# Holy Cross College (Autonomous), Nagercoil
**Kanyakumari District, Tamil Nadu.**
**Accredited with A⁺ by NAAC - IV Cycle – CGPA 3.35**

Affiliated to
**Manonmaniam Sundaranar University, Tirunelveli**

**Semester I – IV**

**PG Guidelines & Syllabus**

**DEPARTMENT OF HISTORY**

**2023-2026**

**(With effect from the academic year 2024-2025)**

**Issued from**

**THE DEANS' OFFICE**

HP 1

**Vision**

With the thorough knowledge of the past, the Department of History aims to enable the students to understand the present, to look forward a bright feature and to create a harmonious and sustainable society.

**Mission**

1. To provide a holistic development of all students through inclusive education.
2. To stimulate and develop all facets of the student's personality
3. To inculcate a sense of social and ethical responsibilities
4. To ascertain academic and professional excellence.
5. To enhance the employability skills and entrepreneurial spirit.

**Graduate Attributes**

Graduates of our College develop the following attributes during the course of their studies.

➢ **Creative thinking:**

Equipping students with hands-on-training through skill based courses and promote startup.

➢ **Personality development:**

Coping with increasing pace and change of modern life through value education, awareness on human rights, gender issues and giving counselling for the needful.

➢ **Environmental consciousness and social understanding:**

Reflecting upon green initiatives and understanding the responsibility to contribute to the society; promoting social and cultural diversity through student training and service learning programmes.

➢ **Communicative competence:**

Offering effective communication skills in both professional and social contexts through bridge courses and activities of clubs and committees.

➢ **Aesthetic skills:**

Engaging mind, body and emotions for transformation through fine arts, meditation and exercise; enriching skills through certificate courses offered by Holy Cross Academy.

➢ **Research and knowledge enrichment:**

Getting in-depth knowledge in the specific area of study through relevant core papers; ability to create new understanding through the process of critical analysis and problem solving.

➢ **Professional ethics:**

Valuing honesty, fairness, respect, compassion and professional ethics among students. The students of social work adhere to the *National Association of Social Workers Code of Ethics*

➢ **Student engagement in the learning process:**

Obtaining extensive and varied opportunities to utilize and build upon the theoretical and empirical knowledge gained through workshops, seminars, conferences, industrial visits and summer internship programmes.

➢ **Employability:**

Enhancing students in their professional life through Entrepreneur development, Placement & Career guidance Cell.

➢ **Women empowerment and leadership:**

Developing the capacity of self-management, team work, leadership and decision making through gender sensitization programmes.

**Programme Educational Objectives (PEOs)**

| PEOs | Upon completion of M.A Degree Programme, the Post Graduates will be able to: | Mapping with Mission |
|------|------|------|
| PEO1 | apply scientific and computational technology to solve socio ecological issues and pursue research. | M1, M2 |
| PEO2 | continue to learn and advance their career in industry both in private and public sectors | M4 & M5 |
| PEO2 | develop leadership, teamwork, and professional abilities to become a more cultured and civilized person and to tackle the challenges in serving the country. | M2, M5 & M6 |

**Programme Outcomes (POS)**

| POs | Upon completion of M.A. Degree Programme, the Post Graduates will be able to: | Mapping with PEOs |
|------|------|------|
| PO1 | enhance in-depth learning by using innovative technological sources | PEO1 |
| PO2 | design and undertake individual research which will contribute to the future ideological and societal development | PEO1, PEO 2 & PEO3 |
| PO3 | integrate various theories and methodologies relating to social and environmental contexts. | PEO 2 |
| PO4 | excel in competitive examinations, face interviews and handle real life situations. | PEO 2& PEO 3 |
| PO5 | articulate critically to address the emerging national and global challenges with an ethical outlook. | PEO1, PEO 2 & PEO3 |
| PO6 | perform the professionalism and team spirit and exhibit leadership, communication and managerial skills. | PEO 2& PEO 3 |
| PO7 | learn independently for lifelong to execute professional, social and ethical responsibilities promoting sustainable development | PEO 3 |

**Programme Specific Outcomes (PSOs)**

| PSOs | Upon completion of M.A. Degree Programme, the Post Graduates will be able to: | Mapping with POs |
|------|------|------|
| PSO1 | appraise and analyze the heritage, culture, and historical developments at the local, regional, national and global levels and put in the in-depth knowledge for the upcoming growth through research. | PO1, PO2 & PO7 |
| PSO2 | apply the historical knowledge in all communication for acquiring professional entrepreneurial and employability skills. | PO2 , PO3 , PO4 & PO6 |
| PSO3 | approach the recent developments of the global fraternity with a critical and analytical mind applying the historical truths for viable solutions. | PO5 |
| PSO4 | acquire lifelong learning in the domain concerned with highest ethical, moral and professional standards. | PO6 & PO7 |
| PSO5 | enrich the sustainable development of the society with the mastery over the historical roots of the various issues at the local, regional, national and global levels. | PO2 & PO7 |

**Mapping of POs and PSOs**

| POs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| PO1 | S | S | S | S | S |
| PO2 | S | M | S | S | M |
| PO3 | S | M | S | S | S |
| PO4 | S | S | S | S | S |
| PO5 | S | S | S | M | S |
| PO6 | S | M | S | S | S |
| PO7 | S | S | S | M | S |

Strong -S (3), Medium – M (2), Low – L (1)

**Eligibility Norms for Admission**

　　A candidate who is a graduate of this college or any other recognized University in the main subject or who has passed an Examination accepted as equivalent there to by the syndicate of Manonmaniam Sundaranar University, Tirunelveli, is eligible for admission.

**Duration of the Programme:** 2 years

**Medium of Instruction:** English

**Passing Minimum**

A minimum of 50% in the external examination and an aggregate of minimum 50% is required.  There is no minimum pass mark for the Continuous Internal Assessment.

**Components**

**Part III (Core Course and Elective Course)**

| Core Courses | (12x100) | 1200 |
|--------------|----------|------|
| Elective Courses | (6x100) | 600 |
| Core Project | (1x100) | 100 |
| **Total Marks** | | **1900** |

**Course Structure**

**(i) Curricular Courses:**

**Distribution of Hours and Credits**

| Course | SEMESTER | | | | Total | |
|--------|----------|----|-----|-----|-------|---------|
| | I | II | III | IV | Hours | Credits |
| Core Course | 7(5) + 7(5) + 6(4) | 6(5)+ 6(5) + 6(5) | 6(5) + 6(5) + 6(4) + | 6(5) + 6(5) 6 (5) | 7 4 | 5 8 |
| Elective Course | 5 (3) + 5 (3) | 4 (3) + 4 (3) | 4 (3) - | 4(3)+ 4(3) | 3 0 | 2 1 |
| Core Research Project | | - | 5 (4) | | 5 | 4 |
| Skill Enhancement Course | | 4 (2) | 3 (2) | 4 (2) | 11 | 6 |
| Internship | | | (2) | | - | 2 |
| **Total** | **30 (20)** | **30 (23)** | **30 (25)** | **30 (23)** | **120** | **91** |

**Total Number of Hours  =120**

**(ii) Co-curricular Courses**

| Course | SEMESTER | | | | Total Credits |
|---|---|---|---|---|---|
| | **I** | **II** | **III** | **IV** | |
| Life Skill Training –I | - | (1) | - | - | 1 |
| Life Skill Training –II | - | - | - | (1) | 1 |
| Field Project | (1) | | - | | 1 |
| Specific Value-Added Courses | (1) | | (1) | | 2 |
| Generic Value-Added Courses | | (1) | | (1) | 2 |
| Massive Open Online Courses (MOOCs) | | (1) | | (1) | 2 |
| Community Engagement Activity (UBA) | | (1) | | | 1 |

**Total Number of Credits    =    91 + (10)**

Non-academic courses are mandatory and conducted outside the regular working hours.

**Courses Offered**

## SEMESTER I

| Course Code | Title of the Course | Credits | Hours / Week |
|---|---|---|---|
| HP231CC1 | Core Course I: History of Ancient and Early Medieval India – Prehistory to 1206 Common Era (CE) | 5 | 7 |
| HP231CC2 | Core Course II: Socio Cultural History of Tamil Nadu up to 1565 CE | 5 | 7 |
| HP231CC3 | Core Course III: History of Select Civilizations (Excluding India) | 4 | 6 |
| HP231EC1 | Elective I: a) Indian Art and Architecture | 3 | 5 |
| HP231EC2 | Elective I: b) Freedom Struggle in Tamil Nadu | | |
| HP231EC3 | Elective I: c) Temples of India | | |
| HP231EC4 | Elective II:  a) Cultural Heritage of India | 3 | 5 |
| HP231EC5 | Elective II: b) Administrative History of Tamil Nadu | | |
| HP231EC6 | Elective II: c) Art Forms of Tamil Nadu | | |
| | **Total** | **20** | **30** |

## SEMESTER II

| Course Code | Title of the Course | Credits | Hours / Week |
|---|---|---|---|
| HP232CC1 | Core Course IV: History of Medieval India – 1206 – 1707 CE | 5 | 6 |
| HP232CC2 | Core Course V: Socio Cultural History of Tamil Nadu – 1565 – 2000 CE | 5 | 6 |
| HP232CC3 | Core Course VI: Historiography and Historical Methods | 5 | 6 |
| HP232EC1 | Elective III: a) History of Journalism | 3 | 4 |

| HP232EC2 | Elective III: b) International Migrations and Diasporic Studies | | |
| HP232EC3 | Elective III: c) History of Communication System in India | | |
| HP232EC4 | Elective IV:  a) Indian Constitution | | |
| HP232EC5 | Elective IV:  b) Environmental History of India | 3 | 4 |
| HP232EC6 | Elective IV: c) Geographical History of India | | |
| HP232SE1 | Skill Enhancement Course I: Research and Report Writing | 2 | 4 |
| | **Total** | **23** | **30** |

## SEMESTER III

| Course Code | Title of the Course | Credits | Hours / Week |
|---|---|---|---|
| HP233CC1 | Core Course VII: Colonialism and Nationalism in India | 5 | 6 |
| HP233CC2 | Core Course VIII: Intellectual History of India | 5 | 6 |
| HP233CC3 | Core Course IX: Economic History of India Since 1857 CE | 4 | 6 |
| HP233RP1 | Core Research Project | 4 | 5 |
| HP233EC1 | Elective Course V: a) Principles and Techniques of Archaeology | 3 | 4 |
| HP233EC2 | Elective Course V: b) Museology | | |
| HP233EC3 | Elective Course V: c) Tourism in Tamil Nadu | | |
| HP233SE1 | Skill Enhancement Course II: Introduction to Epigraphy | 2 | 3 |
| HP233IS1 | Internship | 2 | - |
| | **Total** | **25** | **30** |

## SEMESTER IV

| Course Code | Title of the Course | Credits | Hours / Week |
|---|---|---|---|
| HP234CC1 | Core Course X: Contemporary India | 5 | 6 |
| HP234CC2 | Core Course XI: Peasant and Labour Movements in India | 5 | 6 |
| HP234CC3 | Core Course XII: International Relations since 1945 CE | 5 | 6 |
| HP234EC1 | Elective Course VI: a) Women in India through the Ages | 3 | 4 |
| HP234EC2 | Elective Course VI: b) Movements in Modern India | | |
| HP234EC3 | Elective Course VI: c) Studies in Human Rights | | |
| HP234EC4 | Elective Course VII: a) India and Her Neighbours | 3 | 4 |
| HP234EC5 | Elective Course VII: b) Religions in Ancient India | | |

| HP234EC6 | Elective Course VII: c) Science and Technology in India since 1947 CE | | |
|---|---|---|---|
| HP234SE1 | Skill Enhancement Course III: Communication Strategies for Leadership Success | 2 | 4 |
| | **Total** | **23** | **30** |
| | **Total** | **91** | **120** |

**Co-curricular Courses**

| Semester | Code | Title of the Course | Credit |
|---|---|---|---|
| I & II | PG23LST1 | Life Skill Training | 1 |
| II & IV | - | MOOC | 1+1 |
| II | PG232CE1 | Community Engagement Course (CEC) | 1 |
| III & IV | PG23LST2 | Life Skill Training | 1 |
| I | HP231FP1 | Field Project | 1 |
| I & III | HP231V01 / HP233V01 | Specific Value-added Course | 1+1 |
| II & IV | GVAC2401-GVAC24-- | Generic Value-added Course | 1+1 |
| | | **Total** | **10** |

**Specific Value Added Courses**

| Semester | Course Code | Name of the Course | Credits | Total Hours |
|---|---|---|---|---|
| I | HP231V01 | Study of Palm Leaf Manuscripts | 1 | 30 |
| I | HP231V02 | History of Computer Application | 1 | 30 |
| III | HP233V01 | Preservation of Palm Leaf Manuscript | 1 | 30 |
| III | HP233V02 | Computer Application in History | 1 | 30 |

**Self Learning Courses**

| Semester | Course Code | Name of the Course | Credits |
|---|---|---|---|
| III | HP233SL1 | India –An Overview | 1 |
| IV | HP234SL1 | Tamil Nadu – An Overview | 1 |

**Examination Pattern**
**Curricular Courses:**

### i)   Core Course / Elective Course

Internal: External–25:75

Continuous Internal Assessment (CIA)

Internal Components and Distribution of Marks

| Components | Marks |
|---|---|
| Internal test (2) (40 marks) | 10 |
| Quiz (2) (20 marks) | 5 |
| Seminar (10 marks) | 5 |
| Assignment: (Model Making, Exhibition, Role Play, Group Discussion, Problem Solving, Class Test, Open Book Test (Minimum three items per course) (30 marks) | 5 |
| **Total** | **25** |

**Question Pattern**

| Internal Test | Marks | External Exam | Marks |
|---|---|---|---|
| Part A 4 x 1 (No choice) | 4 | Part A 10 x 1 (No choice) | 10 |
| Part B 2 x 6 (Internal choice) | 12 | Part B 5 x 6 (Internal choice) | 30 |
| Part C 2 x 12 (Internal choice) | 24 | Part C 5 x 12 (Internal choice) | 60 |
| **Total** | **40** | **Total** | **100** |

### ii) Core Lab Course:
Ratio of Internal and External= 25:75

Total: 100 marks

**Internal Components and Distribution of Marks**

| Internal Components | Marks |
|---|---|
| Performance of the Experiments | 10 |
| Regularity in attending practical and submission of records | 5 |
| Record | 5 |
| Model exam | 5 |
| **Total** | **25** |

**Question pattern**

| External Exam | Marks |
|---|---|
| Major Practical | |
| Minor Practical / Spotters /Record | 75 |
| **Total** | **75** |

### iii) Core Research Project:
Ratio of Internal and External **25: 75**

| Internal (Supervisor) | Marks |
|---|---|
| I Review | 5 |
| II Review | 5 |
| Report | 15 |
| **External (External Examiner)** | |
| Report | 40 |
| Viva-voce (individual, open viva-voce) | 35 |
| **Total** | **100** |

### iv) Skill Enhancement Course
Ratio of Internal and External = 2**5: 75**

**Internal Components and Distribution of Marks**

| Components | Marks |
|---|---|
| Internal test (2) – (40 marks) | 10 |
| Quiz (2) – (20 marks) | 5 |
| Assignment: (Model Making, Exhibition, Role Play, Album, Group Activity (Mime, Skit, Song) (Minimum three items per course) | 10 |
| **Total** | **25** |

**Question Pattern**

| Internal Test | Marks | External Exam | Marks |
|---|---|---|---|
| Part A 2 x 2 (No Choice) | 4 | Part A  5 x 2 (No Choice) | 10 |

| Part B 3 x 4 (Open choice **Three** out of **Five** ) | 12 | Part B 5 x 4 (Open choice any **Five** out **of Eight**) | 20 |
|---|---|---|---|
| Part C 1 x 9 (Open choice O**ne** out of **Three**) | 9 | Part C 5 x 9 (Open choice any **Five** out **of Eight**) | 45 |
| **Total** | **25** | **Total** | **75** |

v)     **Internship**

| Components | Marks |
|---|---|
| Industry Contribution | 50 |
| Report & Viva-voce | 50 |
| **Total** | **100** |

**Co-Curricular Courses:**
**(i) Life Skill Training**
**Internal Component**

| Components | | Marks |
|---|---|---|
| **Life Skill Training -I** | Album (20 pages) | 30 |
| | Group    Activity (Group of 5 students) | 20 |
| | **Total** | **50** |
| **Life Skill Training -II** | Case Study (30 pages) | 50 |
| | **Total** | **50** |

**External Component**

| **Written Test** | Five out of Seven (5 x 10) | 50 |
|---|---|---|
| | **Total** | **50** |

**(ii) Field Project:**

| Components | Marks |
|---|---|
| Field Work | 50 |
| Field Project Report & Viva-voce | 50 |
| **Total** | **100** |

**(iii) Specific Value-Added Courses & Generic Value-Added Courses:**

| Components | Marks |
|---|---|
| Internal | 25 |
| External | 75 |
| **Total** | **100** |

**iv)Community Engagement Activity-UBA**

| **Internal Component** | |
|---|---|
| **Component** | **Marks** |
| Attendance (Field Work) | 30 |
| Participation | 20 |
| **Total** | **50** |

| **External Component** | **Marks** |
|---|---|
| Group Project Report/ Case Study (10-15 pages in print) | 50 |
| **Total** | **50** |

**v) Self-learning Course**

| Internal Components | Marks |
|---|---|
| Internal test – 25 x1= 25 (Multiple choice) | **25** |
| **Total** | **25** |
| **External Component** | |
| **External Exam** | |
| Part A 75 x 1 (Multiple choice) | **75** |
| **Total** | **75** |
| **Total** | **100** |

**Outcome Based Education**

**(i) Knowledge levels for assessment of Outcomes based on Blooms Taxonomy**

| S. No | Level | Parameter | Description |
|---|---|---|---|
| 1 | KI | Knowledge/Remembering | It is the ability to remember the previously learned |
| 2 | K2 | Comprehension/Understanding | The learner explains ideas or concepts |
| 3 | K3 | Application/Applying | The learner uses information in a new way |
| 4 | K4 | Analysis/Analysing | The learner distinguishes among different parts |
| 5 | K5 | Evaluation/Evaluating | The learner justifies a stand or decision |
| 6 | K6 | Synthesis /Creating | The learner creates a new product or point of view |

**(ii) Weightage of K – levels in Question Paper**

**Number of questions for each cognitive level:**

| Assessment | Cognitive Level | KI | | | K2 | | | K3 | | | K4, K5, K6 | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Internal Test | **Part** | A | B | C | A | B | C | A | B | C | A | B | C | |
| | No. of Questions | 1 | 1 | - | - | - | - | 1 | - | 1 | 2 | 1 | 1 | **8** |
| External Examination | **Part** | A | B | C | A | B | C | A | B | C | A | B | C | |
| | No. of Questions | 3 | - | 1 | 3 | 1 | 1 | 1 | 2 | 1 | 3 | 2 | 2 | **20** |

**The levels of assessment are flexible and it should assess the cognitive levels and outcome attainment.**

**Evaluation**

i.     The performance of a student in each Course is evaluated in terms of percentage of marks with a provision for conversion to grade points.

ii.    Evaluation for each Course shall be done by a Continuous Internal Assessment (CIA) by the Course teacher as well as by an end semester examination and will be consolidated at the end of the semester.

iii.   There shall be examinations at the end of each semester, for odd semesters in October/November; for even semesters in April / May.

iv.    A candidate who does not pass the examination in any course (s) shall be permitted to re-appear in such failed course (s) in the subsequent examination to be held in October / November or April / May. However, candidates who have arrears in Practical Examination(s) shall be permitted to re-appear for their arrears only along with Regular Practical examinations in the respective semester.

       iv. Viva- voce: Each candidate shall be required to appear for Viva-voce Examination in defense of the Project.

       vi. The results of all the examinations will be published in the College website.

**Conferment of the Master's Degree**

A candidate shall be eligible for the conferment of the Degree of Master of Arts / Science / Commerce only if the minimum required credits for the programme thereof (91 +10 credits) is earned.

