	Evaluate the contribution of various leaders to India’s freedom struggle.	3	K5
CO-5	Review the role of Tamil Nadu in the final phase of the freedom struggle	3	K5

K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing; K5 – Evaluating; K6 - Creating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits			
1	24PEHS11A	Freedom Struggle in Tamil Nadu					60	3			
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO-1	3	-	-	1	-	2	-	2	-	-	
CO-2	2	2	2	2	1	2	-	2	-	-	
CO-3	3	2	-	2	-	3	2	1	2	-	
CO-4	1	1	2	-	3	2	-	2		3	
CO-5	1	1	3	2	3	2	-	2	2	3	

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: Mr.M.Sahul Hameed

Checked by: Dr.A.Abdul Azeez

Head of the Department

Semester - I	INDIAN ART AND ARCHITECTURE		24PEHS11B			
EC-IB			L	T	P	C
Hrs./Week: 4	Hrs./Semester : 60	Marks :100	4	-	-	3

General Objective:

To understand the historical evolution of Art and Architecture in Indian History.

Learning Objectives:

LO	The learner will be able to:
LO-1	Detail the art and architectural forms during the Harappan and Mauryan periods
LO-2	Explain the impact of Buddhism on art forms
LO-3	Discuss the evolution of art and architecture under Pallavas and the Cholas
LO-4	Highlight the features of Islamic architecture particularly under Mughlas
LO-5	To point out the salient features of colonial architecture

UNIT I: Ancient Art and Architecture I

Pre-Historic Art - Harappan Art: Seals, Sculptures: Stone and Metal - Harappan Architecture: Fortification, Town Plan, Public Buildings - Mauryan Art: Chaityas – Viharas - Stupas - Asokan Pillars

UNIT II: Ancient Art and Architecture II

Hinayana Phase of Buddhist Art – Mahayana Phase of Art: Gandhara School of Art – Mathura School of Art-Amaravathi School of Art- Gupta Art and Architecture – Ajanta and Ellora – Jaina Art: Jaina beds - Shravanabelagola

UNIT III: Art and Architecture in Ancient South India

Pallava Art: Rock Cut Cave Temples, Monolithic Temples - Structural Temples – Mahabalipuram - Nagara Style of Architecture: Lingaraja Temple (Bhubaneshwar), Sun Temple (Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram – Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple (Belur), Hoysaleswara Temple (Halebid)

UNIT IV: Medieval Art and Architecture

Indo-Islamic Art: Mosques, Mausoleums, Palace complexes, Gardens - Quawwatul-Islam Mosque – Qutub Minar - Mughal Art and Architecture: Humayun's Tomb – Fatehpur Sikri, -Red Fort- Taj Mahal - Mughal Paintings

UNIT V: Colonial Architecture

Forts: St. George Fort, Chennai – Indo-Saracenic Architecture: Chatrapati Shivaji Terminal, Mumbai – Victoria Memorial, Kolkata – Amir Mahal and Senate House, University of Madras, Chennai.

Textbooks:

1. Banerjee.J.N., Development of Hindu Iconography, Munshiram Manoharlal; 3rd edition, 2002
2. Coomaraswamy.A.K., History of Indian and Indonesian Art, Kessinger Publishing, LLC, 2003
3. Deva, Krishna , Temples of North India, National Book Trust, 2002

Reference Books:

1. Gupta.R.S., Iconography of the Buddhist, Hindu and Jain, Stosius Inc/Advent Books Division; Subsequent edition, 1980
2. Sivaramamurthy.C. , South Indian Bronzes, Lalit Kala Akademi, 1981
3. Srinivasan.K.R., Temples of South India, National Book Trust; Fourth edition, 2010

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Explain various forms of Indus and Mauryan Art.	3,4	K2
CO-2	Compare and contrast the Gandhara and Mathura Schools of Art.	1,3,4	K3
CO-3	Examine the similarities and differences between temple architectural styles	1,3,4	K4
CO-4	Discuss the relation between the faith and architecture during medieval period.	1,3,4	K5
CO-5	Appreciate the features of colonial architecture	1,3,4	K5

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;
K5 - Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits				
I	24PEHS11B	Indian Art and Architecture					60	3				
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)						
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	3	3	2	2	3	3	3	2	3	2		
CO-2	3	3	2	2	3	3	3	3	3	3		
CO-3	3	3	2	2	3	3	3	3	3	3		
CO-4	3	3	2	2	3	3	3	3	3	3		
CO-5	3	3	2	2	3	3	3	3	3	2		

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: C.K.Shamli

Checked by: Dr.A.Abdul Azeez

Head of the Department

Semester - I	CULTURAL HERITAGE OF INDIA		24PEHS11C			
EC-IC			L	T	P	C
Hrs./Week: 4	Hrs./Semester : 60	Marks :100	4	-	-	3

General Objective:

To study and evaluate the cultural dynamism in Indian history.

Learning Objectives:

LO	The learners will be able to:
LO-1	Explain the meaning and the concepts of the course title and the dynamism inherent in its evolution, using, initially, Harappan and Vedic Ages
LO-2	Highlight the massive impact of religions on culture with examples drawn from Jainism and Buddhism
LO-3	Throw light on the importance of Royalty and it's patronage on cultural transformation
LO-4	Analyse the impact of Islam and the Muslim rulers on the emergence of new forms and motifs in Indian Art and architecture
LO-5	Critically evaluate the colonial compulsions and consequential impact on Indian Art and Architecture

UNIT I: Meaning of Cultural Heritage

Meaning of Culture, Heritage – linkages- dynamism - Evolution and continuities -Indian Culture in the Harappan and Vedic Ages

UNIT II: Cultural Heritage of Sixth Century B.C

Religious ferment in the Sixth century B.C- Jainism and Buddhism and their impact on Art, Architecture and literature

UNIT III: Contributions of Maurya and Gupta Empires.

Royal Patronage and the radical transformation of Indian Art and Architecture; Mauryan and Gupta eras – Bhakti Movement

UNIT IV: Influence of Islam

Advent of Islam –Sufi Movement – Emergence of new forms and motifs in Indian Art and Architecture – Literature during medieval period

UNIT V: Cultural transformation under Colonial rule.