**Grading System**

**For a semester examination:**

### Calculation of Grade Point Average for End Semester Examination:

GPA   =   Sum of the multiplication of grade points by the credits of the course
                    Sum of the credits of the courses (passed) in a semester

**For the entire programme:**

Cumulative Grade Point Average (CGPA) $\Sigma_n\Sigma_iC_{ni}G_{ni} / \Sigma_{ni}\Sigma_iC_{ni}$

CGPA =   Sum of the multiplication of grade points by the credits of the entire programme
                    Sum of the credits of the courses of the entire programme

Where

$C_i$ - Credits earned for course i in any semester

$G_i$ - Grade point obtained for course i in any semester

n - semester in which such courses were credited

**Final Result**

### Conversion of Marks to Grade Points and Letter Grade

| Range of Marks | Grade Points | Letter Grade | Description |
|---|---|---|---|
| 90-100 | 9.0-10.0 | O | Outstanding |
| 80-89 | 8.0-8.9 | D+ | Excellent |
| 75-79 | 7.5-7.9 | D | Distinction |
| 70-74 | 7.0-7.4 | A+ | Very Good |
| 60-69 | 6.0-6.9 | A | Good |
| 50-59 | 5.0-5.9 | B | Average |
| 00-49 | 0.0 | U | Re-Appear |
| ABSENT | 0.0 | AAA | ABSENT |

**Overall Performance**

| CGPA | Grade | Classification of Final Results |
|---|---|---|
| 9.5-10.0 | O+ | First Class – Exemplary* |
| 9.0 and above but below 9.5 | O | |
| 8.5 and above but below 9.0 | D++ | First Class with Distinction* |
| 8.0 and above but below 8.5 | D+ | |
| 7.5 and above but below 8.0 | D | |
| 7.0 and above but below 7.5 | A++ | First Class |
| 6.5 and above but below 7.0 | A+ | |
| 6.0and above but below 6.5 | A | |
| 5.5and above but below 6.0 | B+ | Second Class |
| 5.0 and above but below 5.5 | B | |
| 0.0 and above but below 5.0 | U | Re-appear |

*The candidates who have passed in the first appearance and within the prescribed semester are eligible.

## SEMESTER I
## CORE COURSE I: HISTORY OF ANCIENT AND EARLY MEDIEVAL INDIA-
## PREHISTORY TO 1206 CE

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP231CC1 | 5 | 1 | - | 1 | 5 | 7 | 105 | 25 | 75 | 100 |

**Pre-requisite:**

The students should have basic knowledge about Ancient and Medieval India.

**Learning Objectives:**

1. To analyze the sources and the features of Pre and Proto historic cultures in India.
2. To appraise the contributions of the early Indian administrators.

**Course Outcomes**

| On the successful completion of the course, student will be able to: | |
|---|---|
| 1. | outline the characteristic features of Indian Culture. | **K2** |
| 2. | discuss the impact of the culture on Indian society and Religion. | **K2** |
| 3. | illustrate the contributions of Indians to Religion | **K3** |
| 4. | compare the administrative system of different dynasties in India | **K5** |
| 5. | estimate the history of Peninsular India under various dynasties | **K5 & K6** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | Sources: Archaeological Sources–Literary Sources–Foreign Accounts; Prehistoric culture: Palaeolithic–Mesolithic–Neolithic–Distribution– Tools – Life of the people; Proto History – Harappan Civilization: Origin – Chronology – Extent – First Urbanization – Town Planning –Seals and Script–Trade Contacts; Ancient Tamil Civilization: Adichanallur–Keeladi– Kondagai–Mayiladumparai –Sivagalai. | **21** |
| **II** | Vedic Period: Debate on the original home of the Aryans –Life during Early Vedic Age – Transformation from Early Vedic to Later Vedic Period–Social-Political–Economic; 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. | **21** |
| **III** | 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; Economy –Mauryan Art and Architecture–Disintegration of the Mauryan Empire; Post Mauryan Political, Economic, Social and Cultural developments: Indo-Greeks – Sakas –Parthians–Kushanas–Western Kshatrapas–Development of Religions–Mahayana; Satavahanas of Andhra :their contribution to Art and architecture. | **21** |
| **IV** | Guptas–Polity and Administration–Patronage to Art, Architecture and Literature–Educational Institutions: Nalanda–Vikramashila–Valabhi;Huna | **21** |

| | | |
|---|---|---|
| | Invasion and Decline;Vakatakas :Polity and Economy;Harsha:The assemblies at Prayag and Kanauj-Hiuen-Tsungs "account of India. | |
| V | Peninsular India: Tamil country up to 12th Century–Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India upto12th century: Rashtrakutas ,Prathikaras and Palas;Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact | 21 |
| | **Total** | **105** |

| | |
|---|---|
| **Self-study** | Peninsular India |

**Textbooks**
1. Chakravarthy,Ranabir,2016, *Exploring Early India upto C.A.D.1300*, Primus Books, Delhi.
2. Singh, Upinder,2009, *A History of Ancient and Early Medieval India :From the Stone Age to the 12th Century*, Pearson, Delhi.
3. Thapar, Romila,2003,*Early India: FromtheOriginstoA.D.1300*, Penguin, Delhi.
4. Pillay, K.K.,1979, *Studies in Indian History: With Special Reference to Tamil Nadu*, Madras.
5. Sathianathaier, R.,1980, *Political and Cultural History of India,Vol.I*, Viswanathan & Co., Chennai.

**Reference Books**
1. Kosambi,D.D., 1997, *The Culture and Civilization of Ancient India: An Historical Outline*, Vikas Pub. House Pvt. Ltd., Delhi.
2. Kosambi,D.D., 2016*,An Introduction to the Study of Indian History,* Sage Publications, Delhi.
3. Raychaudhuri, Hemchandra,2014, *Political History of Ancient India,* Surjeet Publications, New Delhi.
4. Basham, A.L.,2004, *The Wonder that was India, Vol.1*, Picador, New Delhi.
5. Majumdar,R.C., 1974, *An Advanced History of India*, Macmillan, Delhi.

**Web Resources**
1. https://sourcebooks.fordham.edu/india/indiasbook.asp
2. https://www.pbs.org/thestoryofindia/resources/websites/
3. https://archive.org/details/IndiaHistory
4. https://www.jagranjosh.com/general-knowledge/history-of-ancient-india-a-complete-study-material-1464928278-1
5. https://www.clearias.com/indian-history/

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 |
| **CO2** | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 |
| **CO3** | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 |
| **CO4** | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| **CO5** | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| **TOTAL** | 10 | 12 | 13 | 12 | 13 | 12 | 15 | 15 | 10 | 12 | 13 | 15 |
| **AVERAGE** | 2 | 2.4 | 2.6 | 2.4 | 2.6 | 2.4 | 3 | 3 | 2 | 2.4 | 2.6 | 3 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER I
## CORE COURSE II: SOCIO-CULTURAL HISTORY OF
## TAMIL NADU UP TO 1565 CE

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP231CC2 | 5 | 1 | - | 1 | 5 | 7 | 105 | 25 | 75 | 100 |

**Pre-requisite:**

The students should have basic knowledge about the social and cultural history of Tamil Nadu.

**Learning Objectives:**

1. To compare the features of early Tamil administrators through the ages.
2. To illustrate the achievements or contributions of the Tamils to the economy, society and culture

### Course Outcomes

| On the successful completion of the course, student will be able to: | | |
|---|---|---|
| 1. | recall the cultural developments of Tamil Nadu through the ages | K1 |
| 2. | illustrate the rulers who played vital rule in Tamil Nadu | K2 & K3 |
| 3. | analyze the cultural contributions of the Tamils | K4 |
| 4. | estimate the pros and cons of the early Tamil Society. | K5 & K6 |
| 5. | explain the economic achievements of the Tamils. | K2 |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

| Units | Contents | No. of Hours |
|---|---|---|
| I | 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 Korravai– Nadukal | 21 |
| II | 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: Ghatikas –Literature | 21 |
| III | 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 | 21 |
| IV | Pandyas of Madurai: Social Classes–Religion: Saivism and Vaishnavism – Art and Architecture: Later Pandyas, Marco Polo's Account – Society :Valangai and Idangai– Religion–Art and Architecture : Madurai Meenakshi Temple– Religion: Mathas– Saivasiddhantam and Virsaivism | 21 |
| V | Society and Culture under the Madurai Sultanate–Vijayanagar Empire – Krishnadeva Raya – Royal Patronage of Literature, Art and Architecture– Social Life– Position of Women | 21 |
| | Total | 105 |

| Self study | Art and Architecture under Pandyas |
|---|---|

**Textbooks**

1. Karashima, Noboru, 2014, *A Concise History of South India: Issues and Interpretations,* OUP, New Delhi.
2. Subramanian, N., 2011, *Social and Cultural History of Tamilnad (upto1336A.D.),* Koodal Publishers, Madurai.
3. Chellam,V.T., 1981, *New Light on the Early History of Tamil Nadu*, Vijay Publications, Trichy.
4. Chellam,V.T., 2016, *Tamil Nadu: History and Culture*, ManivasagarPathipakam, Trichy.
5. Eraiyarasan, B., 2017, *The History of Tamil Nadu*, International Institute of Tamil studies, Chennai.

**Reference Books**

1. Kanakasabhai,V.,1956, *The Tamils Eighteen Hundred Years Ago,* The South India Saiva Siddhantha Works Publishing Society, Tinnevelly**.**
2. Pillay, K.K., 2008, *Historical Heritage of the Tamils,* MJP Publishers, Chennai.
3. Sastri, Nilakanta, K.A., 1955, *The Colas*, University of Madras, Madras.
4. Sastri, Nilakanta, K.A., 1997, *A History of South India: From Pre-historic Times to the Fall of Vijayanagar,* Oxford University Press (OUP), Chennai.
5. Pillay, K.K., 1979, *Studies in Indian History: With Special Reference to Tamil Nadu,* University of Madras, Madras.

**Web Resources**

1. https://www.tn.gov.in/tamilnadustate
2. https://diksha.gov.in/tn/
3. http://www.gacariyalur.ac.in/econtent/history/pg/PG-I-SOCIOCULTURALHISTORYTN.pdf
4. https://www.bdu.ac.in/academics/equivalent-papers/courses/pg_arts/HISTORY_REGULAR/P8HI7.pdf
5. https://en.wikipedia.org/wiki/History_of_Tamil_Nadu

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| **CO1** | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 |
| **CO2** | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 |
| **CO4** | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 |
| **CO5** | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 |
| **TOTAL** | 10 | 11 | 11 | 10 | 10 | 10 | 11 | 14 | 11 | 10 | 10 | 14 |
| **AVERAGE** | 2 | 2.2 | 2.2 | 2 | 2 | 2 | 2.2 | 2.8 | 2.2 | 2 | 2 | 2.8 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER I
## CORE COURSE III: HISTORY OF SELECT CIVILIZATIONS
## (EXCLUDING INDIA)

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP231CC3 | 4 | 1 | - | 1 | 4 | 6 | 90 | 25 | 75 | 100 |

**Pre-requisite:**

The students should have basic knowledge about world civilizations.

**Learning Objectives:**

1. To explain the concepts of civilization and culture and brief history of pre-historic Period
2. To compare the different features of various ancient civilizations

### Course Outcomes

| On the successful completion of the course, student will be able to: | | |
|---|---|---|
| 1. | compare the political concepts of various civilizations of the world. | K5 |
| 2. | understand the socio –economic features of various civilizations of the world | K2 |
| 3. | illustrate the religious condition of various civilizations of the world | K2 & K3 |
| 4. | examine the features of art and architecture of various civilizations of the world | K4 |
| 5. | estimate the development of literature, science and technology of various civilizations of the world | K5 & K6 |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

| Unit | Contents | No. of Hours |
|---|---|---|
| I | Introduction–Definition of Civilization–Comparison between Culture and Civilization – Origin and Growth of Civilizations – Pre –historic Culture–Palaeolithic and Neolithic Period Culture–rivers, Resources and civilizations | 18 |
| II | The role of environment – the invention of writing – Mesopotamian Civilization – Sumerian –Babylonian – Life under Hammurabi – the Kassite interlude – Egyptian and the Age of Pharaohs – the rise of theHittitesandtheirgreatness–ThefallofempiresandsurvivalofCultures | 18 |
| III | The evolution of Jewish religion–the power of Assyria–Assyrian rule and culture–Chaldean Babylonia–The rise of Persia–the Coming of the Medes and Persians–Zarathustra–Persia's World Empire | 18 |
| IV | China's Classical Age – the Zhou dynasty – Age of Confucius and his followers – the Qin unification– the glory of the Han Dynasty –contribution to the World–development of Art and Architecture– Religion and Science – Japanese Civilization and Culture – Maya, Aztec and Inca Civilizations | 18 |
| V | Greek Civilization– the Minoans and Mycenaeans–Homer-the Heroic Past – the Polis – Sparta – Athens – the Age of Pericles – the spread of Hellenic civilization– the Greeks and the opening of the East –Hellenic Religion, Science and philosophy–The Roman republic–the Pax Romana–Administration and expansion under Augustus | 18 |
| | **Total** | **90** |

| Self study | Greek Civilization |
|---|---|

**Text book**

1. Swain, J.E., 1938, *A History of World Civilization*, Eurasia Publishing House, New Delhi.
2. WillDurant,1966, *The Story of Civilization I and II,* Simon and Schuster, New York.
3. Gokale, B.K., 1999, *Introduction to Western Civilization*, S.Chand & Company, New Delhi.
4. Hayes,C.J., 1967,*History of Western Civilization*, Macmillan, New York.
5. Manoj Sharma, 2005, *History of World Civilization*, Anmol Publication Pvt. Ltd, New Delhi.

**Reference Books**

1.Judd,G.P., 1966, *History of Civilization*, Macmillan, New York.

2.Rebello,1969, *World Civilization –Ancient and Medieval*, Part II, Mangalore.

3.Scarre,C. & Brian Fagan,2008,*AncientCivilizations*,Pearson, New Jersey.

4.Finley,M.I., 1980,*AncientSlavery:ModernIdeology*,ChattoandWindus, London.

**5.**Brunt, P.A., 1971, *Social Conflicts in the Roman Republic*, Chatto and Windus, London.

**Web Resources**

1.https://www.worldhistory.org/civilization/

2.https://www.historyworld.net

3.https://courses.lumenlearning.com/suny-hccc-worldcivilization/

4.https://www.history.com/news/first-earliest-human-civilizations

5.https://www.ducksters.com/history/aztec_maya_inca.php

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 |
| CO2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| TOTAL | 10 | 14 | 12 | 10 | 15 | 11 | 12 | 14 | 14 | 14 | 13 | 14 |
| AVERAGE | 2 | 2.8 | 2.4 | 2 | 3 | 2.2 | 2.4 | 2.8 | 2.8 | 2.8 | 2.6 | 2.8 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER I
## ELECTIVE COURSE I: a) INDIAN ART AND ARCHITECTURE

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP231EC1 | 3 | 1 | - | 1 | 3 | 5 | 75 | 25 | 75 | 100 |

**Pre-requisite:**
ThestudentsshouldhavebasicknowledgeaboutIndianArtandArchitecture.

**Learning Objectives:**
1. To analyze the various styles of architecture in India.
2. To have a thorough knowledge about the salient features of various styles of architectures in India.

**Course Outcomes**

| On the successful completion of the course, student will be able to: | | |
|---|---|---|
| 1. | list the various styles of Architecture in India. | **K1** |
| 2. | differentiate the features of Buddhist Architecture and Jain Architecture. | **K4** |
| 3. | compare the Pallava, the Chola and the Pandya Architecture. | **K5** |
| 4. | estimate the architectural developments under the Mughal period. | **K5 & K6** |
| 5. | compose the various art forms in India. | **K6** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

| Unit | Contents | No. of Hours |
|---|---|---|
| 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 | **15** |
| 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 | **15** |
| III | 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: BrihadeeswaraTemple,Thanjavur–Gangaikondacholapuram–AiravatesvaraTemple,Darasuram**-**Vesara Style of Architecture: Chennakesava Temple (Belur), Hoysaleswara Temple (Halebid) | **15** |
| IV | Islamic Art: Five Pillars of Islam, Mosques, Mausoleums, Palace complexes, Gardens - Quawwat-ul-Islam Mosque– Qutub Minar- Mughal Art and Architecture: Humayun's Tomb – Fatehpur Sikri, -Red Fort- Taj Mahal –Mughal  Paintings | **15** |
| 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 | **15** |
| | **Total** | **75** |

| Self study | Islamic Art |
|---|---|

**Textbooks**

1. Craven,Roy,1976, *A Concise History of Indian Art*, Thames and Hudson, London.
2. Hardy,Adam, 2002, *The Indian Temple Architecture*, Abhinav Publications, Delhi.
3. Tomory,Edith,1989,*A History of Fine Art in India and the West*, Reprinted edition, Orient Black Swan, Hyderabad.
4. Srinivasan, K.R., 2010, *Temples of South India*, Fourth Edition, National Book Trust Delhi.
5. Mohideen Badusha, A.H. ,2009, *History of Indian Architecture*, Sultans Publication, Tirunelveli.

**Reference Books**

1. Banerjee,J.N., 2002,*Development of Hindu Iconography*, 3rd edition, Munshiram Manoharlal, New Delhi.
2. Coomaraswamy,A.K., 2003, *History of Indian and Indonesian Art*, Kessinger Publishing LLC, United States.
3. Deva,Krishna,2002,*TemplesofNorthIndia,* D.C. Publisher, National Book Trust, New Delhi.
4. Gupte, R.S., 1980, *Iconography of the Buddhist, Hindu and Jain,* R.S. Publisher, D.B. Taraporeval, Bombay.
5. Sivaramamurthy, C.,1981, *South Indian Bronzes*, LalitKala Akademi, Chennai.

**Web Resources**

1.https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00hv/e.pdf
2.https://people.howstuffworks.com/culture-traditions/national-traditions/indian-tradition5.htm
3.https://www.culturalindia.net/indian-architecture/colonial-architecture.html
4.https://www.encyclopedia.com/reference/encyclopedias-almanacs-transcripts-and-maps/indian-art-and-architecture
5.https://www.britannica.com/art/South-Asian-arts/Indian-architecture

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| TOTAL | 11 | 13 | 11 | 10 | 15 | 12 | 13 | 14 | 14 | 10 | 10 | 11 |
| AVERAGE | 2.2 | 2.6 | 2.2 | 2 | 3 | 2.4 | 2.6 | 2.8 | 2.8 | 2 | 2 | 2.2 |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER I**
**ELECTIVE COURSE I: b) FREEDOM STRUGGLE IN TAMIL NADU**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP231EC2 | 3 | 1 | - | 1 | 3 | 5 | 75 | 25 | 75 | 100 |

**Pre-requisite:**
The students should have basic knowledge about Freedom Struggle in Tamil Nadu.

**Learning Objectives:**
1. To examine the internal and external policies of the British in India.
2. To discuss the important events of Tamil Nadu Freedom Struggle.

**Course Outcomes**

| On the successful completion of the course, student will be able to: | |
|---|---|
| 1. | appreciatethecontributionofearlyresistanceagainstBritishruleinTamil Nadu. | **K4 & K5** |
| 2. | describe the role of organizations in increasing nationalist consciousness | **K2** |
| 3. | assess the role of press in Tamil Nadu towards the nationalist cause. | **K5** |
| 4. | evaluate the contribution of various leaders to India's freedom struggle. | **K5** |
| 5. | understand the role of Tamil Nadu in the final phase of the freedom struggle | **K2** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

| Units | Contents | No. of Hours |
|---|---|---|
| I | Poligar Revolt – Puli Thevan – Veera Pandiya Kattabomman – Velu Nachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revoltof1806 – Causes – Course–Impact | 15 |
| II | Emergence of Nationalist Consciousness –Socio - Political Organizations – Madras Native Association– –Madras Mahajana Sabha-Impact of Gandhi Visit Tamilnadu | 15 |
| III | Press and Nationalism–-The 'Hindu', Swadesamitran, New India, Dinamani, India (edited by Bharathi) ,Swarajya- Salem  Desabhimani– Desabhaktan - Sooryodhayam -Vijaya-Chakravardhini - BalaBharatham-Nava Sakthi-Swantira Sangu. | 15 |
| IV | Moderate Phase and Extremist Phase–Swadeshi Movement in Tamil Nadu – G.SubramiayaIyer- V.O. Chidamabaram – Subramania Bharathi –Kadalur Anjaliammal-SoundaramAmmayar.-Revolutionary Movement   in Tamil Nadu–Vanchinathan–Tirupur Kumaran - SubramaniaSiva- Neelakanta Brahmmachari | 15 |
| V | Impact of Gandhi–Role of Rajaji –Vedaranyam March –S.Satyamurthi - Quit India Movement in Tamil Nadu –K.Kamaraj- Participation of Tamils in Indian National Army–Popular Participation of Tamils | 15 |
| | **Total** | **75** |

| Self study | Moderate Phase  and  Extremist  Phase of Freedom Struggle |
|---|---|

**Textbooks**
1. Rajayyan, K., 1974, *Rise and fall of Poligars &South Indian Rebellion,* University of Madras, Madras.

2.  Rajayyan,K., 2012,*South Indian Rebellion, The First War of Independence, 1800-1801,* Akani Veliyeedu, Tiruvannamalai.
3.  Rajayyan,K., 2005,*TamilNadu:A real History,* Ratna Publications, Madurai.
4.  Rajendran,N.K., 1994, *The National Movement in TamilNadu,1905- 1914*:*AgitationalPoliticsand State Coercion,* Oxford University Press, Chennai.
5.  Venkatesan,G., 2011, *History of Indian Freedom Struggle,* V.C. Publications, Rajapalayam.

**Reference Books**

1. Narasimhan,V.K.,1967, *Kamaraj– AStudy*, Manaktalas,Bombay.
2. Sundarajan,Saroja, 1989, *Marchto FreedominMadrasPresidency,1885-1915*, Lalitha Publications,Madras.
3. Suntharalingam,R., 1980, *Politics and Nationalist Awakening inSouthIndia,1852-1891*, Rawat Publications, Delhi.
4. Sivagnanam, M. P.*,1988,History of Freedom Movement in Tamil Nadu: Vidutalai Poril Tamilakam, Tamil University, Tanjavur.*
5. *Saroja Sundararajan, 1997, Madras Presidency in Pre-Gandhian Era: A Historical Perspective, 1884–1915, Lalitha Publications, Madras.*

**Web Resources**

1. https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_20 19.pdf
2. https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/
3. https://en.wikipedia.org/wiki/Indian_independence_movement_in_Tamil_Nadu
4. https://www.brainkart.com/article/Freedom-Struggle-in-Tamil-Nadu_41689/
5. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4331527

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| **CO1** | 2   | 3   | 3   | 3   | 3   | 3   | 2   | 3    | 2    | 3    | 2    | 2    |
| **CO2** | 2   | 3   | 3   | 3   | 3   | 3   | 2   | 3    | 3    | 3    | 3    | 3    |
| **CO3** | 2   | 3   | 2   | 2   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| **CO4** | 2   | 3   | 2   | 3   | 3   | 3   | 3   | 2    | 2    | 3    | 3    | 3    |
| **CO5** | 2   | 2   | 2   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 2    | 3    |
| **TOTAL** | 10 | 14 | 12 | 14 | 15 | 15 | 13 | 14  | 13   | 15   | 13   | 14   |
| **AVERAGE** | 2 | 2.8 | 2.4 | 2.8 | 3 | 3 | 2.6 | 2.8 | 2.6 | 3 | 2.6 | 2.8 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER I
## ELECTIVE COURSE I: c) TEMPLES OF INDIA

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP231EC3 | 3 | 1 | - | 1 | 3 | 5 | 75 | 25 | 75 | 100 |

**Pre-requisite:**
   The students should have basic knowledge about Temples of India
**Learning Objectives:**
1. To understand the origin and development of Temple Art, Architecture and Sculptural Art from the earliest times to the medieval period.
2. To evaluate the various architectural and sculptural styles with a historical background.

**Course Outcomes**

| On the successful completion of the course, student will be able to: | | |
|---|---|---|
| 1. | understand the origin and development of Temple art, architecture and Sculptural art of various dynasties. | K2 |
| 2. | evaluate the different styles of architecture introduced in temples. | K5 |
| 3. | discuss the uniqueness styles present in temples. | K2 |
| 4. | analyze the method of development of temples in various stages. | K4 |
| 5. | outline the culmination of different styles of architecture in temples | K2 |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

| Units | Contents | No. of Hours |
|---|---|---|
| I | **Temple:** Meaning - Origin and development of temple architecture – Its absence in Indus and Vedic periods – Mauryan rock – cut temples and Columns– Sunga and Kushana architecture vestiges | 15 |
| II | Early art and architectural development in South India – Satavahana's Contribution – Rock-cut and Structural– experimentation of temple style under the Gupta –Nagarastyle | 15 |
| III | Development of temple architecture under the Pallavas –Early Pandyas –their stylistical features–visits to some monuments | 15 |
| IV | Rock-cut and Structural temples of the Badami Chalukyas and Rashtrakutas– Orissan School of Architecture | 15 |
| V | Culmination of Dravida style – Contribution of the Imperial Cholas –visits to some temples –Vijayanagara temple architecture | 15 |
| | Total | 75 |

| Self Study | Contribution of the Imperial Cholas |
|---|---|

**Textbooks**
1. Tomory, Edith,1989, *A History of Fine Art in India and the West*, Reprinted edition, Orient Black Swan, Hyderabad.
2. Nitin Singhania, 2020, *Indian Art and Culture*, 3rd Edition, McGraw Hill, Chennai.
3. Saraswathi,S.K.,1951, *A Survey of Indian Sculpture*, Firma K.L. Mukhopadhyay, Calcutta.
4. Vincent Smith, 1962, *History of Fine Arts in India and Ceylon*, Bombay.
5. Krishna Deva, H., 1995, *Temples of North India*, Aryan Books International, New Delhi.

**Reference Books**

1. Miachael, W., & Meister,Dhaky, M.A., 1988, *Encyclopedia of IndianTemple Architecture*, *Vol.I&II*, New Delhi.
2. Srinivasan,K.R.,1998, *Temples of South India*, National Book Trust, New Delhi.
3. Srinivasan, K.R., 1981, *Cave Temples of the Pallavas*, Archaeological Survey of India, New Delhi.
4. Soundara Rajan, K.V., 1981, *Cave Temples of Deccan*, Archaeological Survey of India, New Delhi.
5. Balsubramaniyan, S.R., 1979, *Middle Chola Temples*, Thomas Press, Haryana.

**Web Resources**

1. https://www.encyclopedia.com/reference/encyclopedias-almanacs-transcripts-and-maps/indian-art-and-architecture
2. https://www.britannica.com/art/South-Asian-arts/Indian-architecture
3. https://www.artshelp.com/an-introduction-to-ancient-indian-architecture/
4. https://www.insightsonindia.com/2013/08/07/study-material-for-indian-culture-art-architecture-and-literature/
5. https://people.howstuffworks.com/culture-traditions/national-traditions/indian-tradition5.htm

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| **CO2** | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 |
| **CO3** | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 |
| **TOTAL** | 10 | 15 | 10 | 10 | 15 | 12 | 10 | 15 | 15 | 11 | 10 | 12 |
| **AVERAGE** | 2 | 3 | 2 | 2 | 3 | 2.2 | 2 | 3 | 3 | 2.2 | 2 | 2.4 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER I
## ELECTIVE COURSE II: a) CULTURAL HERITAGE OF INDIA

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP231EC4** | 3 | 1 | - | 1 | 3 | 5 | 75 | 25 | 75 | 100 |

**Pre-requisite:**
   The students should have basic knowledge about Cultural Heritage of India.
**Learning Objectives:**
1. To explain the meaning, the concepts and the dynamism inherent in its evolution, using, initially, Harappan and Vedic Ages
2. To analyze the impact of Islam and the Muslim rulers on the emergence of new forms and motifs in Indian Art and Architecture

**Course Outcomes**

| On the successful completion of the course, student will be able to: | |
|---|---|
| 1. | explain the concepts and the dynamism involved in the evolution of culture | **K2** |
| 2. | describe critical role of religions in the growth of art and architectural forms | **K2** |
| 3. | examine the importance of royal patronage for the progress of various art forms | **K4** |
| 4. | appreciate the advent of new art forms | **K4 & K5** |
| 5. | explain the role of british colonialism and its compulsions in the introduction of syncretic art forms | **K2** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | Meaning of Culture, Heritage – linkages- dynamism - Evolution and continuities -Indian Culture in the Harappan and Vedic Ages | **15** |
| **II** | Religious ferment in the Sixth century B.C- Jainism and Buddhism and their impact on Art, Architecture and literature | **15** |
| **III** | Royal Patronage and the radical transformation of Indian Art and Architecture; Mauryan and Gupta eras – Bhakti Movement | **15** |
| **IV** | Advent of Islam –Sufi Movement – Emergence of new forms and motifs in Indian Art and Architecture – Literature during medieval period | **15** |
| **V** | 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 | **15** |
| | **Total** | **75** |

| Self study | Impact of Western Literature |
|---|---|

**Textbooks**
1. Brown, Percy, 1981,*Indian Architecture – Buddhist and Hindu,* Vol. I , D.B. Traporevala Sons & co pvt.Ltd, Bombay.
2. Luniya, B.N., 1955, *Evolution of Indian Culture,* Lakshmi NarainAgrarwal Educational Publishers, Agra.
3. Stanly Wolpert, 1994, *An Introduction to India*, Penguin books, New Delhi.
4. Hussain, S.A., 2018, *The National Culture of India*, National Book Trust, New Delhi.

5.  Tomery, E., 1987, *History of Fine Arts in India and West*, Orient Longman, Bombay.
**Reference Books**
1.  Basham, A.L., 1954, *The Wonder that was India,* Sidgwick& Jackson, UK .
2.  Coomaraswamy, A.K., 1927, *History of Indian and Indonesian Art*, Edward Goldenston, London.
3.  Kramrish, Stella, 1954, *Art of India*, The Phaidon Press, London.
4.  Poande, Susmita, 1993, *Medieval Bhakti Movement*, KusumanjaliPrakashan, Delhi.
5.  Nitin Singhania, 2020, *Indian Art and Culture,* 3rd Edition, McGraw Hill, Chennai.
**Web Resources**
1.  https://indiaculture.gov.in
2.  https://www.india.gov.in
3.  http://www.intach.org
4.  https://www.exoticindiaart.com

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

|       | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1   | 2   | 3   | 2   | 2   | 2   | 2   | 2   | 3    | 3    | 2    | 3    | 3    |
| CO2   | 2   | 3   | 2   | 2   | 2   | 3   | 3   | 2    | 3    | 2    | 3    | 3    |
| CO3   | 3   | 3   | 2   | 2   | 2   | 3   | 3   | 3    | 3    | 2    | 3    | 3    |
| CO4   | 3   | 2   | 2   | 2   | 2   | 3   | 3   | 3    | 3    | 2    | 2    | 2    |
| CO5   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    | 2    | 2    |
| TOTAL | 12  | 13  | 10  | 10  | 10  | 13  | 13  | 13   | 14   | 10   | 13   | 13   |
| AVERAGE | 2.4 | 2.6 | 2 | 2 | 2 | 2.6 | 2.6 | 2.6 | 2.8 | 2 | 2.6 | 2.6 |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER I**
**ELECTIVE COURSE II: b) ADMINISTRATIVE HISTORY OF TAMIL NADU**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP231EC5** | 3 | 1 | - | 1 | 3 | 5 | 75 | 25 | 75 | 100 |

**Pre-requisite:**
   The students should have basic knowledge about Administrative History of Tamil Nadu.
**Learning Objectives:**
1. To examine the administration of Justice party, Congress, DMK and ADMK.
2. To highlight the cumulative impacts in independence.

**Course Outcomes**

| On the successful completion of the course, student will be able to: | | |
|---|---|---|
| 1. | appreciate the administration of justice party | **K4 & K5** |
| 2. | evaluate the congress administration | **K5** |
| 3. | interpret DMK administration | **K2** |
| 4. | compare AIADMK administration | **K2 & K5** |
| 5. | assess the impact of various administrations | **K5** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

| Unit | Contents | No. of Hours |
|---|---|---|
| **I** | Justice Party- A.Subbarayulu Reddiyar- Raja of Panangal-P.Subburayan – Raja of Bobbili - achievements- reservation -Communal GO-creation of staff selection board- right to vote for women-regulation of temples-mid –day meal scheme | **15** |
| **II** | Congress rule: C.Rajagopalachari - K. Kamaraj - M. Bhakhavathsalam - achievements: free midday meal scheme- opening of new schools-Increase in irrigation facilities-industrial growth | **15** |
| **III** | DMK administration-C.N Annadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C -Kalaignar M. Karunanithi-Slum clearance board-beggar rehabilitation scheme-Formation of Backward Class Commission-implementation of reservation policy - Salem Steel plant – Manu Neethi Thittam-Free electricity for farmers- property rights to women; creation ofuniversities-33 percent reservation for women in local body elections- 30 percent reservation for women in government jobs- Samathuvapuram scheme -Tidel park-financial assistance for marriage of poor girls-increase of infra structure-Industrial development | **15** |
| **IV** | AIADMK administration: MGR-Nutritious Meal scheme- educational reforms-introduction of Plus Two in Higher Secondary schools-Krishna water project-establishment of new universities-Tamil University at Tanjore-Mother Teresa university at Kodaikkanal- J.Jayalalitha -welfare measures-Amma Unavagam - free laptop for students- Cradle Baby Scheme- infrastructure development-rain water harvesting | **15** |
| **V** | Policies and programmes–economic-social and demographic impact | **15** |
| | **Total** | **75** |

| Self study | AIADMK Administration |
|---|---|

**Textbooks**
1. Rajaram ,P., 1988, *The justice Party: AHistoricalPerspective,1916-1937,*Poompozhil Publishers, Madras.
2. Venkatesan, G., 2011, *History of Modern Tamilnadu (Tamil),* V.C. Publications, Rajapalayam.
3. Rajmohan Gandhi, 2010, *Rajaji: A Life,* Penguine  Random House India Pvt. Ltd, Delhi.
4. Satya Kalaivani, Chandru, Mohana Priya Sundar, 2022, *Adminisration of Union and States with special reference to Tamilnadu,* Tamizhi Books, Chennai.
5. Raja Manikam, M., 1944, *History of Tamilnadu,* Kavya Publications, Chennai.

**Reference Books**
1. Narasimhan,V.K., 2007, *KamarajA Study*, National Book Trust, Delhi.
2. Sandhya Ravishankar, 2019, *Karunanidhi: A Life in Politics,* Harper Collian India, New Delhi
3. Vasanthi, 2019, *Alone Empress: A Portrait of Jayalalithaa,* Penguin Viking, New Yark.
4. Narayan, S., 2018, *Dravidian Years*, OUP India, New Delhi.
5. Copley, A. R. H., 1978, *The Political Career of C. Rajagopalachari: 1937–1954. A Moralist in Politics*, Macmillan Company of India, Delhi.
6. Krishnabai Nibbkar, 1996, *Trends in Tamilnadu politics during Emergency*, Bharatiya Vidya Bhavan, Mumbai.

**Web Resources**
1.www.jetir.org
2.https://www.inc.in
3.https://dmk.in
4.https://en.wikipedia.org/wiki/History_of_Tamil_Nadu
5.https://en.wikipedia.org/wiki/C._Rajagopalachari

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO2** | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **TOTAL** | 11 | 14 | 10 | 15 | 10 | 14 | 14 | 15 | 15 | 10 | 10 | 10 |
| **AVERAGE** | 2.2 | 2.8 | 2 | 3 | 2 | 2.8 | 2.8 | 3 | 3 | 2 | 2 | 2 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER I
## ELECTIVE COURSE II: c) ART FORMS OF TAMIL NADU

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP231EC6 | 3 | 1 | - | 1 | 3 | 5 | 75 | 25 | 75 | 100 |

**Pre-requisite:**

The students should have knowledge about the Art forms of Tamil Nadu.

**Learning Objectives:**

1. To understand the various art forms of Tamil Nadu.

2. To evaluate the impact of various arts promoted the social, economical and cultural Life of the people of Tamil Nadu.

**Course Outcomes**

| On the successful completion of the course, student will be able to: | | |
|---|---|---|
| 1. | understand the History of Performing Artforms in India. | K2 |
| 2. | detailed study of Art forms in Tamil Nadu. | K2 |
| 3. | evaluate then uniqueness aspects of every art. | K5 |
| 4. | analyze the socio -economic impact happened among the people. | K4 |
| 5. | compare the richness of every arts of Tamil Nadu | K5 |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

| Units | Contents | No. of Hours |
|---|---|---|
| I | Introduction–History of performing Art forms in India–Music–Dance–Theatre– Classical– Folk –Musical Instruments | 15 |
| II | PerformingArtsinTamilNadu–CarnaticMusic–OriginandDevelopment–VocalandInstrumentalCarnaticMusic–String Instruments–Wind Instruments-Percussion Instruments–Carnatic Musicians | 15 |
| III | Folk Music–Villupaattu, Katha Kaalashepam–Occupational songs–Lullabies– Classical dance – Bharatanatyam dancers | 15 |
| IV | Folk dance – Kummi – Kolattam – Kaavadi – Karagam – Impersonation Dances (Poykalkudirai, Mayillaattam, Pagadi Vesham, Devarattam) – Folk artists–Folk Theatre–Therukoothu—Pavai Koothu–Bhagavatha Mela–Kuravanji Modern Theatre–Modern Street plays– Theatre Artists | 15 |
| V | History of Cinema in Tamil Nadu–Silent Movies–Talkie Movies-Role of Cinema in politics–Popular Cine artists–Lyricists–Writers– Singers | 15 |
| | **Total** | 75 |

| Self study | Folk dance, Folk artists and Theatre |
|---|---|

**Textbooks**

1. Dhananjayan,G., 2011, *The Best of Tamil Cinema–1931– 2010,* Nation Press, Galatta Media Pvt. Ltd., Chennai.
2. Lakshmi Subramanian, *From the Tanjore Court to the Madras Music Academy,* Oxford University Press, Madras.
3. NandithaKrishna, 2006, *Folk Arts of Tamil Nadu*, C.P.Ramaswamy Aiyar Foundation, Chennai.
4. Perumal,A.N., 1981, *Tamil Drama, Origin and Development*, International Institute of Tamil Studies, Madras.

**5.** RangaramanujaIyangar, 1972, *History of South Indian (Carnatic) Music,* Vipanchi Cultural Trust, Bombay.

**Reference Books**

1. Selvaraj Velayutham, 2009, *Tamil Cinema: The Cultural Politics of India's other Film Industry,* Routledge, Taylor and Francis Group, London.
2. James G. Lochtefeld, 2002, *The Illustrated Encyclopedia of Hinduism: Ancient to Medieval,* The Rosen Publishing Group, New York.
3. Centre for Cultural Resources and Training, 2002, *Folk Art forms of Tamil Nadu*, Delhi.
4. Soundara Rajan, K.V., 2004, *Art of South India: Tamil Nadu & Kerala*, Sandeep Prakashan Publishers, Delhi.
**5.** Kilger, George, 1993, *Bharata Natyam in Cultural Perspective*, Manohar American Institute of Indian Studies, New Delhi.

**Web Resources**

1.https://www.caleidoscope.in/art-culture/art-forms-of-tamil-nadu

2. https://www.southtourism.in/tamilnadu/artforms/index.php

3. https://en.wikipedia.org/wiki/Indian_independence_movement_in_Tamil_Nadu

4. https://www.brainkart.com/article/Freedom-Struggle-in-Tamil-Nadu_41689/

5. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4331527

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| **CO1** | 3   | 2   | 2   | 2   | 3   | 3   | 2   | 3    | 2    | 2    | 2    | 2    |
| **CO2** | 2   | 3   | 2   | 2   | 2   | 3   | 3   | 2    | 2    | 2    | 2    | 2    |
| **CO3** | 2   | 3   | 2   | 2   | 2   | 3   | 3   | 2    | 2    | 2    | 2    | 2    |
| **CO4** | 2   | 3   | 2   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 2    | 2    |
| **CO5** | 2   | 3   | 2   | 2   | 2   | 3   | 3   | 3    | 3    | 3    | 2    | 3    |
| **TOTAL** | 11 | 15 | 10 | 10 | 11 | 15 | 14 | 13 | 11 | 11 | 10 | 12 |
| **AVERAGE** | 2.2 | 3 | 2 | 2 | 2.2 | 3 | 2.8 | 2.6 | 2.2 | 2.2 | 2 | 2.4 |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER I**
**SPECIFIC VALUE-ADDED COURSE: STUDY OF PALM LEAF MANUSCRIPTS**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Internal | External | Total |
| HP231V01 | 2 | - | - | - | 1 | 2 | 30 | 25 | 75 | 100 |

**Pre-requisite:**
The students should have basic knowledge about Palm Leaf manuscripts.

**Learning Objectives:**
1. To appraise the creative skills of the ancient Indians and the knowledge of writing materials.
2. To differentiate the types of Palm Leaf Manuscripts and its deteriorating factors.