Colonial Rule and the westernisation of Culture - Amalgamation of the old and new art forms. Education and the enduring legacy of the colonial rule – Impact of Western Literature

Text Books:

1. Luniya, B.N, Evolution of Indian culture, from the earliest times to the present day, Lakshmi Narain Agarwal, Agra, 1967.
2. Wolpert, Stanley, An Introduction to India, Penguin Books India, New Delhi,1991.

3. Hussain, S.A, The National Culture of India, National Book Trust India, New Delhi, 2000.

References:

1. Tomery, E, A history of fine arts in India and the West, Orient BlackSwan, New Delhi, 2015.
2. Basham, A.L, The Wonder that was India, Picador India, New Delhi, 2022.
3. Coomaraswamy, A.K., History of Indian and Indonesian Art, B.R. Publishing Corporation, Delhi, 2018.

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Explain the concepts and the dynamism involved in the Evolution of culture	1,3,4	K2
CO-2	Describe critical role of religions in the growth of Art and architectural forms	1,3,4	K3
CO-3	Examine the importance of Royal patronage for the progress of various art forms	1,3,4	K4
CO-4	Appreciate the advent of new art forms	1,3,4	K5
CO-5	Explain the role of British colonialism and its compulsions in the introduction of syncretic art forms	1,3,4	K5

K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing; K5 – Evaluating; K6 - Creating

Relationship Matrix

Semester	Course Code	Title of the Course	Hours	Credits						
I	24PEHS11C	Cultural Heritage of India	60	3						
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	3	3	2	2	3	3	3	2	3	2
CO-2	3	3	2	2	3	3	3	3	3	3
CO-3	3	3	2	2	3	3	3	3	3	3
CO-4	3	3	2	2	3	3	3	3	3	3
CO-5	3	3	2	2	3	3	3	2	3	2

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: Dr.C.Asha

Checked by: Dr.A.Abdul Azeez
Head of the Department

Semester - I	FREEDOM MOVEMENT IN INDIA FOR COMPETITIVE EXAMINATION 1885 C.E- 1947 C.E		24PIHS11			
EC-II-IDC			L	T	P	C
Hrs./Week: 2	Hrs./Semester : 60	Marks :50	2	-	-	2

General Objective:

To create a awareness among the students and to understand the values of this Subject

Learning Objectives:

LO	The learner will be able to:
LO-1	Understand the Birth of Indian Nationalism
LO-2	Examine the BackGround of Home Rule Movement and Post First world war Incidents
LO-3	Assess the Gandhian Struggle and the Birth of India's Freedom
LO-4	Estimate the contribution of eminent Leaders to India's Freedom Struggle
LO-5	Assess the key role of Freedom fighters from Tamil Nadu

Unit-I Emergence of Indian National Movement

The Formation of Indian National Congress- Role of Moderates and Extremists- Partition of Bengal- Swadeshi and Boycott Movement- All India Muslim League - Minto Morley Reforms

Unit- II National Movement During the First World War

Home Rule Movement- Lucknow Pact - Montague Chelmsford Reforms - Rowlatt Act- Jallianwala Bagh Massacre- Khilafat Issue- Non- Cooperation Movement - Chauri Chaura Incident

Unit-III Towards Freedom

Swaraj Party - Simon Commission - Salt Satyagraha- Round Table Conferences- Poona Pact- Government of India Act- Demand for Pakistan- Cripps Mission- Quit India Movement- Cripps Mission- Mountbatten Act- Indian Independence Act of 1947- Partition

Unit- IV Eminent Freedom Fighters in India

Tilak-Gopala Krishna Gokhale- Gandhi- Nehru- Bhagatsingh - Abul Kalam Azad- Subash Chandra Bose

Unit- V Eminent Freedom Fighters in Tamil Nadu

Bharathiyar- V.O.Chidambaram Pillai- Rajaji- Thirupur Kumaran- Kamarajar- Thanthai Periyar-

Textbooks:

1. Chandra Bipan, *India's Struggle for Independence*. Delhi: Penguin, 2016.
2. Mahajan.V.D. *India Since 1526*. Delhi: Chand Publication, 2001.
3. Grover.B.L S.Grover, *A new look at Modern Indian History*. Delhi S.Chand & Company limited, 2018.
4. Agarwal R.C. *constitutional Development and National Movement of India*. New Delhi: S.Chand & Co., 2005.

Reference Books:

1. Sarkar Sumit, *Modern India*. Delhi: Pearson Education India, 2014.
2. Guha Ramachandra, *Gandhi the years that Changed the world*. Delhi: Penguin, 2018.
3. Bardyopadhyayay Sekhar, *From Plassey to Partition and After*. Hyderabad: Orient Blackswan, 2020.
4. Rajayyan,K. *Tamil Nadu a Real History* Ratna publications 2005

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Identifying the emergence of Indian Nationalism and Swadeshi Movement	3,4	K2
CO-2	Examine the impacts of Home Rule Movement and the results of Non-Cooperation Movement	1,3,4	K3
CO-3	Estimating the Civil Disobedience Movement and Various Incidents Towards the India's Freedom	1,3,4	K4
CO-4	Assess the role of eminent Indian Freedom Fighters	1,3,4	K5
CO-5	Estimating the contribution of Tamil Nadu Freedom fighters towards India's Freedom	1,3,4	K5

K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing; K5 - Evaluating; K6 - Creating

Relationship Matrix

Semester	Course Code	Title of the Course	Hours	Credits						
I	24PIHS11	Freedom Movement in India for Competitive Examination 1885 C.E- 1947 C.E	30	2						
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	3	2	3	2	1	3	1	3	3	2
CO-2	3	2	3	2	1	1	1	3	3	2
CO-3	3	2	3	3	1	2	1	3	3	3
CO-4	3	2	3	3	3	3	1	3	3	3
CO-5	3	2	3	3	3	2	1	3	3	3

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: Mr.M.Sahul Hameed

Checked by: Dr.A.Abdul Azeez

Head of the Department

Semester – II	HISTORY OF MEDIEVAL INDIA –		24PCHS21			
CORE-V	1206 - 1707 CE		L	T	P	C
Hrs./Week: 6	Hrs./Semester : 90	Marks :100	5	1	-	5

General Objective:

Provide a comprehensive understanding of Medieval Indian history (1206-1707 CE), focusing on political, cultural, and administrative developments under the Delhi Sultanate and Mughal Empire.