**Course Outcomes**

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1 | recognize the meaning and origin of palm leaf manuscripts | K1 |
| 2 | defend the aesthetic creations of the ancient Indians. | K5 |
| 3 | adopt the writing knowledge of the Indians. | K6 |
| 4 | differentiate the various writing materials of palm leaf manuscripts | K4 |
| 5 | distinguish the types and features of the preparation of palm leaf manuscripts | K4 |

**K1** - Remember; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

| Units | Contents | No. of Hours |
|---|---|---|
| I | Palm Leaf Manuscript: It's Meaning – Origin – Uses | 6 |
| II | Writing Materials: Stone, Brick, Metal- Bark, Wooden Planks- Bone, Cloth, Paper | 6 |
| III | Types of Palm Leaf Manuscripts : Shrithala- Palmyra- Lontor | 6 |
| IV | Preparation of Palm leaf Manuscripts: Selection-Burnishing- Seasonings- Writing- Blackening- Guard- Binding | 6 |
| V | Factors of Deterioration: Physical -  Biological -   Chemical and Human Factors | 6 |
| | **Total** | **30** |

**Text Books:**

1. Amalananda Ghosh (1991), *An Encyclopaedia of Indian Archaeology*, Brill Academic.

2. Saraju Rath (2012), *Aspects of Manuscript Culture in South India*, Brill Academic.

3. Wayne A. Wiegand and Donald Davis (1994), *Encyclopedia of Library History*, Routledge.

4. Emmrich, Christoph (2021), *From Manuscript to Print in South and Southeast Asia*, Oxford Research Encyclopedia of Religion, Oxford University Press.

5. Hartmut Scharfe (2002), *From Temple Schools to Universities, in Handbook of Oriental Studies*, Brill Academic.

**References:**

**1.** Patnaik, Durga Prasad.,(1989). *Palm Leaf Etchings of Orissa*, New Delhi, Abhinav Publications.

2. *Encyclopedia of Tamil Literature*, Volume I, Chennai, Indian Institute of Asian Studies, 1990.

3. Sambandan, M.S., (1997). *Achchum Pathippum*, Chennai, Manivasagar Publications.

4. Ove, K.Nordstrand., (1958). "*Some Notes on Procedures used in the Royal Library, Copenhagen, for the Preservation of Palm Leaf Manuscripts*", Studies in Conservation, Vol.3.

5. Agrawal, Om Prakash.(1984). *Conservation of Manuscripts and Paintings of South-East Asia*, London: Butterworths & Co. Ltd.

**Web Resources:**

**1.** https://www.kamat.com/database/books/kareducation/plmleaf_texts.htm

2. http://www.namami.org/downloads.html

3. https://www.csmvs.in/

4. http://www.idmuseum.co.in/

5. https://www.researchgate.net/figure/sample-of -medical-palm-leaf-manuscripts-in-Tamil

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **TOTAL** | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| **AVERAGE** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER I
## SPECIFIC VALUE-ADDED COURSE: HISTORY OF COMPUTER APPLICATION

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Internal | External | Total |
| HP231V02 | 2 | - | - | - | 1 | 2 | 30 | 25 | 75 | 100 |

**Pre-requisite:**

The students should have basic knowledge about the history of computer applications.

**Learning Objectives:**

1. To acquire the knowledge about the components of computers and its practical utilization.
2. To analyse about the softwares, hardwares and recent trends (4.0) in computer applications.

### Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | remembers the components of computers. | **K1** |
| 2. | understand the utilization of input and output devices. | **K2** |
| 3. | apply the knowledge of computer in the practical utilization. | **K3** |
| 4. | analyze various tools and operations of Computer. | **K4** |
| 5. | kindle interest on Internet of Things. | **K6** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K6** - Create

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | History of Computers- Introduction to computer - Generation of computers. | **6** |
| **II** | Classifications of computer - Analog, Digital and Hybrid Computers. | **6** |
| **III** | Hardware- Computer Organization: CPU and Memory Organization - RAM - Types of Random Access -Memories - ROM - Types of Read only Memory - Other types of Memories. | **6** |
| **IV** | Input/output units - Driver - Recorder - Printer - Cathode Ray Tube - Key board and Terminals -MICR, OCR, Scanners Mark sensor. | **6** |
| **V** | Software - System software Application software - Uses of computer in the study of History-Online- Classes - Apps - Conduct of Webinar and Conference - History of 4.0 - Introduction to Internet of Things. | **6** |
| | **Total** | **30** |

**Textbooks**

1. Peter Norton, 2017. *Introduction to Computers,* McGraw Hill Education.
2. Subramanian, N. 1986. *Introduction to Computer : Fundamentals of computer Science,* Vol.1, Tata McGraw- Hill

**Reference Books**

1. Donalo H. Sanders, 1987.*Computer Today,* McGraw-Hill Companies.
2. Taxali R. K. 2017. *PC Software made simple IV edition,* McGraw Hill Education.
3. Sinha P. K. 2004. *Computer Fundamentals*, BPB Publications.
4. Subramanian, N. 2001. *Introduction to Computers,* McGraw Hill Education India Pvt. Ltd.

5.  Dr. Kaliraj P., Dr. Devi, T.  2020. *Higher Education for Industry 4.0 and Transformation to Education 5.0.*

**Web Resources**
1.  https://en.wikipedia.org/wiki/History_of_software
2.  https://en.wikibooks.org/wiki/History_of_Computers/Applications_Development_History
3.  https://prezi.com/vwsvnkjmidq9/the-history-of-computers-and-computer-applications/?frame=c26681e681d90a98e37cc4061c271a6e3745f312
4.  https://en.wikibooks.org/wiki/Computers_for_Beginners/The_Basics
5.   https://www.youtube.com/watch?v=S-nHYzK-BVg

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

|          | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1      | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO2      | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO3      | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO4      | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO5      | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| TOTAL    | 15  | 15  | 15  | 15  | 15  | 15  | 15  | 15   | 15   | 15   | 15   | 15   |
| AVERAGE  | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER II**
**CORE COURSE IV: HISTORY OF MEDIEVAL INDIA– 1206 – 1707 CE**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP232CC1 | 4 | 1 | - | 1 | 5 | 6 | 90 | 25 | 75 | 100 |

**Pre-requisite:**
   The students should have basic knowledge about Medieval India.
**Learning Objectives:**
   1.  To understand the genesis of the Muslim rule and their contributions.
   2.  To illustrate the religious, economic and socio-cultural life in medieval India.

**Course Outcomes**

| On the successful completion of the course, student will be able to: | |
|---|---|
| 1 | understand the establishment of centralized monarchy | **K2** |
| 2. | evaluate the contributions of Alauddin Khalji and Muhammad bin Tughlaq | **K5** |
| 3. | analyze the religious and Deccan policy of Mughals. | **K4** |
| 4. | apply the advancements in art and architecture | **K3** |
| 5. | detail the facets of economic and socio-cultural life in Medieval India | **K1** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate

| Units | Contents | No. of Hours |
|---|---|---|
| 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 – Administrative Reforms –Conquest and Annexation. | 18 |
| 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; Administration under the Delhi Sultanate | 18 |
| III | **The Foundation of Mughal Empire:** Central Asian experience of Babur - India on the eve of Babur's invasion– Struggle for empire building in North India –Rise of Sher Shah Sur; **Expansion and Consolidation**– Political phase of Akbar; new imperial system and administration; the Mughal nobility, Mansabdari system-Jagirdari system–Nur Jahan Junta–Shah Jahan and his contribution – Auragzeb- The Mughals and the North-Western frontier. | 18 |
| IV | **Ideology and State in Mughal India:** Akbar's imperial agenda-Suhl-i-kul– Akbar's religion-Dinilahi; Aurangzeb's relation with religious groups and institutions; Mughal- Rajput Relations–Mughal administration- Aurangzeb-the Imperial elite-Deccan wars-Rise of Marathas under Shivaji- Popular revolts within the Mughal empire –Decline of the Mughal empire. | 18 |
| V | **Economic and Socio-Cultural Life in Medieval India:** Economy: Agricultural Production, Village Society and the Revenue System –Trade-relations with the Europeans-Society-Ruling Classes, Merchants, Artisans | 18 |

| | | |
|---|---|---|
| | and Slaves–Caste, Customs and Women– Religious Ideas and Beliefs-The Sufi Movement–The Bhakti Movement in North India – Culture-Architecture – Literature – Fine Arts– Music. | |
| | **Total** | **90** |

| **Self study** | Economic and Socio-Cultural Life in Medieval India |
|---|---|

**Textbooks**
1. Chand, Tara, 1954. *Influence of Islam on Indian Culture*, Indian Press, New Delhi.
2. Chandra, Satish, 1998. *Medieval India: From Sultanate to the Mughals,* Har-Anand Publications, Delhi.
3. Habib, Mohammad and K.A. Nizami, 1970. *Comprehensive History of India: The Delhi Sultanate (A.D.1206-1526),* People's Publishing House, Delhi.
4. Mehta, J.L.,1986. *Advanced Study in the History of Medieval India,1000–1526A.D.,* Sterling Publication, New Delhi.
5. Mehta, J.L., 1990. *Advanced Study in the History of Medieval India, Medieval Indian Society and Culture, Vol.III,* Sterling Publication, New Delhi.

**Reference Books**
1. Ali, Athar, M., 2007. *Mughal India, Studies in Polity, Ideas, Society and Culture*, OUP, New Delhi.
2. Chandra, Satish, 2005. *Essays on Medieval Indian History,* OUP, New Delhi.
3. Habib, Mohammed & Irfan Habib, ed., 2016, *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi.
4. Pandey, A.B., 1976. *Early Medieval India*, Central Book Depot, Allahabad.
5. Qureshi, 1996. *Administration of the Sultanate of Delhi,* Oriental Book Reprint Corporation, New Delhi.

**Web Resources**
1. https://sourcebooks.fordham.edu/india/indiasbook.asp
2. https://www.clearias.com/indian-history/
3. https://indiaolddays.com
4. https://www.britannica.com/topic/Mughal-dynasty
5. https://www.khanacademy.org/humanities/whp-1750/xcabef9ed3fc7da7b:unit-1-the-world-in-1750/xcabef9ed3fc7da7b:1-3-expanding-to-a-global-scale/a/read-mughal-empire

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| **CO3** | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 |
| **TOTAL** | 11 | 14 | 11 | 11 | 15 | 14 | 15 | 14 | 13 | 12 | 12 | 14 |
| **AVERAGE** | 2.2 | 2.8 | 2.2 | 3 | 2.8 | 3 | 2.8 | 2.6 | 2.4 | 2.4 | 2.4 | 2.8 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER II
## CORE COURSE V: SOCIO-CULTURAL HISTORY OF TAMIL NADU-1565 – 2000 CE

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP232CC2 | 4 | 1 | - | 1 | 5 | 6 | 90 | 25 | 75 | 100 |

**Pre-requisite:**
  The students should have basic knowledge about Socio-Cultural History of Tamil Nadu.
**Learning Objectives:**
1. To describe the socio-cultural contributions of the Nayaks, Marathas, Sethupathis of Ramnad to Tamil Nadu.
2. To analyze the growth and impact of Western Education and Dravidian parties.

**Course Outcomes**

| On the successful completion of the course, student will be able to: | |
|---|---|
| 1. | remember the social condition during the Nayak period | **K1** |
| 2. | evaluate the contributions of Marathas to the culture of the Tamil region | **K5** |
| 3. | analyse the Contribution of Sethupathis of Ramnad to Tamil society. | **K4** |
| 4. | apply the Growth of Western Education | **K3** |
| 5. | narrate the social condition during the Nayak period | **K2** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate

| Units | Contents | No. of Hours |
|---|---|---|
| I | 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. | 18 |
| II | 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. | 18 |
| III | 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 | 18 |
| IV | Christianity: Policy of the Company - growth and impact - Introduction of Western education– Government education-Professional and Technical education–Female education. | 18 |
| V | 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 | 18 |
| | **Total** | **90** |

| Self study | Dravidian Movement |
|---|---|

**Textbooks**
1. Irschick, Eugene, F., 1986. *Tamil Revivalism in the1930s*, Cre-A, Madras.

PG History

2. Jagadeesan, P., 1990. *Marriage and Social Legislations in Tamil Nadu*, Elatchaiappen Publication, Madras.
3. Murugesan, Mangala, N.K., 1981. *Self-Respect Movement in Tamil Nadu*, 1920-40, Koodal Publication, Madurai.
4. Rajaraman,P., 1988. *Justice Party: A Historical Perspective*, *1916-37*, Poompozhil Publishers, Madras.
5. Rangaswamy, M., 2006. *Tamil Nationalism*, Hema Publication, Chennai.
6. Varghese Jeyaraj, S., 2017. *Socio Economic History of Tamil Nadu (1565- 1967),* Anns Publications, Uthamapalayam .
7. Singaravelu,S., 1966. *Social Life of the Tamils*, Department of Indian Studies, Kuala Lumpur.

**Reference Books**

1. Sastri, K.A.N,1972. *The Pandyan Kingdom from the Earliest Times to Sixteenth Century*, Swathi Publications, Madurai.
2. Rajaraman,P., 1997. *Chennai through the Ages*, Poompozhil Publication, Chennai.
3. Sastri,V.S.Ramasamy, 2002. *The Tamils, The People, Their History and Culture in,* 5 Volumes, Cosmo Publication , New Delhi.
4. Sathianatha Aiyar,R., 1991. *History of Nayaks of Madurai,* Asian Educational Services, Madurai.
5. Subramaniam,P., 1996. *SocialHistoryoftheTamils,1707–1947,* D.K. Print world (P) Ltd, New Delhi.

**Web Resources**

1. https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu_djvu.txt
2. https://www.tnarch.gov.in/Library%20BOOk%20PDF/The%20Cultural%20Heritage
3. http://tnpsctutorial.blogspot.com/2013/09/the-nayak-rule.html
4. https://www.tamilnadu.ind.in/tamilnadu_history/sethupathis_thondaimans/sethupathis.php
5. https://www.vedantu.com/question-answer/the-nonbrahmin-movement-was-launched-by-ev-class-11-social-science-cbse-6024a670b6349a1ca07b977f

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 |
| CO2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 |
| CO3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 |
| CO4 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 |
| CO5 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 |
| TOTAL | 10 | 15 | 15 | 10 | 10 | 10 | 14 | 15 | 10 | 10 | 10 | 15 |
| AVERAGE | 2 | 3 | 3 | 2 | 2 | 2 | 2.8 | 3 | 2 | 2 | 2 | 3 |

**3 – Strong, 2- Medium, 1- Low**

HP 37

## SEMESTER II
## CORE COURSE VI: HISTORIOGRAPHY AND HISTORICAL METHODS

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP232CC3 | 4 | 1 | - | 1 | 5 | 6 | 90 | 25 | 75 | 100 |

**Pre-requisite:**
    The students should have basic knowledge about Historiography and Historical Methods.
**Learning Objectives:**
1. To understand the meaning, scope and purpose of history and the methodology of Historical Writing.
2. To analyze the research contributions of historians and research techniques in history.

**Course Outcomes**

| On the successful completion of the course, student will be able to: | |
|---|---|
| 1. | understand the meaning and scope of history | **K2** |
| 2. | remember the various theories and philosophical approaches to history | **K1** |
| 3. | apply the historical research | **K3** |
| 4. | analyze the contribution of western historians | **K4** |
| 5. | evaluate the historical writings of important Indian historians | **K5** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate;

| Units | Contents | No. of Hours |
|---|---|---|
| I | 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 | 18 |
| II | Philosophy of History – Positivist History – Marxist Interpretation of History –Annales Paradigm– Subaltern History –Subjectivity and Need for Objectivity in History | 18 |
| III | 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 | 18 |
| IV | Development of Historical writing in the West – Herodotus, Thucydides, St. Augustine, Ibn Khaldun, L.V.Ranke, Arnold Toynbee, E.H.Carr, Fern and Braudel, E.P.Thompson, Eric Hobsbawm | 18 |
| V | 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 | 18 |
| | **Total** | **90** |

| Self study | Development of Historical writing in the West |
|---|---|

**Textbooks**
1. Ali, Sheik, 2019. *History: Its Theory and Method*, Laxmi Publications, New Delhi.
2. Carr, E.H., 2018. *What is History?*, Penguin Books Ltd, New Delhi.
3. Manikam, S., 1977. *On History & Historiography,* Padumam Publishers, Madurai.

4. Rajayyan, K.,1982. *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai.
5. Sreedharan, E., 2004. *A Text book of Historiography: 500 BC to AD 2000*, Orient Longman, New Delhi.

**Reference Books**

1. Bloch,Marc,2017. *The Historian's Craft*, Aakar Books, Delhi.
2. Collingwood, R.G., 1994. *The Idea of History,* OUP, Delhi.
3. Dray, W.H., 1964. *Philosophy of History*, Prentice-Hall, New Jersey.
4. Jenkins, Keith, 1999. *Why History? Ethics and Postmodernity,* Routledge, London.
5. Sen,S.P, 1973. *Historians and Historiography in Modern India*, Institute of Historical Studies, Calcutta.
6. Sreedharan, E., 2007. *A Manual of Historical Research Methodology,* Centre for South Indian Studies, Trivandrum.

**Web Resources**

1. https://edwardseducationblog.files.wordpress.com/2013/07/historical-method.pdf
2. http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History--%20Research%20Methology%20in%20writing%20steps.pdf
3. https://www.britannica.com/biographies/history/history
4. https://edwardseducationblog.files.wordpress.com/2013/07/historical-method.pdf
5. https://www.britannica.com/topic/historiography

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

|      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| **CO1** | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **TOTAL** | 10 | 15 | 13 | 14 | 15 | 14 | 15 | 15 | 15 | 15 | 15 | 15 |
| **AVERAGE** | 2 | 3 | 2.6 | 2.8 | 3 | 2.8 | 3 | 3 | 3 | 3 | 3 | 3 |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER II**
**ELECTIVE COURSE III: a) HISTORY OF JOURNALISM**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP232EC1** | 2 | 1 | - | 1 | 3 | 4 | 60 | 25 | 75 | 100 |

**Pre-requisite:**
   The students should have basic knowledge about Journalism.
**Learning Objectives:**
   1. To explain the role of press in social awakening and the prominent personalities for the growth of journalism.
   2. To present the role of the press in the freedom movement.

**Course Outcomes**

| On the successful completion of the course, student will be able to: | | |
|---|---|---|
| 1. | explain the origins and the and role of press in social awakening | **K1** |
| 2. | analyse the present role of the press in the freedom movement at the national level | **K4** |
| 3. | apply the government reaction to the role of the press | **K3** |
| 4. | assess the role of prominent personalities for the growth of journalism | **K5** |
| 5. | understand the contribution of various newspapers | **K2** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | The Origin of Press: Invention of Printing Press–Gutenberg Press –Role of Printing in evolution of modern newspapers; Growth of newspapers in India: Hickey's Gazette, Early journalism in Bengal, Bombay and Madras presidencies. | **12** |
| **II** | Growth of Press and Indian Independence Movement; Role of Newspapers in Indian Freedom struggle; Contribution of Anglo-Indian and Nationalist Press to the field of Journalism in India; Role and responsibility of press in Modern India | **12** |
| **III** | Government and the press: reaction and regulation – Press laws | **12** |
| **IV** | Contribution of Eminent Personalities to Indian Journalism: Bala Gangadhara Tilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism-G.Subramania Iyer-Peiryar- Aditanar- Kalaignar | **12** |
| **V** | Contribution of Important News Papers: Amrit Bazar Patrika, The Times of India –The Hindu; Contemporary News Papers in Tamil- Dinamani- Dhina Thanthi- Dinamalar- Dinakaran –Viduthalai -Murasoli | **12** |
| | **Total** | **60** |

| Self study | Contribution of Important News Papers |
|---|---|

**Textbooks**

   1. Nadig Krishna Murthy, 1966. *Indian Journalism*, Mysore University Press, Prasaranga.
   2. Parthasarathi, R., 1984. *Modern Journalism in India*, Mac Millian India, New Delhi.
   3. Gurusamy, M.P., 2009. *Journalism, (Tamil),* Guru-Thenmozhi Publication, Dindigul.
   4. Samy, A.M., 1987. *Origin and Growth of Tamil Press, (Tamil),* Navamani Pathipagam, Chennai.

5. Ahuja, A.N., 1984. *Theory and Practice of Journalism*, Surjeet Publication, Delhi.

**Reference Books**

1. Lyle Spencer, M., 1917. *News writing: The Gathering, Handling and Writing of News Stories*, Chicago, New York.
2. Vir Bala Aggarwal, 2006. *Essentials of Practical Journalism*, Concept Publishing Company, New Delhi.
3. Anna Mc Kane, 2006. *News Writing*, Sage Publications, New Delhi.
4. David Wain Wright, 1981. *Journalism Made Simple*, Rupa & Co., London.
5. Richard Keeble, 2006. *The Newspapers Handbook* (4thedition), Routledge Publications, London and New York.
6. Susan Pape & Sue Featherstone, 2005. *Newspaper Journalism: A Practical Introduction,* London Thousand Oaks, Sage Publications, New Delhi.
7. Rich, 2010. *Writing and Reporting News: A Coaching Method,* (6th edition), Wadsworth, Cenage Learning, Boston.

**Web Resources**

1. https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150
2. https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf
3. https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growth-of-press-in-india/21000143
4. https://www.britannica.com/topic/journalism
5. https://www.robertniles.com/journalism/

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

|       | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| **CO1** | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| **CO3** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| **CO4** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| **CO5** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| **TOTAL** | 10 | 15 | 15 | 14 | 12 | 15 | 15 | 10 | 15 | 15 | 14 | 15 |
| **AVERAGE** | 2 | 3 | 3 | 2.8 | 2.4 | 3 | 3 | 2 | 3 | 3 | 2.8 | 3 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER II
## ELECTIVE COURSE III: b) INTERNATIONAL MIGRATIONS AND DIASPORIC STUDIES

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP232EC2 | 2 | 1 | - | 1 | 3 | 4 | 60 | 25 | 75 | 100 |

**Pre-requisite:**

   The students should have basic knowledge about International migrations and diaspora.

.**Learning Objectives:**

    1. To explain the theories of international migrations and diaspora.

    2. To examine the issues of identity among the Indian diaspora**.**

**Course Outcomes**

| On the successful completion of the course, student will be able to: | | |
|---|---|---|
| 1. | explain the theories of international migrations and diaspora. | **K1** |
| 2. | apply the position of Indian diaspora worldwide. | **K3** |
| 3. | examine the issues of identity among the Indian diaspora. | **K4** |
| 4. | evaluate the Indian policies towards diaspora. | **K5** |
| 5. | understand the perspectives and policies of receiving countries. | **K2** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate;

| Units | Contents | No. of Hours |
|---|---|---|
| I | **International Migrations** <br> Theories of International Migrations – History of International Migration –Ethnicity and Gender in International Migrations | **12** |
| II | **Theories of Diaspora** <br> Definitions and Theories of Diaspora–Major Diasporas: Jewish, African, Chinese and Indian – Globalisation and Diaspora | **12** |
| III | **The Indian Diaspora: A Survey** <br> The Indian Diaspora in South East Asia – The Indian Diaspora in Africa and the Caribbean – The Indian Diaspora in North America, Europe and Australasia | **12** |
| IV | **Issues of Identity in the Indian Diaspora** <br> Religion and Caste – Language and Culture–Institutions and Associations | **12** |
| V | **Indian Diaspora and Policy Perspective** <br> Sending Country's Perspective – Receiving Country's Perspective | **12** |
| | **Total** | **60** |

| Self study | Issues of Identity in the Indian Diaspora |
|---|---|

**Textbooks**

1. Stephen Castles, Mark J. Miller, 1998. *The Age of Migration,* 6th Edition, Bloomsbury Publications, New Delhi.

2. Khadria, Binod, 1999. *The Migration of Knowledge Workers: Second -generation Effects of India's Brain Drain*. Sage Publications, New Delhi.

3. Ajaya Kumar Sahooand Brij Maharaj (eds.), 2007. *Sociology of Diaspora: A Reader,* Rawat Publications, New Delhi.

4.  Cohen, Robin, 1997. *Global Diaspora: An Introduction,* UCL Press, London.
5.  Anastasia Christou, Eleonore Kofman, 2000. *Gender and Migration*, Springer, London.
    **Reference Books**
1.  Lal, Brij V. Peter Reeves and Rajesh Rai (eds.), 2007. *The Encyclopedia of the Indian Diaspora*, Editions Didier Millet, Singapore.
2.  Parekh, Bhikhu, Gurhapal Singh and Steven Vertovec (eds.), 2003. *Culture and Economy in the Indian Diaspora*, Routledge, London.
3.  Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.), 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*, Sage Publications, New Delhi.
4.  Bhatia, Sunil, 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*, New York University Press, New York.
5.  Safran, William, Ajaya Kumar Sahoo and Brij V., Lal (eds.), 2008. *Transnational Migrations: The Indian Diaspora,* Routledge Publications, New Delhi.
6.  Puwar, N. & Raghuram, P., (eds.), 2003. *South Asian Women in the Diaspora*, Oxford Berg, New Delhi.
    **Web Resources**
1.  www.iom.int
2.  https://www.researchgate.net/publication/260096281_Theories_and_Typologies_of_Migration_An_Overview_and_A_Primer
3.  https://www.mea.gov.in/images/pdf/1-executive-summary.pdf
4.  https://carleton.ca/mds/what-is-migration-and-diaspora studies/#:~:text=Migration%20and%20Diaspora%20Studies%20offers,movement%20of%20people%20across%20b
5.  https://www.differencebetween.com/difference-between-diaspora-and-vs-migration/

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 2   | 2   | 3   | 2   | 3   | 2   | 2   | 2    | 3    | 3    | 2    | 3    |
| CO2     | 2   | 3   | 3   | 3   | 3   | 2   | 3   | 2    | 3    | 3    | 2    | 3    |
| CO3     | 2   | 3   | 3   | 3   | 3   | 2   | 3   | 2    | 3    | 3    | 2    | 3    |
| CO4     | 2   | 3   | 3   | 3   | 3   | 2   | 3   | 2    | 3    | 3    | 3    | 3    |
| CO5     | 2   | 3   | 2   | 3   | 3   | 2   | 3   | 2    | 3    | 3    | 3    | 3    |
| TOTAL   | 10  | 15  | 14  | 14  | 15  | 10  | 14  | 10   | 15   | 15   | 12   | 15   |
| AVERAGE | 2   | 3   | 2.8 | 2.8 | 3   | 2   | 2.8 | 2    | 3    | 3    | 2.4  | 3    |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER II**
**ELECTIVE COURSE III: c) HISTORY OF COMMUNICATION SYSTEM IN INDIA**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP232EC3 | 2 | 1 | - | 1 | 3 | 4 | 60 | 25 | 75 | 100 |

**Pre-requisite:**
    The students should have basic knowledge about Communication System in India.
**Learning Objectives:**
    1. To understand the Communication System of India.
    2. To analyze the impact of all Communication system in India.
**Course Outcomes**

| On the successful completion of the course, student will be able to: | | |
|---|---|---|
| 1. | understand the history of Communication System in India | **K2** |
| 2. | analyze the role of Press and Media in the people's Communication system | **K4** |
| 3. | remember the various types of Communication system | **K1** |
| 4. | evaluate the process of Communication System from Ancient and Modern period. | **K5** |
| 5. | demonstrate the medium of Communication System applicable to the World. | **K3** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate

| Units | Contents | No. of Hours |
|---|---|---|
| I | **Communication:** Communication– Definitions– Scope– forms and purpose – Intra-Personal– Interpersonal, mass, non-verbal, verbal– sources–message – channel– receiver | 12 |
| II | **Press**: Press System- Origin –An overview of the Indian Press–Language Press– Newspapers and Magazines-The influence of New Media–Indian Print Media | 12 |
| III | **Radio and Television:** Radio as a medium of mass communication – Ownership types –Audience - History of Television Broadcasting in India – Comparison with UK and USA –Trends in Indian Television industry–Various Committees on Television | 12 |
| IV | **Cinema:** Brief History of Cinema in the World and India – Regional Cinema; History and recent trends- various bodies like Censor Board, Societies, Institutes and Awards –Motion Picture– documentary films | 12 |
| V | **New Media:** Evolution of telephones, allied media, fax, telex, Internet, DTP, Computers, Interactive Video | 12 |
| | **Total** | 60 |
| **Self study** | New Media | |

**Textbooks**

1. Seetharaman, K.S., 1991. *Communication and Culture-A World View*, McGraw Hill, New Delhi.
2. Mc Quail, Dennis and Steven Windhal, 1981. *Communication Models,* Longman Publication, New York.

3. David, K.S. Berlo, Rinchart, 1960. *The Process of Communication-An Introduction to Theory and Practice,* Holt, Rinehart &Winston of Canada Ltd., New York.
4. Aravind Kumar, (e.d.), 1999. *The Mass Media*, Anmol Publications, New Delhi.
5. Rafiq Dossani, 2002. *Telecommunications Reform in India*, Greenwood Publishing Group, California.

**Reference Books**
1. Kaminsky, Arnold P. Long, Roger, D., 2011. *India Today: An Encyclopedia of Life in the Republic: An Encyclopedia of Life in the Republic*, ABC-CLIO Publishing House, California.
2. Kathleen Readon, 1991. *Persuasion in Practice*, Sage Publications, New Delhi.
3. Sidney Kraus and Richard, M. Perloff, (e.d.), 1985. *Mass Media and Political Thought*, Sage Publications, New Delhi.
4. Rosengren, 1985. *Media Ratification Research*, Sage Publications, New Delhi.
5. Dharmakumar, Rohin, 2011. *India Telcos: Battle of the Titans*, Forbes Publication, Hongkong.

**Web Resources**
1. https://www.indianetzone.com/40/communication_india.htm
2. https://www.toppr.com/guides/fundamentals-of-economics-cma/indian-economy/communication-systems-in-india
3. https://www.studocu.com/in/document/banaras-hindu-university/journalism-and-mass-communication/note-on-early-communication-system-and-evolution-of-c
4. https://www.nimc-india.com/history-mass-media-india.html
5. https://www.researchgate.net/publication/319563121_Epistemology_of_Communication_in_India_A_historical_account_beyond_Development

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

|       | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1   | 2   | 3   | 3   | 3   | 3   | 3   | 3   | 2    | 3    | 2    | 3    | 2    |
| CO2   | 2   | 3   | 3   | 3   | 3   | 3   | 3   | 2    | 3    | 2    | 3    | 2    |
| CO3   | 2   | 3   | 3   | 3   | 3   | 3   | 3   | 2    | 3    | 2    | 3    | 2    |
| CO4   | 2   | 3   | 3   | 3   | 3   | 3   | 3   | 2    | 2    | 2    | 3    | 3    |
| CO5   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 2    | 2    | 2    | 3    | 3    |
| TOTAL | 11  | 15  | 15  | 15  | 15  | 15  | 15  | 10   | 13   | 10   | 15   | 12   |
| AVERAGE | 2.2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2.6 | 2 | 3 | 2.4 |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER II**
**ELECTIVE COURSE IV: a) INDIAN CONSTITUTION**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP232EC4** | **2** | **1** | **-** | **1** | **3** | **4** | **60** | **25** | **75** | **100** |

**Pre-requisite:**
The students should have basic knowledge about Indian Constitution.

**Learning Objectives:**
1. To understand the salient features of the Indian Constitution.
2. To illustrate the structure and functions of the various components of Government.

**Course Outcomes**

| On the successful completion of the course, student will be able to: | | |
|---|---|---|
| 1. | understand the salient features of the Indian Constitution. | **K2** |
| 2. | remember the rights and duties of Citizens and Aliens. | **K1** |
| 3. | evaluate the nature of Indian federalism and the rationale for emergency provisions. | **K5** |
| 4. | analyse the powers and functions of the various units of the government. | **K4** |
| 5. | apply the structure at the state level | **K3** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate;

| Unit | Contents | No. of Hours |
|---|---|---|
| **I** | Historical background- Constitutional Development- Making of Constitution- Sources of the Indian Constitution- The Preamble of the Constitution- Citizenship | **12** |
| **II** | Fundamental Rights – Directive Principles of State Policy– meaning and purpose - Fundamental Duties- significance- important amendments to the Constitution | **12** |
| **III** | Indian Federalism: Its Features - Unitary Features: Distribution of powers: Legislative - Administrative and Financial relation - Emergency Provisions | **12** |
| **IV** | Union Government– President: Election– Powers and Functions–Cabinet: Prime Minister–Parliament Composition, Powers and functions- Process of law making – Speaker –Parliamentary Committees – Supreme Court of India: Composition, powers and functions | **12** |
| **V** | State Government: Role of the Governor- Chief Minister- Council of Ministers- Cabinet-  State Legislature: Legislative council- Legislative Assembly- Legislative Procedure- High Court- Jurisdiction and powers | **12** |
| | **Total** | **60** |

| Self study | State Government |
|---|---|

**Textbooks**
1. Austin Granville, 1999. *The Indian Constitution: Cornerstone of A Nation,* Oxford University Press, UK.
2. Agarwal, R.C., 1996. *Constitutional Development and National Movement of India*, S.Chand &Co, Delhi.

HP 46

3. Durga Das Basu, 2001. *An Introduction to Indian Constitution*, Wadha & Company, Delhi.
4. Shukla, V.N., 1977. *The Constitution of India*, Eastern Book Company, Delhi.
5. Khanna, V.N., 1981. *Constitution and Government of India*, S. Chand & Co, Delhi.

**Reference Books**
1. Bhargava Rajeev,(e.d.), 2009. *Politics and Ethics of the Indian Constitution*, Oxford University Press, New Delhi.
2. Durga Das Basu, 2000. *Commentary on the Constitution of India*, Wadha &Company, Delhi.
3. Gautam Bhatia, 2019. *Transformative Constitution, A Radical Biography in Nine Acts*: Harper Collins India, New Delhi.
4. Misra, B.R., 1952. *Economic Aspects of Indian Constitution*, Orient Longman, Calcutta.
5. Pylee, Moolamattom Varkey, 1994. *India's Constitution*, R. Chand & Company, New Delhi.

**Web Resources**
1. https://legislative.gov.in/constitution-of-india
2. https://www.constitutionofindia.net/constitution_of_india
3. https://www.loc.gov/item/57026883
4. https://www.india.gov.in/my-government/constitution-india#:~:text=The%20Republic%20is%20governed%20in,structure%20with%20certain%20unitary%20features.
5. https://www.clearias.com/constitution-of-india/

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 |
| **CO3** | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 |
| **CO4** | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 |
| **CO5** | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| **TOTAL** | 10 | 14 | 14 | 12 | 11 | 10 | 13 | 15 | 12 | 10 | 11 | 13 |
| **AVERAGE** | 2 | 2.8 | 2.8 | 2.4 | 2.2 | 2 | 2.6 | 3 | 2.4 | 2 | 2.2 | 2.6 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER II
## ELECTIVE COURSE - IV: b) ENVIRONMENTAL HISTORY OF INDIA

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP232EC5 | 2 | 1 | - | 1 | 3 | 4 | 60 | 25 | 75 | 100 |

**Pre-requisite:**
    The students should have basic knowledge about Environmental History of India.
**Learning Objectives:**
1. To examine the various schools of thought in ecological studies.
2. To trace the impact of eco systems from a historical perspective.

**Course Outcomes**

| On the successful completion of the course, student will be able to: | |
|---|---|
| 1. understand the various schools of thought in ecological studies. | **K2** |
| 2. apply the impact of eco systems from a historical perspective. | **K3** |
| 3. evaluate the impact of British ecological imperialism. | **K5** |
| 4. examine the impact of various environmental movements in India | **K4** |
| 5. remember the role of various movements | **K1** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate;

| Units | Contents | No. of Hours |
|---|---|---|
| I | Introduction to Environmental History – Habitats in Human History: Modes of Production and Modes of Resource Use – Schools of Thought in Ecology: Marxist, Gandhian, Eco-Feminism, Anthropocene. | 12 |
| II | Prehistoric Environment in India – Role of Climate in Indus Valley Civilization – Forest In Ancient India – Iron Tools and Deforestation in the Vedic Period – Eco-Systems of the Sangam Age In South India – Asoka And Ecology – Mughals And Hunting. | 12 |
| III | Ecological Imperialism – Forest Policy: Forest Acts of 1865, 1878 and 1927 – Protest Against British Forest Acts and Policies of Monoculture – Plantation – Public Works – Railways –Hill Stations – Systematic Conservation versus Exploitation Debate. | 12 |
| IV | Independent India's Environmental Policy– Forest Policy – Resolutions and Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment–Big Dams And Hydro-Electric Power Projects –Bhopal Gas Tragedy – Tsunami and its Impact –Move Towards Sustainable Development – National Environment Policy – National Conservation Strategy and the Policy Statement of Environment And Development 1992 – National Environment Tribunal – National Green Tribunal. | 12 |
| V | Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada Bacchao Andolan – Silent Valley Movement – Jungle Bachao Andolan. | 12 |
| | **Total** | **60** |

| Self study | Habitats in Human history, Eco-systems, Forest policy |
|---|---|

**Textbooks**

1. Irfan Habib, 2011. *Man and Environment: Vol-36: Ecological History of India*, Tulika Books, New Delhi.
2. Donald Hughes.J., 2006. *What is Environmental History?,* Polity Press, Cambridge, U.K.
3. Madhav Gadgil & Ramchandra Guha, 1992. *The Fissured Land: An Ecological History of India,* OUP: Berkeley and Los Angeles, California, USA.
4. Mahesh Rangarajan & Sivaramakrishnan,K.,(e.d.),2012. *India's Environmental History: From Ancient Times to the Colonial Period,* Vol 1, Permanent Black: Ranikhet, India.
5. Donald Worster and Alfred Crosby, (e.d.),1988. *Modern Environmental History*, Cambridge University Press, Cambridge.
6. Ramachandra, Guha, 1989. *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, OUP.

**Reference Books**

1. Christopher Hill, 2008. *South Asia: An Environmental History*, ABC-CLIO, Inc: California, US.
2. Donald Worster and Alfred Crosby, (e.d.), 1988. *Ecological Imperialism: The Overseas Migration of Western Europeans as biological phenomenon-* In *The Ends of the Earth: Perspectives on Modern Environmental History*, Cambridge University Press, Cambridge.
3. David L Gosling, *Religion and Ecology in India and South East Asia*, Routledge, London, U.K.
4. Guha, Ramachandra, 2000. *Environmentalism: A Global History*, OUP, New Delhi.
5. Guha, Ramachandra & Martinez-Alier,J., 1998. *Varieties of Environmentalism: Essays - North and South,* OUP, New Delhi.
6. Joakim, Radkau, 2008. *Nature and Power: Global History of the Environment*, Cambridge University Press, New York, USA,
7. Keith, Smith, 1996. *Environmental Hazards*, Routledge, New York.

**Web Resources**

1. https://www.mids.ac.in/assets/doc/WP_203.pdf
2. https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_ A_HISTORICAL_PERSPECTIVE
3. https://www.jstor.org/stable/41949868
4. https://www.cambridge.org/core/books/an-environmental-history-of-india/introduction/69C0E2ACC58C788FA03AC161A7D49DFC
5. https://academic.oup.com/ehr/article-abstract/135/575/1083/5906234?redirectedFrom=fulltext

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 |
| **CO2** | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| **CO3** | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 |
| **CO4** | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 |
| **CO5** | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 |
| **TOTAL** | 10 | 13 | 15 | 11 | 10 | 10 | 14 | 11 | 10 | 10 | 11 | 13 |
| **AVERAGE** | 2 | 2.6 | 3 | 2.2 | 2 | 2 | 2.8 | 2.2 | 2 | 2 | 2.2 | 2.6 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER II
## ELECTIVE COURSE - IV: c) GEOGRAPHICAL HISTORY OF INDIA

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP232EC6** | 2 | 1 | - | 1 | 3 | 4 | 60 | 25 | 75 | 100 |

**Pre-requisite:**

   The Students should have basic knowledge about Geographical History of India.

**Learning Objectives:**

   1. To understand the topographical system of India.
   2. To evaluate the various types of soils, socio-cultural and economic system of India.