Learning Objectives

LO	The learners will be able to:
LO-1	Understand the establishment and evolution of the Delhi Sultanate, including key rulers and administrative reforms.
LO-2	Analyze the political, economic, and social challenges during Muhammad bin Tughlaq and Firoz Tughlaq's reigns.
LO-3	Investigate the foundation and expansion of the Mughal Empire under Babur, and Akbar, and reforms of Sher Shah Suri
LO-4	Explore the ideological dimensions of the Mughal Empire, including religious policies and imperial integration efforts.
LO-5	Compare and contrast the administrative structures and governance systems of the Delhi Sultanate, Vijayanagara Empire, Bahmani Kingdom, Mughal Empire, and Maratha State.

UNIT I - Establishment of the Delhi Sultanate

Qutbuddin Aibak and Iltutmish — *Iqta* System - Centralised Monarchy: Sultana Raziya and Period of Instability -Age of Balban-*Chihalgani*- Theory of Kingship –Reorganisation of the Government - Mongol Threat - Internal Restructuring and Territorial Expansion –Jalaluddin and Alauddin Khalji’s approaches to the State – Changes among the ruling Classes –Conquest and Annexation.

UNIT II - Problems of a Centralized State

Ghiyasuddin and Muhammad bin Tughlaq– Administrative and Political Measures – Economic and Agrarian Reforms – Token Currency - Transfer of Capital; Firoz Tughlaq- Economic reforms- Military Expeditions ; Impact of Sayyids and Lodis-Divide of the Delhi Sultanate; The Vijayanagara and Bahmanis -Decann Sultanate: Bijapur, Golkonda, Bidar, Berar, and Ahmadnagar- Rise Expansion and Disintegration.

UNIT III – The Foundation of Mughal Empire

Central Asian experience of Babur - India on the eve of Babur’s invasion– Struggle for empire in North India; Significance of the Afghan despotism-Rise of Sher Shah Sur, Expansion and Consolidation; Political phase of Akbar, New imperial system, the Mughal nobility, Mansabdari

system- Jagirdari system; Nur Jahan Junta – The Mughals and the North-Western frontier; Shah Jahan and his contribution.

UNIT IV – Ideology and State in Mughal India

Akbar's imperial agenda - Suh-i-kul – Akbar's religion - Din ilahi; Aurangzeb's relation with religious groups and institutions.; Mughal-Rajput Relations – Aurangzeb - the Imperial elite; Deccan wars- Rise of Marathas under Shivaji; Popular revolts within the Mughal empire – Decline of the Mughal empire.

UNIT V – Administration and the Nature of the State

Administration under Sultanate, Nature of State-Theocratic and Theocentric, Central Provincial and Local Administration, Law of Succession; Sher Shah's Administrative Reform; Mughal Administration-Central, Provincial, and Local; Administrative System in the Deccan-The Vijayanagara State and Polity, Bahmani Administrative System, Maratha Administration-Asta Pradhan; Frontier Policies under Delhi Sultanate and Mughals; Inter-State Relations during the Sultanate and Mughals.

Textbooks:

1. Chandra, Satish, *Medieval India: From Sultanat to the Mughals*, Har-Anand Pub., Delhi, 1998.
2. Habib, Mohammad and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.

Reference Books:

1. Chand, Tara, *Influence of Islam on Indian Culture*, Indian Press, 1954.
2. Mehta, J.L., *Advanced Study in the History of Medieval India, 1000 – 1526 A.D.*, Sterling Pub., New Delhi, 1986.
3. Mehta, J.L., *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 1990.
4. Ali, Athar. M., *Mughal India, Studies in Polity, Ideas, Society and Culture*, OUP, New Delhi, 2007.
5. Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005.
6. Habib, Mohammed and Irfan Habib, ed., *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi, 2016.
7. Habibullah, A.B.M., *The Foundation of Muslim Rule in India*, Central Book Depot, 1967.
8. Hasan, Nurul S., *Religion State and Society in Medieval India*, OUP, New Delhi, 2008.

9. Nigam, S.B.P., *Nobility under the Sultans of Delhi*, Munshiram Manoharlal, New Delhi, 1968.
10. Pandey, A.B., *Early Medieval India*, Central Book Depot, 1976.
11. Qureshi, *Administration of the Mughal Empire*, Low Price Publications, 1990.
12. Qureshi, *Administration of the Sultanate of Delhi*, 1942.
13. Stein, Burton., *The New Cambridge History of India: Vijayanagara*. Vol. 1. Cambridge University Press, 1990.
14. Gordon, Stewart. *The Marathas 1600-1818*. Vol. 4. Cambridge University Press, 1993.
15. Farooqui, Salma Ahmed. *A Comprehensive History of Medieval India: Twelfth to the mid-Eighteenth Century*. Pearson Education India, 2011.
16. **Web Sources:**
<https://core.ac.uk.in>
<https://studoc.com>
<https://indiaolddays.com>

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Understand the roles of Qutbuddin Aibak, Iltutmish, and Alauddin Khalji in shaping the Delhi Sultanate.	1,3	K2
CO-2	Analyze Muhammad bin Tughlaq's administrative measures, economic reforms, and their impact on the Delhi Sultanate.	1,3,4	K4
CO-3	Evaluate the impact of Babur's invasion and Akbar's policies on the expansion and consolidation of the Mughal Empire, and assess Sher Shah Suri's administrative reforms.	1,3,4	K5
CO-4	Discuss the religious policies of Akbar, including Suhl-i-Kul and Din-i-Ilahi, and analyze Aurangzeb's relations with religious groups and the decline of the Mughal Empire.	1,3,4	K2
CO-5	Compare the administrative systems of the Delhi Sultanate, Vijayanagara Empire, Bahmani Kingdom, Mughal Empire, and Maratha State, focusing on central, provincial, and local governance, as well as inter-state relations.	1,3,4	K5

**K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing;
K5 - Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits			
II	24PCHS21	History of Medieval India - 1206 - 1707 CE					90	5			
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO-1	3	-	3	-	-	3	-	2	-	-	
CO-2	3	-	3	2	-	3	2	3	1	-	
CO-3	3	-	2	1	-	2	2	2	2	-	
CO-4	3	-	3	2	3	1	-	2	3	3	
CO-5	3	-	3	3	2	1	-	3	3	3	

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: Mr.P.P.Saidali

Checked by: Dr.A.Abdul Azeez

Head of the Department

Semester – II	SOCIO- CULTURAL HISTORY OF TAMIL NADU (1565 – 1956 C.E)		24PCHS22			
CORE-VI			L	T	P	C
Hrs./Week: 6	Hrs./Semester : 90	Marks :100	5	1	-	5

General Objective:

To understand the rule of Nayaks, Marathas, impact of Western education and Self Respect Movement in Tamil Nadu.