### Course Outcomes

| On the successful completion of the course, student will be able to: | |
|---|---|
| 1. | understand the Geographical history of India. | **K2** |
| 2. | analyze the varieties of soil resources present in India. | **K4** |
| 3. | evaluate the topographical system of India. | **K5** |
| 4. | remember the cultural contribution in India. | **K1** |
| 5. | apply the development of Human beings in the particular geographical condition of India. | **K3** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate;

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | **Physical Setup**: <br> Location.- Physiographic division of India – Himalayan and Peninsular Rivers – Climatic Regions and its characteristic - Soil types and distribution – Natural Vegetation – Forest and its products – River Irrigation – Projects- Damodar Valley Corporation | **12** |
| **II** | **Agriculture:** <br> Agriculture – Its Importance – Distribution and Production – Paddy – Wheat- Cotton- Jute – Tea – Coffee – Problems of Indian Agriculture | **12** |
| **III** | **Mineral Resources**: <br> Mineral Resources – Distribution, Production and Trade – Iron, Manganese, Mica, Bauxite – Power Resources- Coal, Petroleum, Natural Gas – Atomic Minerals | **12** |
| **IV** | **Industries:** <br> Locational factors- Major industries – Iron and Steel – Steel – Ship building – Chemicals- paper – Cement – Sugarcane industries | **12** |
| **V** | **Human Resources**: <br> Population, Growth and Distribution – Rural and Urban – Migration – Types and causes | **12** |
| | **Total** | **60** |

| Self study | Climate, soil types |
|---|---|

**Textbooks**

1. Deshpande, C.D., 1992. *India-A Regional Interpretation*, Northern Book Centre, New Delhi.
2. Farmer, B.H., 1983. *An Introduction to South Asia*, Methuen, London.
3. Govt. of India, 2001. *India-Reference Annual – 2001,* Publication Division, New Delhi.

4.  Govt. of India, *National Atlas of India*, NATMO Publication, Calcutta.
5.  Govt. of India, 1965. *The Gazetteer of India, Vol.I & III*, Publication Division, New Delhi.
    **Reference Books**
1.  Khullar, D.R., 2006. *India: A Comprehensive Geography*, New Delhi, Kalyani Publication.
2.  Learmonth, A.T.A., (e.d.), 1982. *Man and Land of South Asia*, Concept, New Delhi.
3.  Mitra, A., 1967. *Levels of Regional Development in India, Census of India, Vol.I, Part I-A (i) and (ii),*New Delhi.
4.  Routray, J.K., 1993. *Geography of Regional Disparity*, Asian Institute of Technology, Bangkok.
5.  Shafi, M., 2000. *Geography of South Asia*, Macmillan &Co, Calcutta.
    **Web Resources**
1.  https://www.thoughtco.com/geography-and-history-of-india-1435046
2.  https://www.britannica.com/place/India
3.  https://www.google.com/search?q=geographical+history+of+india&ei=15J0ZOWnJpKeseMP zOmFoAQ&ved=0ahUKEwil74qtvJr_AhUST2wGHcx0AUQQ4dUDCA8&
4.  https://objectiveias.in/historical-geography-of-india/
5.  http://www.gov.pe.ca/photos/original/wi_India.pdf

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 2   | 2   | 3   | 2   | 3   | 2   | 2   | 2    | 2    | 2    | 2    | 2    |
| CO2     | 2   | 2   | 3   | 2   | 3   | 2   | 2   | 2    | 3    | 2    | 2    | 2    |
| CO3     | 2   | 2   | 3   | 2   | 3   | 2   | 2   | 2    | 2    | 2    | 2    | 2    |
| CO4     | 2   | 3   | 2   | 2   | 3   | 2   | 2   | 3    | 2    | 2    | 2    | 3    |
| CO5     | 2   | 3   | 3   | 2   | 3   | 2   | 2   | 2    | 2    | 2    | 2    | 2    |
| TOTAL   | 10  | 12  | 14  | 10  | 15  | 10  | 10  | 11   | 11   | 10   | 10   | 11   |
| AVERAGE | 2   | 2.4 | 2.8 | 2   | 3   | 2   | 2   | 2.2  | 2.2  | 2    | 2    | 2.2  |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER II**
**SKILL ENHANCEMENT COURSE- 1: RESEARCH AND REPORT WRITING**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP232SE1 | 2 | 1 | - | 1 | 2 | 4 | 60 | 25 | 75 | 100 |

**Pre-requisite:**
The students should have basic knowledge about research and report writing.

**Learning Objectives:**
1. To explain the importance of report writing.
2. To point out the methods of research writing and project proposals.

**Course Outcomes**

| On the successful completion of the course, student will be able to: | | |
|---|---|---|
| 1. | tell the importance of report Writing | K1 |
| 2. | analyze the method of research writing | K4 |
| 3. | explain the methods of writing research proposals | K2 |
| 4. | evaluate the importance of ethics in research | K5 |
| 5. | apply the best practices | K3 |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate

| Units | Contents | No. of Hours |
|---|---|---|
| I | **Introduction:** Significance of Report Writing in academics and research- Requirement of report writing- research goals. Various kinds of Reports and its presentations- Characteristics of Academic and Research Reports /Presentations. | 12 |
| II | **Research Writing** Types of Research Papers, Structure of research papers -Research Paper Formats -Abstract writing – Methodology -Results and discussions –Uses of plagiarism detection tools. | 12 |
| III | **Report Writing** Writings project proposals - Lecture notes - Progress reports- Utilization reports - Scientific Reports – Analyse One Government report from the Library | 12 |
| IV | **Ethics and research**- fabrication- plagiarism- misrepresentation | 12 |
| V | **Best practices**- formulating the focus of the research-possess and Develop cultural knowledge- importance of socially beneficial research. | 12 |
| | **Total** | 60 |

| Self study | Writings project proposals |
|---|---|

**Textbooks**
1. Stephen Weldenborner, Domenick Caruso & Gary Parks, 1982. *Writing Research Papers: A guide to the Process,* Bed Ford Publications, New York.
2. Ravikumar, C.P., 2000.*On Writing a Thesis*, IETE Journal of Education
3. Joan Lambert & Curtis Frye, 2016. *Microsoft Office,* Microsoft Press**,** Washington.
4. Arka Bhattacharya, A., 2015. *A Hand Book of Report Writing*, Books Way Publications, Kolkata.

5.  Baugh, L. Sue, 1992. *How to write term papers and reports*.  VGM Career Horizons
    Publishers, Lincolnwood.

**Reference Books**

1. David Carlisle, Michel Goossens, Sebastian Rahtz& Adrian Clark, 1994. *Essential
   LATEX++,Jon War brick with additions,* New York.
2. Borden, Iain and Katerina Ruedi Ray, 2014. *The Dissertation: A Guide for Architecture
   Students.* Third Edition.
3. Naushad Alam, Q.J. Admad Peer &Banarsi Lal, 2019. *Technical Report Writing and Research
   Methodology*, Write & Print Publications, Mumbai.
4. Kothari, C.R., & Gaurav Gang, 2019. *Research Methodology*, New Age International
   Publications, New Delhi.
5. Turabian, Kate L., 2007.  *A Manual for Writers of Term Papers Theses, and Dissertations*, 7th
   Ed, University of Chicago Press, Editorial Staff, London.

   .**Web Resources**
1.  https://www.researchgate.net/publication/325546150_
2.  https://www.adelaide.edu.au/writingcentre/ua/media/28/learningguide-
    writingaresearchreport.pdf
3.  https://t4tutorials.com/report-writing-in-research-methodology/
4.  https://www.questionpro.com/blog/research-reports/
    5.  https://www.formpl.us/blog/research-report

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 2   | 3   | 2   | 2   | 3   | 3   | 2   | 2    | 3    | 2    | 2    | 2    |
| CO2     | 2   | 3   | 2   | 2   | 3   | 3   | 2   | 2    | 2    | 2    | 2    | 2    |
| CO3     | 2   | 3   | 2   | 2   | 3   | 3   | 2   | 2    | 2    | 2    | 2    | 2    |
| CO4     | 2   | 3   | 2   | 2   | 3   | 3   | 2   | 3    | 2    | 2    | 3    | 2    |
| CO5     | 2   | 3   | 3   | 2   | 3   | 3   | 3   | 2    | 3    | 3    | 3    | 3    |
| TOTAL   | 10  | 15  | 11  | 10  | 15  | 15  | 11  | 11   | 12   | 11   | 12   | 11   |
| AVERAGE | 2   | 3   | 2.2 | 2   | 3   | 3   | 2.2 | 2.2  | 2.4  | 2.2  | 2.4  | 2.2  |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER I & II
## LIFE SKILL TRAINING – I ETHICS

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| PG23LST1 | 1 | - | - | - | 1 | 1 | 15 | 50 | 50 | 100 |

**Prerequisites:** Value education-its purpose and significance in the present world
**Learning Objectives:**
1.       To familiarize students with values of the individual, society, culture, one's own health and life philosophy,
2.       To impart knowledge of professional ethical standards, codes of ethics, obligations, safety, rights, and other worldwide challenges.

**Course Outcomes**

| On completion of this course the student will be able to | | |
|---|---|---|
| 1 | understand deeper insight of the meaning of their existence. | K1 |
| 2 | recognize the philosophy of life and individual qualities | K2 |
| 3 | acquire the skills required for a successful personal and professional life. | K3 |
| 4 | develop as socially responsible citizens. | K4 |
| 5 | create a peaceful, communal community and embrace unity. | K3 |

**K1-Remember;K2-Understand;K3-Apply;K4-Analyze**

| Unit | Contents | No. of Hours |
|---|---|---|
| I | **Goal Setting:** Definition - Brainstorming Session – Setting Goals – Few components of setting goals. | 3 |
| II | **Group Dynamics:** Definition - Nature of Groups – Types of Groups – Determinants of group behavior | 3 |
| III | **Conflict Resolution:** Definition – What is a conflict resolution – Why should conflicts be resolved? - Lessons for life | 3 |
| IV | **Decision Making:** Definition – 3C's of decision making – Seven Steps to effective decision making – Barriers in effective decision making | 3 |
| V | **Anger Management:** Effects of anger – Tips to reduce anger – Anger warning signs – Identify your triggers – Ways to cool down your anger. | 3 |
| | TOTAL | 15 |

| Self-Study: | Salient values for life, Human Rights, Social Evils and how to tackle them, Holistic living, Duties and responsibilities. |
|---|---|

**Textbooks**
Life Skill Training – I Ethics, Holy Cross College (Autonomous), Nagercoil
**Reference Books**
1.    Holy Cross College (Autonomous), Nagercoil (2007).  Foundation Course Life's Challenges. Sipca Computers.
2.    Mathew, Sam (2010). Self Help Life Book. Opus Press Publisher.
3.    Swati Mehrotra. (2016). Inspiring Souls Moral Values and Life Skills (1st ed.) [English]. Acevision Publisher Pvt. Ltd.
4.    Irai Anbu, v. (2010, August). Random Thoughts (1st ed.) [English]. THG Publishing Private Limited, 2019.

**5.** Holy Cross College (Autonomous), Nagercoil (2007).  Foundation Course Life's Challenges. Sipca Computers.

**Web Resources**
1.   https://positivepsychology.com/goal-setting-exercises/
2.   https://www.gov.nl.ca/iet/files/CCB_GroupDynamicsGuide.pdf
3.   https://en.wikipedia.org/wiki/Conflict_resolution
4.   https://asana.com/resources/decision-making-process
5.   https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/anger-management/art-20045434

## SEMESTER III
## CORE COURSE VII: COLONIALISM AND NATIONALISM IN INDIA

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP233CC1** | **4** | **1** | **-** | **1** | **5** | **6** | **90** | **25** | **75** | **100** |

**Pre-requisite**

The students should have basic knowledge about Colonialism and Nationalism in India.

**Learning Objectives**

1. To explain the process of colonization and the rise of nationalism.
2. To examine the role of masses in the freedom struggle, transfer of power and the attainment of independence.

### Course Outcomes

| On the successful completion of the course, students will be able to: | |
|---|---|
| 1. | recall the impact of British imperialism. | **K1** |
| 2. | describe the nature of early resistance against British rule in India. | **K2** |
| 3. | construct the relative merits of different methods of anti-British struggle | **K3** |
| 4. | analyse the Gandhian non-cooperation movement and its influence on the masses. | **K4** |
| 5. | assess the process of partition | **K5** |

**K1-** Remember; **K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | Colonialism**:** European Settlements in India: Portuguese – Dutch – French – English – Anglo-French Conflict – Acquisition of Bengal – Relationship with other Indian states –British imperialism and its impact. | **18** |
| **II** | Popular Pre-nationalist movements: Poligar Revolt – South Indian Rebellion – Vellore Revolt of 1806 - Revolt of 1857 - Peasant uprisings - Tribal Resistance Movements and the Civil Rebellions - Causes, Nature, and Impact – Socio-Religious Reform Movements | **18** |
| **III** | From Representative politics to the idea of Self-rule**:** - Factors leading to the origin of Indian National Congress- Birth of Indian National Congress -Moderates- Rise of Extremism - Partition of Bengal and Swadeshi Movement - Formation of Muslim League - Revolutionary Movements - Reactions to the Morley-Minto Reforms -Home Rule Movements - Montague-Chelmsford Reforms Act of 1919 | **18** |
| **IV** | Era of Mass Movements**:** Rowlatt Satyagraha –Jallian Wallabagh Tragedy- Khilafat Movement- Non Co-operation Movement - Swarajists - Simon Commission - Round Table Conferences - Civil Disobedience Movement and Repression - the Government of India Act, 1935 and Provincial Ministries - Growth of Socialist Ideas - Rise of Communalism. | **18** |
| **V** | Independence and Partition: Resignation of Congress Ministries - Individual Satyagraha – Cripps' Mission – Quit India Movement - Indian National Army - Simla Conference - Cabinet Mission Proposal - Transfer of Power and Partition. | **18** |
| | **Total** | **90** |

| Self-study | Quit India Movement |
|---|---|

**Textbooks**
1. Rajayyan, K. 1981. *History of Freedom Struggle in India*, Ratna Publications, Madurai.
2. Ramalingam, T.S. 1993. *History of India*, T.S.R. Publications, Madurai.
3. Mary Judit, S. 2023. *National Movement in India*, JE Publication, Nagercoil

**Reference Books**
1. Nanda, S.P. 2014. *Freedom Movement and Constitutional Development in India*, Dominant Publishers, New Delhi.
2. Bandyopadhyay, Sekhar, 2006. *From Plassey to Partition: A History of Modern India,* Orient Longman, New Delhi.
3. Chandra, Bipan, et. al., ed., 2016. *India's Struggle for Independence*, Penguin Random House India, New Delhi.
4. Grover, B.L. and Alka Mehta, ed., 2018. *A New Look at Modern Indian History: From 1707 to the Modern Times,* S. Chand & Co. Ltd., New Delhi.
5. Sarkar, Sumit, 2008. *Modern India, 1885-194,* Laxmi Pub., New Delhi.
6. Krishna Reddy, 2009. *Indian History*, Tata M.C. Graw Hill Education Private Ltd, New Delhi.
7. Sachin Kundra, 2013. *India Since Independence*, Mohit Publications, New Delhi.
8. Venkatesan, K. 1985. *History of Indian Freedom Movement,* Madurai.
9. Pandey, B.N. 2000. *The Breakup of British India*, Anmol publication, New Delhi.
10. Mahajan, V.D. 1985. *India Since 1526*, Chand & Co. Ltd., New Delhi.

**Web Resources**
1. https://www.routledge.com/A-History-of-Colonial-India-1757-to-1947/Roy-Alam/p/book/9781032159676
2. https://www.jstor.org/stable/44140761
3. https://www.jstor.org/stable/44141769
4. https://www.studyshipwithkrati.com/post/colonialism-and-nationalism-notes-1
5. https://www.du.ac.in/uploads/new-web/29122022_Appendix-115.pdf

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 |
| CO2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 |
| CO4 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| TOTAL | 10 | 12 | 11 | 11 | 13 | 13 | 10 | 11 | 11 | 14 | 11 | 11 |
| AVERAGE | 2 | 2.4 | 2.2 | 2.2 | 2.6 | 2.6 | 2 | 2.2 | 2.2 | 2.8 | 2.2 | 2.2 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER III
## CORE COURSE VIII: INTELLECTUAL HISTORY OF INDIA

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP233CC2** | 4 | 1 | - | 1 | 5 | 6 | 90 | 25 | 75 | 100 |

**Pre-requisite**

The students should have basic knowledge about Intellectual history of India

**Learning Objectives**

1.To evaluate the contributions of socio-religious reforms and economic nationalists.

2.To appreciate the various views and contributions of prominent leaders.

### Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | understand the evolution of intellectual history of India | **K2** |
| 2. | illustrate the contributions of economic nationalists. | **K3** |
| 3. | appreciate the contribution of radical thinkers | **K4** |
| 4. | assess the role of social thinkers | **K5** |
| 5. | estimate the legacy of Gandhi, Nehru and Jaya Prakash Narayan | **K6** |

**K2** - Understand; **K3** - Apply; **K4** -Analyse; **K5** -Evaluate; **K6** - Create

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | Emergence of Modern Ideologies: Understanding Intellectual History and its impact – Indian Renaissance – Raja Rammohan Roy – Dayananda Saraswati – Syed Ahmed Khan – Vivekananda – Annie Besant | **18** |
| **II** | Economic Thinkers: Dadabhai Naoroji – Drain of Wealth Theory- R.C. Dutt and his treatise 'The Economic History of India under Early British rule' – M.G. Ranade and his Economic Ideas- J.C.Kumarappa and his work 'Economy and Permanence'. | **18** |
| **III** | Radical Thinkers: Bala Gangadhar Tilak – Aurobindo Ghosh – M.N. Roy- Radical Humanism - Subramanya Bharati – M.A. Jinnah – V.O.Chidambaram Pillai. | **18** |
| **IV** | Social Thinkers: Gopala Krishna Gokhale and Servants of India Society Jyothi Rao Phule- Rabindranath Tagore - Periyar E.V. Ramasamy- B.R. Ambedkar - Ayothi Das Pandithar. | **18** |
| **V** | Gandhian Ideologies: Mahatma Gandhi and Nationalism – Jawaharlal Nehru-Ideas of Democracy- Secularism- Socialism- Maker of Modern India Jaya Prakash Narayan and Total Revolution | **18** |
| | **Total** | **90** |

| **Self-study** | Mahatma Gandhi |
|---|---|

**Textbooks**

1. Vandana Rani Sony, 2014. *Indian Political Thought*. Sonali Publications, New Delhi.
2. Swaminathan, A. 2004. *Outlines of Political Theory*. Deepa Pathipagam, Chennai.
3. Poonam Dalal Dahiya, 2022. *Modern India*, Mc Graw Hill, Chennai.

**Reference Books**

1. Bipin Chandra, Amales Tripathi &Barun De, 2001. *Freedom Struggle*, National Book Trust Publications, New Delhi.

2.  Arun Bhattacharjee, 2012. *An Introduction to Political Theory*, New Central Book Agency (P) Ltd, London.
3.  Das, P.G. 2015.*Modern Political Theory*, New Central book Agency (P) Ltd, London.
4.  Ambika Prashad Verma, 2015. *Political Theory and Thought*, Mangalam publications, Delhi.
5.  Chhabra, G.S. 2011. *Advanced Study in the History of Modern India, Vol.III, (1920-1947)*, Lotus Press, New Delhi.
6.  Ambika Prashad Verma, 2019. *Political Theory and Indian Politics*. Delhi, Mangalam publications.
7.  Rao, R.P. 1971. *The Congress Split*, Lalvani Publishing House, Bombay.
8.  Raman, B.S. 2011. *Indian Constitution,* United Publications, Mangalore.
9.  Rajaram, M. 2009. *Constitution of India and Professional Ethics,* New Age International (P) Ltd. Publishers, New Delhi.
10. SachinKundra, 2013. *India Since Independence*, Mohit Publications, New Delhi.

**Web Resources**
1.  https://books.google.com/books/about/Makers_of_Modern_India.html?id=.
2.  https://www.researchgate.net/publication/291936187_An_intellectual_history_for_India
3.  https://www.jstor.org/stable/23497494
4.  https://www.studocu.com/in/document/university-of-delhi/indian-political-thought-ii/an-intellectual-history-for-india-by-shruti-kapila-ca-bayly-z-lib/28014823
5.  https://new.kuk.ac.in/lms/syllabus?did=Nw==&sid=ODgx&pn=TS5BIEhpc3Ryb3k=

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

|          | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1      | 2   | 3   | 3   | 2   | 2   | 3   | 3   | 3    | 3    | 3    | 3    | 2    |
| CO2      | 2   | 3   | 3   | 2   | 2   | 3   | 3   | 3    | 3    | 3    | 3    | 2    |
| CO3      | 2   | 3   | 3   | 2   | 2   | 3   | 3   | 3    | 3    | 3    | 3    | 2    |
| CO4      | 2   | 3   | 3   | 2   | 2   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO5      | 2   | 3   | 3   | 2   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| TOTAL    | 10  | 15  | 15  | 10  | 11  | 15  | 15  | 15   | 15   | 15   | 15   | 12   |
| AVERAGE  | 2   | 3   | 3   | 2   | 2.2 | 3   | 3   | 3    | 3    | 3    | 3    | 2.4  |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER III
## CORE COURSE IX: ECONOMIC HISTORY OF INDIA SINCE 1857 CE

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP233CC3** | 4 | 1 | - | 1 | 4 | 6 | 90 | 25 | 75 | 100 |

**Pre-requisite**

The students should have basic knowledge about the economic history of India since 1857 CE

**Learning Objectives**

1.To examine the agrarian condition and the impact of commercialization of agriculture.

2.To assess the impact of international linkages on the growth of industries, trade, finance and banking and transportation in colonial India.

### Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | recall the agrarian condition of Colonial India and the impact of commercialization | **K1** |
| 2. | explain the impact of international linkages on the growth of industries in colonial India. | **K2** |
| 3. | illustrate the trade and monetary policy of colonial India. | **K3** |
| 4. | examine the development of various transport systems. | **K4** |
| 5. | estimate the ideas of the economic nationalists | **K5** |

**K1** – Remember; **K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | Agriculture: Condition of Agricultural sector during 19th century- Zamindari, Ryotwari and Mahalwari Settlements – Agricultural Indebtedness: Role of Moneylenders and its Impact – Commercialization of Agriculture – Evolution of Irrigation Policy – Irrigation Commissions (1901-02 and 1927) – Famine Policy. | **18** |
| **II** | Industries: Traditional Industries in Transition – De-industrialization – Small Scale Industries and Large Scale Modern Industries – Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and Industrial Development - Rise of Indian Capitalist Class. | **18** |
| **III** | Trade, Finance and Banking: Internal Trade – External Trade – Trade and Monetary Policy – Banking: Origin, Growth and Development of Commercial Banks. | **18** |
| **IV** | Transportation: Roadways- Waterways- Railways– Emergence and Growth of Cities and Ports - Development and Growth of Cities: Surat -Calcutta - Bombay - Madras. | **18** |
| **V** | Nationalist Critique: Dadabhai Naoroji – Drain of Wealth- M.N. Roy- Radical Humanism- Mahatma Gandhi- Kadhi and Sarvodhaya Movement- Vinobha Bhave- Boodhan Movement. | **18** |
| | **Total** | **90** |

| Self-study | Transportation |
|------------|----------------|

**Textbooks**
1. Desai, S.S.M., et. al., 2010. *Economic History of India,* Himalaya Pub. House.
2. Roy, Tirthankar, 2010. *The Economic History of India, 1857-1947,* OUP India, New Delhi.
3. Singh, V.B. 1965. *Economic History of India, 1857-1956,* Allied Pub. Pvt. Ltd., New Delhi.

**Reference Books**
1. Rothermund, Dietmar, 1993. *An Economic History of India: From Pre-Colonial Times to 1991*, Routledge.
2. Kumar, Dharma, ed., 2008. *The Cambridge Economic History of India, c. 1757-2003, Vol. II,* Cambridge University Press, Cambridge.
3. Dutt, R.P. 1986. *India To-Day*, Manisha Granthalaya, Calcutta.
4. Chandra, Bipan, 1979. *Nationalism and Colonialism in Modern India*, Orient Longman, New Delhi.
5. Dutt, R.C. 2006. *The Economic History of India*, Vols. I & II, Publications Division, New Delhi.

**Web Resources**
1. http://nationalarchives.nic.in/sites/default/files/new/THE%20ECONOMIC%20HISTORY%20OF%20INDIA.pdf
2. https://indianculture.gov.in/ebooks/economic-history-india-1600-1800
3. https://cgijeddah.gov.in/web_files/267622636-History-of-Indian-Economy.pdf
4. https://onlinecourses.swayam2.ac.in/cec24_hs36/preview
5. https://socialsciences.mcmaster.ca/econ/ugcm/3ll3/dutt/EcHisIndia2.pdf

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 3    | 2    | 2    | 2    |
| CO2     | 2   | 2   | 3   | 2   | 2   | 2   | 3   | 3    | 3    | 2    | 2    | 2    |
| CO3     | 2   | 2   | 2   | 22  | 2   | 2   | 3   | 3    | 3    | 3    | 2    | 2    |
| CO4     | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 3    | 3    | 3    | 2    | 2    |
| CO5     | 2   | 3   | 3   | 2   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| TOTAL   | 10  | 11  | 12  | 10  | 11  | 11  | 13  | 14   | 15   | 13   | 11   | 11   |
| AVERAGE | 2   | 2.2 | 2.4 | 2   | 2.2 | 2.2 | 2.6 | 2.8  | 3    | 2.6  | 2.2  | 2.2  |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER III
## CORE RESEARCH PROJECT

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Internal | External | Total |
| **HP233RP1** | - | - | - | 5 | 4 | 5 | 75 | 25 | 75 | 100 |

**Pre-requisite**

    The students should have basic knowledge about research project.

**Learning Objectives**

1. To facilitates the development of subject skills to acquire select and synthesize relevant and appropriate knowledge in a range of historical evidence in a critical manner for an independent source based study.
2. To develop transferable skills with independence of mind, communication skills and ability to work in a self-disciplined way as a history teacher or historical writer.

### Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | develop the ability to conduct independent, original historical research | **K3** |
| 2. | critically analyse and synthesize existing sources to identify gaps, formulate research questions, and establish a theoretical framework for the research project. | **K4 & K5** |
| 3. | select and apply appropriate historical research methodologies and techniques to collect, analyse and interpret data. | **K2 &K3** |
| 4. | plan, manage, and execute a research project within the given time frame, demonstrating effective project management skills. | **K3** |
| 5. | publish research findings in peer-reviewed journals or present them at academic conferences to contribute to the academic community. | **K3 & K4** |

**K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5**–Evaluate

**Norms Regarding the Subject Project**

1. Topic related to History or Historical Studies should be taken.
2. Each student should work under a faculty allotted by the Department.
3. Project is to be done by individual.
4. The Project Report should be submitted in English.
5. The Project Report should have minimum of 60 pages in A4 size paper and in the range of 9,000 – 10,000 words including references and excluding Bibliography.
6. Primary sources should be referred
7. Foot-note is compulsory.
8. Minimum ten published works should be listed in the Bibliography as a secondary source.
9. The Viva-Voce is compulsory. For those who do not complete Viva-Voce, results will not be declared.
10. External Evaluation is compulsory.
11. Marks for the Project Report will be 100. (Report 75; Viva 25)

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

|        | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1    | 3   | 3   | 3   | 1   | 3   | 2   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO2    | 3   | 3   | 3   | 2   | 3   | 2   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO3    | 3   | 3   | 3   | 2   | 3   | 2   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO4    | 3   | 3   | 3   | 2   | 3   | 2   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO5    | 3   | 3   | 3   | 1   | 3   | 2   | 3   | 3    | 3    | 3    | 3    | 3    |
| TOTAL  | 15  | 15  | 15  | 8   | 15  | 10  | 15  | 15   | 15   | 15   | 15   | 15   |
| AVERAGE| 3   | 3   | 3   | 1.6 | 3   | 2   | 3   | 3    | 3    | 3    | 3    | 3    |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER III**
**ELECTIVE COURSE V: a) PRINCIPLES AND TECHNIQUES OF ARCHAEOLOGY**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP233EC1** | 2 | 1 | - | 1 | 3 | 4 | 60 | 25 | 75 | 100 |

**Pre-requisite**

The student should have basic knowledge about the principles and techniques of Archaeology.

**Learning Objectives**

1. To explain the meaning of archaeology and the importance of its relations with allied Disciplines.
2. To describe the development methods and techniques of excavation in Archaeology of archaeology in India and the West.

**Course Outcomes**

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | remember the meaning of archaeology and the importance of its relations with allied disciplines. | **K1** |
| 2. | illustrate the evolution of archaeology | **K2** |
| 3. | develop the methods and techniques of excavation. | **K3** |
| 4. | analyse the Archaeological study centres | **K4** |
| 5. | assess the interpretation of the artefacts | **K5** |

**K1** - Remember; **K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | Definition, Nature, Aim and Scope of Archaeology - Archaeology as a Source of Cultural Studies- Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology, New Archaeology etc., Archaeology – Its relation with other Sciences (Social and Exact) | **12** |
| **II** | Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West - Growth of Archaeology in India-Development of Archaeological Survey of India, | **12** |
| **III** | Exploration- Aims and Methods; Methods of Exploration – Excavation – Methods of Excavation – Stratigraphy: Definition, Scope and Methodology - Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements - Dating Methods: Relative Dating and Scientific Dating. | **12** |
| **IV** | Archaeological Studies in Universities and State Department of Archaeology and other Institutions: University of Madras, Deccan College Pune, Tamil University Tanjore.- Archaeologist in India: Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, Robert Bruce Foote. | **12** |
| **V** | Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials. | **12** |
| | **Total** | **60** |

| Self-study | Classification of Artifacts |
|---|---|

**Textbooks**

1. Rajan**, K.** 2002. *Archaeology: Principles and Methods***,** Manoo Pathippakam, Thanjavur.
2. Raman, K.V. 1986. *Principles and Methods of Archaeology*, Parthajan Publications, Madras.

**Reference Books**

1. Rajan, K. 2016. *Understanding Archaeology: Field Methods, Theories and Practices,* Manoo Pathippakam, Thanjavur.
2. Bell, J. 1994. *Reconstructing Prehistory: Scientific Method in Archaeology*, Temple University, Philadelphia.
3. Binford, L.R. 1983. *In Pursuit of the Past: Decoding the Archaeological Record*, Thames and Hudson, London.
4. Binford, L.R. 1973. *An Archaeological Perspective*, Seminar Press, New York.
5. Binford, L.R. 1983. *Working at Archaeology*, Academic Press, New York.
6. Binford, L.R. 1989. *Debating Archaeology,* Academic Press, New York.
7. Chakrabarti, D.K. 1988. *A History of Indian Archaeology: From the Beginning to 1947*, Munshiram Manoharlal, New York.
8. Childe, V.G. 1956. *Piecing Together the Past: The Interpretation of Archaeological Data,* Routledge and Kegan Paul, London.
9. Clark, J.G.D. 1939. *Archaeology and Society*, Methuen, London.

**Web Resources**

1. https://www.britannica.com/science/archaeology
2. http://www.arch.cam.uk
3. http://archaeological.org
4. https://www.britannica.com/science/archaeology
5. https://www.futurelearn.com/info/courses/skeletal-analysis/0/steps/59514#:~:text=A%20leading%20principle%20of%20archaeology,the%20past%20environment%20through%20time.

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **TOTAL** | 15 | 15 | 15 | 13 | 14 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| **AVERAGE** | 3 | 3 | 3 | 2.6 | 2.8 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER III
## ELECTIVE COURSE V: b) MUSEOLOGY

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP233EC2** | **2** | **1** | **-** | **1** | **3** | **4** | **60** | **25** | **75** | **100** |

**Pre-requisite**

The students should have basic knowledge about Museology

**Learning Objectives**

1. To acquire knowledge on different types of museums.

2. To estimate the collections, conservation, preservation and administration of Museum.

**Course Outcomes**

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | understand the definition and classification of Museum. | **K2** |
| 2. | illustrate the collection documentation and exhibition | **K3** |
| 3. | analyse the conservation and preservation of Museum. | **K4** |
| 4. | assess the administrative system of museum | **K5** |
| 5. | compile educational programmes and museum research | **K6** |

**K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate; **K6** – Create

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | Museum: Its definition – Museum movement – classification of Museums – National museums and private museums – society museums, trustee museums – temple museums – palace museums – museums of business organisations – growth of Indian Museums – Antiquarian Laws in India. | **12** |
| **II** | Museum Architecture - Collection of Museum objects –Ethnographic materials documentation –Museum exhibition– Method of presentation – principles of preservation. | **12** |
| **III** | Conservation and preservation - care of museum objects: Nature of materials – causes of deterioration – climatic and environmental conditions– care in handling the museum objects, care in shifting and transportation – storing - care of individual materials: painting – textiles – bone and ivory – leather objects and archival materials. | **12** |
| **IV** | Museum Administration: National Museums – State museums – Director or Commissioner – Curator – staff: Technicians, artists, modelers, technical assistants, taxidermists, electrician, electronics experts, computer personnel, gallery guards, masons, carpenters, sanitation workers, etc., | **12** |
| **V** | Educational Programmes and museum Research: Guided tours – museum school services – museum loan or extension service – gallery lectures – training to college students on reading epigraphy, taxidermy and conservation – training on different types of painting – summer camps – museum publication; news bulletin, research journals, guide books, catalogues, handbooks, brochures, pictures, books, etc., | **12** |
| | **Total** | **60** |

| Self-study | Museum Publication |
|---|---|

**Textbooks**
1.  Agrawal, O.P. 2006. *Essentials of Conservation and Museology*, Sundeep Prakashan.
2.  Agrawal, V. S. 1973. *Museums Studies*, Prithvi Prakashan, Varanasi.

**Reference Books**
1.  Bhatnagar, Anupama, 1999. *Museum, Museology and New Museology*, New Delhi.
2.  Carbonell, Bettina, ed. 2003. *Museum Studies: An Anthology of Contexts*, Wiley Blackwell.
3.  Chakrabarti, Lalima Dhar, 2007. *Managing Museums: A Study of the National Museum*, New Delhi.
4.  Carbonell, Bettina, ed. 2003. *Museum Studies: An Anthology of Contexts,* Wiley Blackwell.
5.  Chakrabarti, Lalima Dhar, 2007. *Managing Museums: A Study of the National Museum*, New Delhi.

**Web Resources**
1.  https://icofom.mini.icom.museum/wp-content/uploads/sites/18/2023/03/2019_history_of_museology_bruno.pdf
2.  https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000829IC/P001546/M024843/ET/1510308960P15-M01-Museum-Meaning,Definition,ScopeFunction-ET.pdf
3.  https://www.tmbrno.cz/wp-content/uploads/2022/03/Museology-and-Its-Theory_e_book.pdf
4.  https://www.researchgate.net/publication/341714584_The_beginnings_of_museology
5.  https://mu.ac.in/wp-content/uploads/2023/05/TYBA-History-SEM-6-Paper-6-Introduction-to-Museology-and-Archival-Science-English-Version.pdf

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO2     | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO3     | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO4     | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO5     | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| TOTAL   | 15  | 15  | 15  | 15  | 15  | 15  | 15  | 15   | 15   | 15   | 15   | 15   |
| AVERAGE | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER III**
**ELECTIVE COURSE V:  c) TOURISM IN TAMIL NADU**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP233EC3** | 2 | 1 | - | 1 | 3 | 4 | 60 | 25 | 75 | 100 |

**Pre-requisite**

    The student should have basic knowledge about Tourism in Tamil Nadu

**Learning Objectives**

    1.To explain the types of tourism and Tourism attractions in Tamil Nadu.

    2. To describe the role of Tamil Nadu government in the promotion of Tourism, training facilities, employment and entrepreneurial opportunities in Tamil Nadu.

**Course Outcomes**

| On the successful completion of the course, students will be able to: | |
|---|---|
| 1. | list out the types of tourism in Tamil Nadu. | **K1** |
| 2. | discuss the role of Tamil Nadu government in the promotion of Tourism. | **K2** |
| 3. | identify the various training facilities associated with Tourism industry | **K3** |
| 4. | examine the tourist attractions in Tamil Nadu. | **K4** |
| 5. | appraise the employment and entrepreneurial opportunities in Tamil Nadu. | **K5** |

    **K1** - Remember; **K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | Geography of Tamil Nadu – Types of Tourism in Tamil Nadu – Holiday Tourism – Religious Tourism – Heritage Tourism – Health Tourism – Fairs and Festivals | **12** |
| **II** | Role of Government in promotion Tourism – Guiding Principles of Tourism Promotion –  Tamil Nadu Tourism Development Corporation – Functions | **12** |
| **III** | Training in Hotel Management and Catering Technology – Institute of Hotel Management, Catering Technology and Applied Nutrition, Chennai – State Institute of Hotel Management and Catering Technology, Tiruchirappalli | **12** |
| **IV** | Tourist Attractions in Tamil Nadu: Chennai – Ooty – Kodaikanal – Kutralam – Kanniyakumari – Kanchipuram – Madurai – Kumbakonam – Thanjavur – Mahabalipuram | **12** |
| **V** | Tourism Industry in Tamil Nadu – Hotels – Resorts – Accommodation for Students and Travellers – Employment Opportunities - entrepreneurial opportunities in Tourism Industry – Tourist Guides – Chauffeurs – Interpreter | **12** |
| | **Total** | **60** |

| Self-study | Tourist Attractions in Tamil Nadu |
|---|---|

**Textbooks**

1. Bhatia, A.K. 1987. *Tourism Development, Principles and Practices,* Sterling Publishers, New Delhi.
2. Kannammal, Geetha, et. al, 2007. *An Introduction to Tourism in Tamil Nadu*, University

of Madras, Chennai.

**Reference Books**

1. *Citizen's Charter,* 2002. Tourism Department, Government of Tamil Nadu.
2. *Enchanting Tamil Nadu*, Tamil Nadu Tourism, September 2005
3. Selvam, M. 1989. *Tourism Industry in India,* Himalaya Publishing House, Bombay.
4. Seth, Pran, 1997. *Successful Tourism Management, Vol. II: Tourism Practices,* Sterling Publishers, New Delhi.
5. Pillai, Subramania, S. 2019. *Tourism in Tamil Nadu: Growth and Development*. MJP Publisher.

**Web Resources:**

1. https://www.tamilnadutourism.tn.gov.in
2. https://www.e-unwto.org/
3. https://ttdconline.com/index.jsp
4. https://www.tourmyindia.com/states/tamilnadu/
5. https://www.tamilnadutourism.com/

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| **CO1** | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| **CO2** | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| **CO3** | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| **CO4** | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| **CO5** | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| **TOTAL** | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15   | 15   | 15   | 15   | 15   |
| **AVERAGE** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3    | 3    | 3    | 3    | 3    |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER III
## SKILL ENHANCEMENT COURSE II: INTRODUCTION TO EPIGRAPHY

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP233SE1** | 1 | 1 | - | 1 | 2 | 3 | 45 | 25 | 75 | 100 |

**Pre-requisite**

The students should have basic knowledge about the Introduction to Epigraphy.

**Learning Objectives**

1. To define epigraphy and explain its significance in historical field.
2. To identify the varieties of materials used and types of inscriptions.

**Course Outcomes**

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | define epigraphy and explain its significance. | **K1** |
| 2. | explain the varieties of materials used | **K2** |
| 3. | identify the types of inscriptions | **K3** |
| 4. | trace the origin of writing in south India | **K4** |
| 5. | assess the use of inscriptions as historical source | **K5** |

**K1** - Remember; **K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | Epigraphy-Definition –Importance of epigraphy for writing history – Format of Inscription – Authenticity | **9** |
| **II** | Nature of the material- stone, metal, clay, terracotta, pottery, wood, papyrus, parchment | **9** |
| **III** | Types of inscriptions- monumental- archival- Incidental | **9** |
| **IV** | Origin of Writing in South India – Tamili - Tamil Brahmi – Vattezhuthu – Grantha Script | **9** |
| **V** | Inscriptions as historical source material- Inscriptions of Indus civilization- Asokan Pillar inscriptions-   inscriptions of Gupta period- Inscriptions in Tamilnadu - Mangulam – Sittannavasal | **9** |
| | **Total** | **45** |

| Self-study | Inscriptions as historical source material |
|---|---|

**Textbooks**

1. Buhler,George, 1959. *Indian Paleography, Indian Studies Past and Present*, Calcutta.
2. Sivaramamurthy.C. 1952. *Indian Epigraphy and South Indian Scripts*, Bulletin of the Madras Government Museum.

**Reference Books**

1. Buhler, G. 1965. *Indian Palaeography*, Motilal Bansidass, New Delhi.
2. Burnell, A.C. 1965. *Elements of South Indian Palaeography*, (From 4th Century to 14thCentury) Motilal Bansidass, New Delhi.
3. Dani.A.H, 2011. *Indian Paleography*, MunshiramManoharlal Publishers; 3 edition.
4. Iravatham Mahadevan, 1970. *Tamil Brahmi Inscriptions*, State Dept. of Archaeology, Madras.