Learning Objectives

LO	The learners will be able to:
LO-1	Narrate the social condition during the Nayak period
LO-2	Describe the contributions of Marathas to the culture of the Tamil region
LO-3	Analyse the Contribution of Sethupathis of Ramnad to Tamil society.
LO-4	Appreciate the Growth of Western Education
LO-5	Examine the contribution of Dravidian movement to social transformation

UNIT I - Nayaks in Tamil Nadu

The Nayaks of Madurai – Thirumalai Nayak – the Nayaks of Senji – The Nayaks of Tanjore – social and cultural condition under the Nayaks – contribution of Nayaks to art and architecture and Tamil culture.

UNIT II – Maratha rule in Tamil Nadu

Tamilagam under Marathas – Society: caste system – status women – achievements of Raja Serfoji – Literature under the rule of Tanjore Marathas – Saraswathi Mahal Library – Development of Art and Architecture under the Marathas.

UNIT III – Nawab rule in Tamil Nadu

The Marava country and the Sethupathis of Ramnad – society - cultural contribution; Administration of the Nawabs – village administration – society – famines and diseases – status of women – economic and religious life – Social Impact of the Europeans; Religion: Saivism: St.Ramalinga-Vaishnavism: the Schism.

UNIT IV – Impact of Western education

Christianity: Policy of the Company - growth and impact - Introduction of Western education – Government education - Professional and Technical education–Female education.

UNIT V – Dravidian transformation in Tamil Nadu

Emergence of Administrative and Professional Elites – Justice Party and Non-Brahmin Movement – E.V.R, a social reformer – Self Respect Movement - Contribution of Dravidian Movement to social transformation- socio- cultural impact of the Dravidian parties.

Textbooks:

1. Rajayyan, K. *History of Tamil Nadu (1565-1982)*. Madurai: Raj Publishers, 1982.
2. Sundarajan, Saroja. *March to Freedom in Madras Presidency, 1916 – 1947*. Madras: Lalitha Publications, 1989
3. Sundararajan, Saroja. *March to Freedom in Madras Presidency, 1916- 1947*. Madras: Lalitha Publications, 1989
4. Venkatesan, G. *History of Freedom Struggle*. Madras: V.C. Publication, 2018.

Reference Books:

1. Manikumar, K.A. *Vellore Revolt -1806*. Chennai: Allied Publishers, 2007.
2. Rajayyan, K. *South Indian Rebellion, 1800 -1801*. Madurai: Rathna Publication, 2000.
3. Venkatasalpathy, A.R. *Tamil Characters & Personalities, Politics, Culture*. Delhi: Pan Publishers, 2018.

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Interpret the contribution of the Nayaks.	1	K2
CO-2	Sketch the art and architecture under the Marathas.	3	K3
CO-3	Appraise the Role of Socio-Religious movements in the Second Half of the Nineteenth Century.	3	K4
CO-4	Assess the impact of western education.	1	K5
CO-5	Review the Dravidian transformation in Tamil Nadu.	3	K5

K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing; K5 – Evaluating; K6 - Creating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits				
II	24PCHS22	Socio Cultural History of Tamil Nadu - 1565 – 1956 C.E.					90	5				
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO-1	3	-	-	-	-	3	-	2	-	-		
CO-2	3	3	2	-	-	3	-	2	-	2		
CO-3	2	2	3	3	-	3	3	3	3	2		
CO-4	1	-	3	3	-	2	-	2	-	3		
CO-5	1	-	2	-	3	2	-	2	2	3		

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: Dr.C.Asha

Checked by: Dr.A.Abdul Azeez
Head of the Department

Semester – II	SOCIETY AND ECONOMY IN MEDIEVAL		24PCHS23			
CORE-VII	INDIA		L	T	P	C
Hrs./Week: 5	Hrs./Semester : 75	Marks :100	4	1	-	3

General Objective:

To equip students with in-depth knowledge of social, economic, and cultural dynamics in medieval India, fostering critical thinking and preparing them for further historical research.

Learning Objectives

LO	The learners will be able to:
LO-1	Analyse the agricultural practices, irrigation systems, and village economies of medieval India to understand historical transitions.
LO-2	Critically Analyse the factors shaping the medieval Indian economy, including trade, commerce, finance, and state policies.
LO-3	Examine the impact of religious movements (Sufi, Bhakti, Sikh) on the social and political fabric of medieval India, fostering critical analysis of socio-cultural developments.
LO-4	Critically analyze the social stratification, power structures, and gender dynamics in medieval Indian society to develop an understanding of historical inequalities.
LO-5	Appreciate the development of education, art, architecture, and diverse artistic traditions in medieval India, enriching historical knowledge and cultural understanding.

UNIT I - Agriculture, Urbanization, & Industries

Agricultural Production and Irrigation Systems, Village Economy and Peasantry, Grants and Agricultural Loans, Famines and Peasant Revolts; Urbanization and Demographic Structure; Industries: Cotton Textiles, Handicrafts, Agro-Based Industries, Organization, Factories, and Technology.

UNIT II - Trade, Commerce, and Finance

Trade and Commerce: State Policies, Internal and External Trade, European Trade, Trade Centers and Ports, Transport and Communication, Hundi (Bills of Exchange) and Insurance; State Income and Expenditure, Currency, Mint System.

UNIT III – Religious Movements

The Sufis: Orders, Beliefs, Practices, Leading Sufi Saints, Social Synchronization ; Bhakti Movement: Shaivism, Vaishnavism, Shaktism, Saints of the Medieval Period (North and South) and their Impact on Socio-Political and Religious Life, Women Saints of Medieval India; The Sikh Movement: Guru Nanak Dev, His Teachings and Practices, Adi Granth, The Khalsa.

UNIT IV – Social Order: Composition and Power Relationships

Social Classification: Ruling Class, Major Religious Groups, Ulamas, Mercantile and Professional Classes, Rajput Society; Rural Society: Petty Chieftains, Village Officials, Cultivators, Non-Cultivating Classes, Artisans; Position of Women: Zanana System, Devadasi System.

UNIT V – Education, Art, and Architecture

Development of Education, Centres of Education, Curriculum, Madrasa Education; Fine Arts: Major Schools of Painting (Mughal, Rajasthani, Pahari, Garhwali), Development of Music; Architecture: Indo-Islamic Architecture, Architecture under Sultanate of Delhi, Mughal Architecture, Regional Styles, Mughal Gardens, Maratha Forts, Shrines, and Temples.

Textbooks:

1. Chandra, Satish. Essays on Medieval Indian History. Oxford University Press, New Delhi, 2004.
2. Chandra, Satish, *Medieval India: From Sultanate to the Mughals*. Vol. 1 & 2. New Delhi: Har-Anand Publications, 2005.
3. Chitnis, K.N. Socio-Economic History of Medieval India. New Delhi, S. Chand, 1979.
4. Saxena, S.K., Social, Cultural & Economics History of Medieval India. Atlantic Publishers & Distributors, 1990.
5. Chopra, P. N, et al. A Social, Cultural and Economic History of India. 2: Medieval India. Macmillan, 1974.

6. Habib, Irfan, *The Agrarian System of Mughal India, 1556-1707*. Oxford: Oxford University Press, 1999.
7. Raychaudhari, Tapan and Irfan Habib. Ed. *Cambridge Economic History of India (1200-1750)*. Cambridge: Cambridge University Press, 1982.
8. Srivastava, A L. *Medieval Indian Culture*. Shiva Lal Agarwala, 1964.
9. Yusuf Husain. *Glimpses of Medieval Indian Culture*. Bombay: Asian Publishing House, 1958.

Reference Books:

1. Alam, Muzaffar and Sanjay Subrahmanyam. Eds. *The Mughal State, 1526-1750*. New Delhi: Oxford University Press, 2002.
2. Asher, Catherine B. *Architecture of Mughal India*. *The New Cambridge History of India*, I, 4. Cambridge : Cambridge University Press, 1992.
3. Athar Ali, M. *Mughal India: Studies in Polity, Ideas, Society, and Culture*. New Delhi: Oxford University Press, 2008.
4. Brown, Percy. *Indian Architecture (Islamic Period)*. Bombay: Taraporevala, 1942.
5. Eaton, Richard M. *India in the Persianate Age: 1000-1765*. London: Penguin Books, 2019.
6. Eaton, Richard, M, *(ed.), *India's Islamic Traditions, 711-1750*. Oxford University Press, New Delhi, 2003.
7. Eaton, Richard, M, *The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India*. Princeton University Press, Princeton, 2015.
8. Grewal, J. S. *The Sikhs of the Punjab*. Cambridge University Press, Cambridge, 1994.
9. Burma, D.P. & M.Chakraverthy and Project of History of Indian Science, Philosophy, and Culture. *The State and Society in Medieval India*. Oxford University Press, 2005.
10. Habib, Irfan, *Economic History of India, AD 1206-1526: The Period of the Delhi Sultanate and the Vijayanagara Empire*. New Delhi: Tulika Books, 2016.

11. Habib, Irfan, *Essays in Indian History: Towards Marxist Perception*. Tulika Book, 2015.
12. Habib, Irfan, *Technology in Medieval India, C. 650 - 1750*. Eighth edition (paperback) ed., Tulika Books, 2022.
13. Habib, Irfan, et al. *Economic History of Medieval India, 1200-1500*. Pearson, an Imprint of Longman: Project of History of Indian Science, Philosophy, and Culture, Sub-Project: Consciousness, Science, Society, Value, and Yoga : Centre for Studies in Civilizations, 2011.
14. Habib, Irfan, *Medieval India: The Study of a Civilization*. National Book Trust, Delhi, 2008.
15. Gordon, Stewart. *The Marathas 1600–1818*. Cambridge: Cambridge University Press, 2007.
16. Mahajan, V.D. *History of Medieval India*. S.Chand Publications, 2007.
17. McLeod, W. H. *Guru Nanak and the Sikh Religion*. Oxford, Clarendon, 1968.
18. McLeod.W.H., *The Evolution of Sikh Community*, 2nd edn.. Oxford University Press, Delhi, 1996.
19. Mukhia, Harbans. *The Mughals of India*. Malden: Blackwell Publishing, 2004.
20. Nizami, K. A. *Studies in Medieval Indian Culture*. Allahabad, 1966.
21. Prakash, Om. *European Commercial Enterprise in Pre-Colonial India*. The New Cambridge History of India. Cambridge: Cambridge University Press, 1998.

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Describe and analyse the agricultural practices, irrigation systems, and village economies of medieval India.	1,3,4	K4
CO-2	Explain and critically analyse the impact of internal and external trade, state policies, and trade networks on the medieval Indian economy.	1,3,5	K4
CO-3	Compare, contrast, and critically analyse the core beliefs, practices, and social impact of Sufi, Bhakti, and Sikh movements.	1,3,4,5	K5
CO-4	Critically evaluate the social hierarchies, power structures, and the position of women in medieval Indian society.	1,3,4,5	K5
CO-5	Identify and analyse the major artistic traditions, educational institutions, and architectural styles of medieval India.	1,3,4	K4

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;
K5 – Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits			
II	24PCHS23	SOCIETY AND ECONOMY IN MEDIEVAL INDIA					75	3			
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO-1	3	2	2	2	-	3	-	3	-	-	
CO-2	3	2	2	-	2	3	-	2	-	2	
CO-3	3	2	3	2	2	3	-	2	2	3	
CO-4	2	-	2	2	2	3	-	2	2	3	
CO-5	2	-	3	3	-	2	-	3	3	-	

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: Mr.P.P.Saidali

Checked by: Dr.A.Abdul Azeez

Head of the Department

Semester – II	INDIAN CONSTITUTION		24PEHS21A			
EC-III A			L	T	P	C
Hrs./Week: 4	Hrs./Semester : 60	Marks :100	4	-	-	3

General Objective:

Enables students to understand and evaluate the salient features of the Indian Constitution

Learning Objectives:

LO	The learner will be able to:
LO-1	Understand the Background of the Indian Constitution
LO-2	Examine the Fundamental Rights, Duties, and the Directive Principles of State Policy
LO-3	Assess the Indian Federalism System
LO-4	Estimate the functions and procedures of Union Government and Parliamentary System
LO-5	Assess the features of the State Government

Unit-I Historical backdrop of the Indian Constitution

Historical background - Sources of the Indian Constitution – Features- Preamble-citizenship

Unit- II Philosophy of the Indian Constitution

Fundamental Rights–Directive Principles of State Policy – Fundamental Duties-important amendments to the Constitution

Unit-III Features of Federalism

Indian Federalism: Distribution of powers: Legislative – Administrative and Financial relation- Emergency Provisions

Unit- IV Powers and Functions of Union Government

Union Government – President: Election – Powers and Functions – Cabinet: Prime Minister – Parliament Composition, Powers, and functions- Process of lawmaking – Speaker – Parliamentary Committees – Supreme Court of India: Composition, powers, and functions

Unit- V Functions of State Government

State Government: Role of the Governor - State Legislature – Cabinet- High Courts

Textbooks:

1. Austin Granville, The Indian Constitution: Cornerstone of A Nation,Oxford University Press,1999
2. Agarwal, R.C. Constitutional Development and National Movement of India, S. Chand & Co. 1996
3. Durga Das Basu,An Introduction to Indian Constitution,Wadha& Company, 2001
4. Shukla, V.N, The Constitution of India, Eastern Book Company,1977

Reference Books:

1. Bhargava Rajeev, *Politics and Ethics of the Indian Constitution*, Oxford University, 2009.
2. Durga Das Basu, *Commentary on the Constitution of India*, Wadha & Company, 2000.
3. Gautam Bhatia, *Transformative Constitution: A Radical Biography in Nine Acts*, Harper Collins India, 2019.
4. Misra, B.R., *Economic Aspects of Indian Constitution*, Orient Longman, 1952.

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Identifying the backdrop of the Indian Constitution	1,3,4	K2
CO-2	Explain the Fundamental Rights, Duties and Directive Principles	1,3,4	K3
CO-3	Estimating the features of the Indian Federalism	1,3,4	K4
CO-4	Assess the works and the functions of the President, Prime Minister, Cabinet and Parliamentary System in India	1,3,4	K5
CO-5	Describe the functions of State Government	1,3,4	K1

K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing; K5 – Evaluating; K6 – Creating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits			
II	24PEHS21A	INDIAN CONSTITUTION					60	3			
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO-1	3	1	2	3	2	3	1	3	3	2	
CO-2	3	1	2	3	2	3	1	3	3	2	
CO-3	3	1	2	3	3	3	1	3	3	3	
CO-4	3	1	2	3	3	3	1	3	3	3	
CO-5	3	1	2	3	3	2	-	3	3	3	

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: Mr.E.S.Afsal

Checked by: Dr.A.Abdul Azeez

Head of the Department

Semester – II	ENVIRONMENTAL HISTORY		24PEHS21B			
EC-IIIB			L	T	P	C
Hrs./Week: 4	Hrs./Semester : 60	Marks :100	4	-	-	3

General Objective:

To identify the Relationship between man and Environment and measure the magnitude of Human activities on the Environment.

Learning Objectives:

LO	The learner will be able to:
LO1	Relate concepts in Environmental History.
LO2	Summarize the Environmental and Historical development like, Ice Age, Agricultural Revolution, Industrial Revolution, etc. that took place throughout the Ages.
LO3	Analyze the impact of Industrial Revolution and Colonialism on Environment and Mankind.
LO4	Evaluate the causes, activities, and results of the Environmental Movements in India.
LO5	Estimate the effectiveness of the Legislations for the Protection of Environment.

Unit I: Concept of Environmental History

Definition of Environment, Ecology, Environmentalism, Environmental History; Global and Indian Perspectives

Unit II: Man, and Environment

Ice Age-Hunting and Gathering Society-Domestication of Animals and Pastoralism-Beginning of Agriculture-Scientific Revolution-Agricultural revolution -Development of Trade-Industrial Revolution

Unit III: Colonialism and Environment

Impacts of Industrial Revolution on Environment: Colonialism and Exploitation of Environment-British Rule in India: Deforestation and Construction of Indian Railway, Plantations, Commercialization of Agriculture

Unit IV: Environmental Movements in India and Tamil Nadu

Chipko Movement-Narmada Bachao Andolan-Silent Valley Movement-Environmental Movements in Tamil Nadu; Poovulagin Nanbargal, Nammalvar-Vanagam Movement, Koodan Kulam and Sterlite issues.

Unit V: Environmental Legislations

Curzon Act-Indian Forest Act, 1927-Constitutional Provisions and Environment; Article 21& 51A(g)-The Water (Prevention and Control of Pollution) Act 1974-The (Prevention and Control of Pollution) Rules-Environmental Protection Act,1986- and Amendment in 1984.

Textbooks:

1. McNeill J.R, Alan Roe. *Global Environmental History*. New York: Routledge, 2013.
2. Guha, Ramachandra. *Environmentalism: A Global History*. London: Penguin Books, 2014.
3. RamaChandra Guha. *Unquiet Woods; Ecological Change and Peasant Resistance in Himalaya*. Los Angeles: University of California, 2000.
4. Madhav Gadgil and Rama Chandra Guha. *Ecology and Equity, The Use and Abuse of Nature of Contemporary India*. London: Routledge Publication, 1995.

References:

1. Habib, Irfan (Ed). *Man and Environment, The Ecological History of India* (A People's History of India 36). New Delhi: Aligarh Historians Society (Tulika Books), 2010.
2. Gadgil, Madhav and Rama Chandra Guha, *This Fissured Land; An Ecological History of India*, University of California, 1993.
3. Arnold, David and Ramachandra Guha. *Nature, Culture, and Imperialism. Essays on Environmental History of South Asia*. Delhi: Oxford Publication, 1995.
4. Carson, Rachel. *Silent Spring*. New York: Houghton Mifflin Publication, 1962.
5. Shiva, Vandana. *Staying Alive; Women, Ecology and Development*. New Delhi: Kali For Women (In South Asia), 1989.

Course Outcomes

CO	Upon completion of the course, the students will be able to:	PSOs Addressed	Cognitive Level
CO-1	Remember the key concepts in the Environmental history comment on the concepts related to the Environmental History.	1	K1 & K2
CO-2	Compare the different periods in Environmental history the Environmental changes and Historical development throughout the Ages.	1,2	K2 & K3
CO-3	Estimate the impacts of the Industrial Revolution and Colonialism on the Environment.	1,2,3	K3 & K4
CO-4	Assess the role of Environmental Movements in protecting the Environment of India.	1,2,3,4	K4& K5
CO-5	Design a project related to Local Environmental History.	1,2,3,4	K5

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;
K5 – Evaluating; K6 - Creating**

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits				
V	24PEHS21B	Environmental History					60	4				
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO1	PSO 2	PSO 3	PSO 4	PSO5		
CO-1	3	-	-	-	-	2	-	-	-	-		
CO-2	3	-	-	-	-	2	2	-	-	-		
CO-3	2	2	2	-	-	3	3	3	-	-		
CO-4	1	1	3	2	-	2	3	2	2	2		
CO-5	2	1	2	3	-	3	3	3	2	3		

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: Mr.P.K.Abdul Kalam

Checked by: Dr.A.Abdul Azeez

Head of the Department

Semester – II	HISTORY OF SCIENCE AND TECHNOLOGY		24PEHS21C			
EC-IIIC			L	T	P	C
Hrs./Week: 4	Hrs./Semester : 60	Marks :100	4	-	-	3

General Objective:

To enable the student to critically examine various advancement in science and technology

Learning Objectives:

LO	The learner will be able to:
LO-1	Understand the role of various scientists.
LO-2	Display the role of industrial revolution and the development of transport & communication.
LO-3	Explain the progress in biology.
LO-4	Asses the nuclear space research and its development.
LO-5	Debate on the conventional and non-conventional energies.

UNIT I: Age of Renaissance

Impact of Renaissance on Science and Technology – Copernicus Kepler, Galileo – Torricelli –Rene Descartes –Immanuel Kant – Issac Newton –Francis Bacon.

UNIT II: Industrial Revolution

Industrial revolution –Industrialization in Cotton, Mining and Metallurgy Agrarian Revolution – Transportation and Communication- Discoveries of Henry Cavendish, Joseph Priestley, Lavoisier.

UNIT III: Progress in Biology

Progress in Biology – Charles Darwin – Progress in Physics and Mathematics – Michael Faraday – James Clark Maxwell – Progress in Chemistry John Dalton – Mendeleefe – Louis Pasteur - Alfred Nobel-Rontgen And Xray – Mary Curie and Radium – Radio and Marconi.

UNIT IV: Nuclear Space Research

Nuclear Space Research –Newtonian Impact –Meteorological studies, Space shuttles, Satellites and Rockets –Air Warfare – Thermo Nuclear Warfare – Ballistic Missiles.

UNIT V: Energies

Energy – Conventional and non – conventional – Electronics and communication Revolution – Computer – Civil Aviation and surface Transport – Blue, White and Green Revolutions.

TEXT BOOKS :

1. James E. McClellan and Harold Dorn, John Hopkins University Press,2006.
2. A.Wolf, A History of Science, Technology and Philosophy in the Eighteenth Century, George Allen & Unwin,1938.

REFERENCE BOOKS :

1. S.Vargeese Jeyaraj, History of Science & Technology, Anns Publications, Uthamapalayam, 1997.
2. Venkatraman.R, History of Science & Technology, Ennes Publications, New Delhi, 1988.
3. Charles Singer, E.J.Holmyard & A.R.Hall, A History of Technology, Oxford University Press, Delhi,1954
4. Charles Van Doren, A History of Knowledge, Ballantine Books,1992.

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Understand the impact of renaissance on science & technology.	PSO1	K2
CO-2	Examine the industrial revolution and its impact.	PSO3	K4
CO-3	Estimate the Charles Darwin theory and John Dalton theory.	PSO4	K5
CO-4	Explain the meteorological studies and its development.	PSO4	K5
CO-5	Asses the Green, White and Blue revolution.	PSO5	K6

K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing; K5 – Evaluating; K6 - Creating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits			
II	24PEHS21C	HISTORY OF SCIENCE AND TECHNOLOGY					60	3			
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO-1	3	3	3	2	3	3	2	2	2	2	
CO-2	3	3	3	2	3	3	3	2	2	3	
CO-3	2	2	3	2	2	3	1	3	3	2	
CO-4	2	2	2	3	2	3	3	3	3	2	
CO-5	1	1	2	3	3	3	3	3	3	3	

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: Dr.A.Abdul Azeez

Checked by: Dr.A.Abdul Azeez

Head of the Department

Semester – II	INDIAN POLITY FOR COMPETITIVE EXAMINATION		24PIHS21			
EC-IV-IDC			L	T	P	C
Hrs./Week: 2	Hrs./Semester : 30	Marks :50	2	-	-	2

General Objective:

Enables students to understand and evaluate the functioning of Modern Governmental system in India.

Learning Objectives:

LO	The learner will be able to:
LO-1	Understand the salient features of the Indian Constitution
LO-2	Analyze fundamental right and Fundamental duties.
LO-3	Examine the role of the executive in Indian polity
LO-4	Evaluate the functions and importance of the Legislature and Judiciary in India
LO-5	Critically engage with the democratic process of India.

UNIT I: Introducing Indian Constitution

Historical Background of the Indian Constitution- salient features of the Constitution- Preamble- Ideas of Democracy and Secularism

UNIT II: Key aspects of the Indian Constitution

Citizenship in India-Fundamental rights- Fundamental Duties- Directive principles of state policy

UNIT III: Executive system in India

The president of India- The Prime Minister of India- Union Cabinet- Governor-Chief minister- State Cabinet.

UNIT IV: Legislature and Judiciary in India

Union Legislature: powers and functions- the process of law making- Indian Judiciary: Supreme Court and High court- Judicial review.

UNIT V: The spirit of Federalism and civil rights protection

Centre-state relationship- Local Governments: Panchayati Raj- Right to Information Act-Anti Corruption measures: Lokpal and Lokayukta.

TEXT BOOKS:

1. Jayapalan, N. *Modern Governments and Constitutions*. New Delhi: Atlantic publishers, 2002.
2. Gomathi Nayagam, P. *Modern Government*. Sivakasi: Tensy Publications, 2016.
3. Ramalingam, T.S. *Modern Government*. Madurai: TSR Publication, 1980.
4. Laxmikant.M, *Indian Polity*, Mc Graw Hill.

Reference Books:

1. Thiruvengadam, Arun K, *The Constitution of India:A Contextual analysis*. London: Bloomsbury publishing, 2017.

2. Khosla Madhav. *The Indian Constitution: Oxford India Short Introductions*. New Delhi: OUP India, 2012.
3. Choudhry, Sujit. *The Oxford Handbook of the Indian Constitution*. Oxford:OUP, 2017.

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Explain the historical background and Salient features of the Indian Constitution.	PSO1	K2
CO-2	Analyse fundamental right and Fundamental duties.	PSO3	K4
CO-3	Evaluate the Executive system in India	PSO4	K5
CO-4	Evaluate the significance of Legislature and Judiciary in India	PSO4	K5
CO-5	Develop democratic and secular values	PSO5	K6

K1-Remembering; K2 - Understanding; K3 - Applying; K4 - Analyzing; K5 - Evaluating; K6 - Creating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credits				
II	24PIHS21	Indian Polity for Competitive examination					30	2				
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO-1	3	-	3	2	-	3	2	2	2	-		
CO-2	3	-	3	2	-	3	3	2	2	-		
CO-3	2	-	3	2	-	3	1	3	3	2		
CO-4	2	-	2	3	2	3	-	3	3	2		
CO-5	1	-	2	3	3	3	-	3	3	3		

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: Mr.E.S.Afsal

Checked by: Dr.A.Abdul Azeez
Head of the Department

Semester – II	ARCHIVES KEEPING		24PSHS21			
SEC-I			L	T	P	C
Hrs./Week: 4	Hrs./Semester : 60	Marks :100	4	-	-	3

General Objective: The course enables the Students to know about the uses of archives, how to preserve records and the important archives in India.

Learning Objectives:

LO	The learner will be able to:
LO-1	Summarize the evolution of the several recordkeeping professions and its diverse relationships with allied disciplines.
LO-2	Integrate the development of theories of the identification and management of records and recordkeeping systems.
LO-3	Illustrate the importance of archival records in the study of Indian History.
LO-4	Assess the methods of preservation and interpretation of records.
LO-5	Reviewing the role of Archives in the Historical study.

UNIT I: Introduction to Archives:

Definition of Archives - Characteristics of Archives – Uses of Archives - Archives and Allied Institutions: Museum, Library, Art Gallery

UNIT II: History of Archives:

France and Britain – Origin and Development of Archives in India – Physical Forms of Archives Including Clay Tablets, Stone Inscriptions, Metal Plates, Palm Leaf to Paper Records – Seals, Photographs, Cartographic Records, Film., Video Tapes, Sound Records, Machine Readable Records and other Electronic Records.

UNIT III: Creation of Archives:

Organization of Archives – Administration of Archives – Accession of Archives – Rule and Regulations for Access in India and other Countries.

UNIT IV: Important Archives in India:

National Archives of India- Nehru Memorial Library -Tamil Nadu State Archives – Kerala State Archives -Private Archives: Roja Muttiah Research Library.

UNIT V: Preservation of Archives:

Preventive Measures – Protective Measures Lamination-Fumigation Chiffon Cloth Method– Upkeeping of Old Records - Relationship between Research Scholars and Archives.

Text Books:

1. Kumaraswamy, A. *Archives Keeping*. Nagercoil: Nalini Publications, 2003.
2. Bettington, Jackie. *Keeping Archives*. Canberra: Australian Society of Archivists, 2008.

3. O'Toole, James M, and Richard J. Cox. *Understanding Archives & Manuscripts*. Chicago: Society of American Archivists, 2006.
4. Ritzenthaler, Mary L. *Preserving Archives & Manuscripts*. Chicago: Society of American Archivists, 2010.

Reference Books:

1. Ellis, Judith. *Keeping Archives - 2nd Ed.* Port Melbourne, Vic: D W Thorpe, 1993.
2. Ramsey, Alexis E. *Working in the Archives: Practical Research Methods for Rhetoric and Composition*. Carbondale: Southern Illinois University Press, 2010.
3. Bartlett, Richard. *Remarks and Documents Relating to the Preservation and Keeping of the Public Archives*. Concord: Printed by A. McFarland, 1969.
4. Pederson, Ann E. *Keeping Archives*. Sydney: Australian Soc. of Archivists Inc., 1987.

Course Outcomes

CO	Upon completion of this course, students would have learned to:	PSOs Addressed	Cognitive Level
CO-1	Estimate the role of Achieves, Museum, and Art gallery in the historical studies.	PSO 1,3,4	K2
CO-2	Execute resources for historical writings.	PSO 1,3,4	K3
CO-3	Categorize state, National public and private archives.	PSO 1,3,4	K4
CO-4	Assess various types of sources for historical writings in different times.	PSO 1,3,4	K5
CO-5	Collaborate with archives in preserving and keeping records.	PSO 1,3,4	K1

**K1-Remembering; K2 – Understanding; K3 - Applying; K4 - Analyzing;
K5 - Evaluating; K6 – Creating**

Relationship Matrix

Semester	Course Code		Title of the Course			Hours	Credits			
II	24PSHS21		Archives Keeping			60	3			
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	3	3	3	2	3	3	2	2	2	2
CO-2	3	3	3	2	3	3	3	2	2	3
CO-3	2	2	3	2	3	3	1	3	3	2
CO-4	2	2	2	3	2	3	3	3	3	2
CO-5	1	3	2	3	3	3	2	3	3	3

STRONG (3), MEDIUM (2) and LOW (1)

Prepared by: Mrs.C.K.Shamli

Checked by: Dr.A.Abdul Azeez

Head of the Department