5. Mahalingam, T.V. 1968. *South Indian Palaeography*, Madras.

**Web Resources**

1. https://www.britannica.com/topic/epigraphy
2. https://www.researchgate.net/publication/338197502_Inscriptions_As_A_Source_of_History
3. https://asi.nic.in/Ancient_India/Ancient_India_Volume_9/article_9.pdf
4. https://www.lsraheja.org/wp-content/uploads/2019/09/Epigraphy.pdf
5. http://kamarajcollege.ac.in/Department/History/III%20Year/e006%20Major%20Elective%203%20-%20Epigraphy%20-%20VI%20Sem.pdf

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO2     | 3   | 3   | 2   | 2   | 2   | 2   | 3   | 3    | 3    | 2    | 3    | 3    |
| CO3     | 2   | 3   | 2   | 2   | 2   | 2   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO4     | 2   | 3   | 3   | 2   | 2   | 2   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO5     | 2   | 3   | 3   | 2   | 3   | 2   | 3   | 3    | 3    | 3    | 3    | 3    |
| TOTAL   | 12  | 15  | 13  | 11  | 12  | 11  | 15  | 15   | 15   | 14   | 15   | 15   |
| AVERAGE | 2.4 | 3   | 2.6 | 2.2 | 2.4 | 2.2 | 3   | 3    | 3    | 2.8  | 3    | 3    |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER III
## SPECIFIC VALUE-ADDED COURSE: PRESERVATION OF PALM LEAF MANUSCRIPTS

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Internal | External | Total |
| HP233V01 | 1 | - | 1 | - | 1 | 2 | 30 | 25 | 75 | 100 |

**Pre-requisite:**

The students should have basic knowledge about the preservation of Palm Leaf manuscripts.

**Learning Objectives:**

1. To appraise the preservative skills of the ancient Indians and the knowledge of storing materials.
2. To apply the ancient insect repellents in the conservation of Palm Leaf Manuscripts.

### Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | recall the preservation methods of Palm Leaf Manuscripts | K1 |
| 2. | describe the storage methods of Manuscripts | K2 |
| 3. | adopt the biological methods of control of insects in Palm Leaf manuscripts | K3 |
| 4. | examine the Indigenous insect repellents used for Palm Leaf Manuscripts | K4 |
| 5. | evaluate the features of the administration of Saraswati Mahal Library | K5 |

**K1** - Remember; **K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate

| Units | Contents | No. of Hours |
|---|---|---|
| I | Preventive Conservation: Cleaning- Guarding- Proper Thread for binding- Covering with cloth- Boxing- Oiling | 6 |
| II | Storage: Building- Cupboard- Periodical Checking | 6 |
| III | Biological Control: Insect Repellent- Fungus Repellent- Fumigation | 6 |
| IV | Indigenous Insect Repellents: Neam Leaves- Neem Seed, Tobacco, Camphor- Black Cumin- Sweet Flag- Snake Slough | 6 |
| V | Saraswathi Mahal Library: Administration – Preservation of Palm Leaf Manuscripts | 6 |
| | **Total** | 30 |

**Textbooks**

1. Padma Kumar, P.K., Sreekumar, V.B., V.V., & Renuka, C. 2003. *Palm Leaves as writing material: History and methods of Processing in Kerala,* Kerala Forest Research Institute, Kerala.
2. Agrawal, Om Prakash, 1984. *Conservation of Manuscripts and Paintings of South-East Asia*, London: Butterworths & Co. Ltd.

**Reference Books**

1. *Tamil Chuvadigal: Unnmaiyum Namathu Kadamaiyum (Part 1),* 2019. Neelakandan Nagarajan Researcher Tamil Manuscripts, International Institute of Tamil Studies, Tharamani, Chennai.
2. *Tamil Chuvadigal: Unnmaiyum Namathu Kadamaiyum (Part 2),* 2020. Neelakandan Nagarajan Researcher Tamil Manuscripts, International Institute of Tamil Studies, Tharamani, Chennai.

3. Jarusawat, P., & Cox, A.M. 2023. *Community driven care of Lanna Palm-Leaf manuscripts.* IFLA Journal, National Library of Netherlands, Hague.
4. *Ola Leaf Manuscripts,* 2013. Opportunity Sri Lanka.com, Sri Lanka.
5. *How to make the Palm Leaf Manuscripts*, 2016. Published by Palm Leaf Manuscript Study & Research Library of Kelaniya.
6. Kumar, D.U., Sreekumar, G.V., Athvankar, U.A. (2009). *Traditional Writing system in Southern India – Palm Leaf manuscripts,* Design Thoughts, Bombay.

**Web Resources**
1. https://www.academia.edu/33860979/PALM_LEAF_MANUSCRIPT_CONSERVATIO N_
2. https://www.google.com/url?q=https://indiaculture.gov.in/thanjavur-mah-serfojis-saraswathi-mahal-library
3. https://www.tnarch.gov.in/reference-links
4. https://en.m.wikipedia.org/wiki/
5. https://tngov.in.palmleaf

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 3   | 3   | 3   | 2   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO2     | 3   | 3   | 3   | 2   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO3     | 3   | 3   | 3   | 2   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO4     | 3   | 3   | 3   | 2   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO5     | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| TOTAL   | 15  | 15  | 15  | 13  | 15  | 15  | 15  | 15   | 15   | 15   | 15   | 15   |
| AVERAGE | 3   | 3   | 3   | 2.6 | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER III**
**SPECIFIC VALUE-ADDED COURSE: COMPUTER APPLICATION IN HISTORY**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Internal | External | Total |
| HP233V02 | 1 | - | 1 | - | 1 | 2 | 30 | 25 | 75 | 100 |

**Pre-requisite:**
The students should have basic practical knowledge of Computer application in History.

**Learning Objectives:**
1. To acquire the practical knowledge of computer application and use of computers in searching e-resources of History.
2. Learn the application of computer knowledge in Information systems and Multimedia.

**Course Outcomes**

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | remember the short cut keys and learn the speedy operation of computers | **K1** |
| 2. | understand the concept of working of M.S. Office, M.S Word and Excel and creation of Web pages. | **K2** |
| 3. | apply the knowledge in automation and information system | **K3** |
| 4. | analyze the method of arrangement of project | **K4** |
| 5. | assess the utilization of internet computer knowledge in searching educational resources. | **K6** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K6** – Create

| Units | Contents | No. of Hours |
|---|---|---|
| I | Software Windows- Introduction to Microsoft Windows. | 6 |
| II | M. S. Office - M.S. Word - Creating Web pages – Excel. | 6 |
| III | Automation and Information system - Multimedia - E-mail system - Fax. | 6 |
| IV | Project Typing- Front page- Certificate page- Declaration- Acknowledgement- Index Page- Chapters- Foot Notes- Bibliography - Final alignments | 6 |
| V | Internet - Introduction to Internet - Use of internet in History using the Web - Search Engines - Reading a Historical Web pages. | 6 |
| | **Total** | **30** |

**Textbooks**
1. Subramanian, N. 2001. *Introduction to Computer: Fundamentals of computer Science,* Vol.1, McGraw Hill Education India Pvt Ltd,
2. Peter Norton, 2017. *Introduction to Computers,* McGraw Hill Education.

**Reference Books**
1. Donalo H. Sanders, 1988. *Computer Today*, McGraw-Hill.
2. Taxali, R. K. 2015. *PC Software made simple IV edition*, Tata Mcgraw Hill Publishing Co Ltd,
3. Donalo H. Sanders, 1987.*Computer Today,* McGraw-Hill Companies.
4. Taxali R. K. 2017. *PC Software made simple IV edition,* McGraw Hill Education.
5. Sinha P. K. 2004. *Computer Fundamentals*, BPB Publications.

**Web Resources**
1. https://en.wikibooks.org/wiki/Computers_for_Beginners/The_Basics
2. https://www.youtube.com/watch?v=S-nHYzK-BVg
3. https://www.tutorialspoint.com/basics_of_computer_science/basics_of_computer_scienc e_multimedia.htm
4. https://en.wikipedia.org/wiki/History_of_software
5. https://en.wikibooks.org/wiki/History_of_Computers/Applications_Development_History

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **TOTAL** | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| **AVERAGE** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER III**
**SELF LEARNING COURSE: INDIA – AN OVERVIEW**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks Internal | External | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| HP233SL1 | - | - | - | - | 1 | - | - | 25 | 75 | 100 |

**Pre-requisite:**
The students should have basic knowledge on Indian History pre-historic to present day.
**Learning Objectives:**
1.To acquire knowledge on ancient, medieval and modern Indian History and cultural Heritage.
2. To get employment opportunities through various competitive examinations.

**Course Outcomes**

| On the successful completion of the course, students will be able to: | |
|---|---|
| 1. | recall the characteristic features of Indian Culture and different dynasties of early India | **K1** |
| 2. | describe the impact of medieval Indian History | **K2** |
| 3. | illustrate the contributions of Indians to Religion and different methods of anti-British struggle | **K3** |
| 4. | analyse the cultural heritage of India. | **K4** |
| 5. | estimate the role of India after independence. | **K5** |

**K1-** Remember; **K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate

| Units | Contents |
|---|---|
| **I** | **Ancient India:**<br>o Indus Valley Civilization<br>o Vedic Period<br>o Mauryan and Gupta Empires<br>o Post-Gupta Period<br>o South Indian Dynasties |
| **II** | **Medieval India:**<br>o Delhi Sultanate<br>o Mughal Empire<br>o Vijayanagar and Bahmani Kingdoms<br>o Bhakti and Sufi Movements<br>o The Marathas |
| **III** | **Modern India:**<br>o Advent of European Powers<br>o Establishment of British Paramountcy in India<br>o Governor-Generals and Viceroys<br>o Socio-Religious Movements (e.g., Brahmo Samaj, Arya Samaj)<br>o Revolt of 1857<br>o Indian National Movement<br>o Independence and Creation of Partition |
| **IV** | **Cultural Heritage of India:**<br>o Art and Architecture<br>o Literature |

| | |
|---|---|
| | o   Religion and Philosophy<br>o   Dances and Musics<br>o   Fairs Festivals<br>o   Cusines |
| **V** | **Contemporary India:**<br>o   India After Independence<br>o   Historical events of national and international importance<br>o   Economic Developments<br>o   Science and Technological Developments<br>o   Transport and Communication |

**Textbooks**
1. Trueman's Specific Series, *UGC NET/SET History,*2018. Danika Publishing Company, New Delhi.
2. Ramalingam, T.S. 1993. *History of India*, T.S.R. Publications, Madurai.

**Reference Books**
6. Rajayyan, K. 1981. *History of Freedom Struggle in India*, Ratna Publications, Madurai.
7. Singh, Upinder, 2009. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson, Delhi.
8. Thapar, Romila, 2003. *Early India: From the Origins to A.D.1300*, Penguin, Delhi.
9. Kosambi, D.D. 1997. *The Culture and Civilization of Ancient India: An Historical*
10. Sarkar, Sumit, 2008. *Modern India, 1885-194,* Laxmi Pub., New Delhi.
11. Krishna Reddy, 2009. *Indian History*, Tata M.C. Graw Hill Education Private Ltd, New Delhi.
12. Sachin Kundra, 2013. *India Since Independence*, Mohit Publications, New Delhi.
13. Mahajan, V.D. 1985. *India Since 1526*, Chand & Co. Ltd., New Delhi.

**Web Resources**
6. https://sourcebooks.fordham.edu/india/indiasbook.asp
7. https://archive.org/details/IndiaHistory
8. https://www.jagranjosh.com/general-knowledge/history-of-ancient-india-a-complete-study-material-1464928278-1
9. https://www.clearias.com/indian-history/
10. https://www.routledge.com/A-History-of-Colonial-India-1757-to-1947/Roy-Alam/p/book/9781032159676

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **TOTAL** | 11 | 13 | 15 | 15 | 13 | 14 | 15 | 15 | 15 | 15 | 15 | 15 |
| **AVERAGE** | 2.2 | 2.6 | 3 | 3 | 2.6 | 2.8 | 3 | 3 | 3 | 3 | 3 | 3 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER IV
## CORE COURSE X: CONTEMPORARY INDIA

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP234CC1** | **4** | **1** | **-** | **1** | **5** | **6** | **90** | **25** | **75** | **100** |

**Pre-requisite**

   The students should have basic knowledge about contemporary India

**Learning Objectives**

   1. To evaluate the contribution of different governments, uniqueness of Indian society, culture and arts in independent India.

   2. To assess the impact of government's policy on scientific advancements, economic development and foreign policy in India.

### Course Outcomes

| On the successful completion of the course, students will be able to: | |
|---|---|
| 1. describe the contribution of different governments. | **K2** |
| 2. generalise the impact of government's policy on scientific advancements in India. | **K3** |
| 3. appraise the India's economic development and foreign policy. | **K4** |
| 4. assess the uniqueness of Indian society and culture. | **K5** |
| 5. estimate the culture and Arts in Independent India | **K6** |

   **K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate; **K6** – Create

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | Demographic profile: Characteristics of Indian Population – Population growth – Religion – Language – Occupation – National Policy on Population -The Political Development: Patel and Integration-Reorganisation of States on Linguistic basis – Government under various Political Parties. | **18** |
| **II** | Science and Technology: Government of India Policy – Atomic and Nuclear Policy – Space Research - ISRO – DRDO – IT – National Research Institutes- Transport and Communications: Railways – Roads – Shipping – Civil aviation – Postal, Telegraph – Telecommunication – Landline –internet, Communication satellites – Mobile communication. | **18** |
| **III** | The Economic Development: Planning Commission – National Development Council –Five Year plans – State Plans – Liberalization and Privatization and their impact- The Foreign policy: objectives of Foreign Policy, Basic principles of Indian Foreign Policy – India and China – India and Pakistan – India and USA – India and Russia | **18** |
| **IV** | Indian Society: Rural and Urban context - Constitutional framework for safeguarding the social interest- Education: Indian Education Commission – University Grants Commission – Kothari Commission –Progress of women education-growth of science education | **18** |
| **V** | Culture and the Arts : Society – Religion – Family – Customs – Dresses - Festivals – Cuisine – Recreation and Sports – Entertainments - Performing Arts – Drama and Cinema- Fine Arts-Folk Arts. | **18** |
| | **Total** | **90** |

| Self-study | Culture and the Arts |
|---|---|

**Textbooks**
1. Kuppuswamy, B. 1972. *Social Change in India*, Vikas Publications, Delhi.
2. Sharma, R.N. 2014. *Social problems in India*, Bharat book centre, New Delhi.
3. Mahajan, V.D. 2022. *History of Modern India up to 1980's*, S. Chand Publishing, New Delhi.

**Reference Books**
1. Dube, S.C. ed., 1977. *India since Independence (1947-1972),*Vol. 34, No. 2 , Sage Publications, Ltd, New Delhi.
2. Appadurai, A. 1983. *Foreign policy (Consumer Library),* Vol. 88, No. 1, Oxford University Press.
3. Ronald Segal, 1968. *The Crisis of India,* Jaico Publishing House, Bombay.
4. Bipan Chandra, et. al., 2000. *India After Independence (1947- 2000),* Penguin Publication, UK.
5. Gopal,S. 1989. *Jawaharlal Nerhu, Foreign policy of India 1960's,* Vol. III, Random House, New York.
6. Akbar, M.J. 2018. *The Siege within: Problems of Modern India,* Roli Books Private Limited, New Delhi.

**Web Resources**
1. https://www.ddutkal.ac.in
2. https:// www.jstor.org/contemporaryindia
3. www.selfstudys.com/books/ncert-new-book/english/10th/Contemporary-India/8523
4. https://www.goodreads.com/book/show/356824.India_After_Gandhi
5. https://theculturetrip.com/asia/india/articles/an-introduction-to-contemporary-indian-literature-in-10-writers

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| TOTAL | 11 | 15 | 15 | 11 | 14 | 12 | 15 | 15 | 15 | 15 | 14 | 15 |
| AVERAGE | 2.2 | 3 | 3 | 2.2 | 2.8 | 2.4 | 3 | 3 | 3 | 3 | 2.8 | 3 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER IV
## CORE COURSE XI: PEASENT AND LABOUR MOVEMENTS IN INDIA

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP234CC2 | 4 | 1 | - | 1 | 5 | 6 | 90 | 25 | 75 | 100 |

**Pre-requisite**

The students should have basic knowledge about peasant and labour movement in India.

**Learning Objectives**

1. To explain the impact of the agrarian change brought about by colonial government.
2. Examine the nature of peasant struggles, labour movements, laws and legislations in India.

### Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | understand the impact of the agrarian changes brought about by colonial government. | **K2** |
| 2. | detail the nature of peasant struggles in India. | **K3** |
| 3. | trace the rise of industries and the emergence of working class in India. | **K4** |
| 4. | evaluate the contribution of trade unions towards the amelioration of the working class. | **K5** |
| 5. | estimate the significance of labour laws and various recommendations | **K6** |

**K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate; **K6** – Create

| Units | Contents | No. of Hours |
|---|---|---|
| I | Agrarian Change: Peasant - Revenue Systems - Zamindari - Ryotwari - Mahalwari - Changing Agrarian Relations - Conditions of Peasantry - Famines - Indebtedness - Wage Labour -Bonded labour-Plantation labour. | 18 |
| II | Peasant Uprising and Movements: Peasant struggles in the pre- colonial period - Peasant Struggles in the Colonial Period - Mappila Uprising - Santhal - Indigo Revolt – Phulaguri Dawa - Pabna Agrarian League - Maratha Uprising – Champaran Satyagraha – Kisan Sabha Movement - Tebhaga Movement - Telangana Movement. – Keezhvenmani Massacre. | 18 |
| III | Industrial Society: Rise of Industries - Migration to Cities - Labour Mobility - Condition of Workers in Factories - Rise of Working Class | 18 |
| IV | Trade Unionism & Labour Movement: Trade Unionism - Theories- Development of Trade Unionism in India - Types of Trade Unions - Left wing Trade Unionism – Problems of organizing Union in India - Unorganized Sector | 18 |
| V | Labour Laws and Legislations: Constitutional Rights and Directives - Concept and Definition of Strikes and Lockout –Labour Strikes ILO's Convention and Recommendation - Trade Union Act, 1926 - Industrial Disputes Act - Malviya Commission on Labour Welfare - National Commission on Labour - Modern Challenges. | 18 |
| | **Total** | **90** |

| Self-study | Labour Strikes |
|---|---|

**Textbooks**
1. Chandra, Bipan,1979. *Colonialism and Nationalism in India*, New Delhi.
2. Dange, S.A. 1973. *Origins of Trade Union Movement in India*, New Delhi.
3. Desai, A.R. 1986. *Peasant struggles in India,* Oxford University Press, Bombay.
4. Dhanagare, D.N.1983. *Peasant Movements in India,* Oxford University Press, Delhi.
5. Guha, Ranajit, 1983. *Aspects of Peasant Insurgency in Colonial India,* Oxford University Press, Delhi.

**Reference Books**
1. Bahl, Vinay, 1995. *The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946,* Sage Publications, New Delhi.
2. Basu, Deepika, 1993. *The Working Class in Bengal: Formative Years*, Calcutta.
3. Bose, Sugata, 1986. *Agrarian Bengal, Economy, Social Structure and Politics, 1919-1947*, Cambridge University Press, Cambridge.
4. Chandavarkar, Rajnarayana, 1989. *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal(1900-1940),* Cambridge University Press, Delhi.
5. Chattergi, Rakhahari, 1984. *Working Class and the Nationalist Movement in India: The Critical Years*, New Delhi
6. Hardiman, David, 1992. *Peasant Resistance in India 1858 - 1914*, Oxford University Press, Delhi

**Web Resources**
1. https://www.historydiscussion.net
2. https://www.jstor.org/peasantmovementinindia
3. https://www.jstor.org/stable/27768140
4. https://www.studyiq.com/articles/peasant-movements-in-india/
5. https://egyankosh.ac.in/bitstream/123456789/25961/1/Unit-14.pdf

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| **CO1** | 2   | 3   | 3   | 2   | 2   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| **CO2** | 2   | 3   | 2   | 2   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| **CO3** | 2   | 3   | 2   | 2   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| **CO4** | 2   | 3   | 2   | 2   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| **CO5** | 2   | 3   | 3   | 2   | 2   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| **TOTAL** | 10 | 15 | 12 | 10 | 13 | 15 | 15 | 15   | 15   | 15   | 15   | 15   |
| **AVERAGE** | 2 | 3 | 2.4 | 2 | 2.6 | 3 | 3 | 3    | 3    | 3    | 3    | 3    |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER IV
## CORE COURSE XII: INTERNATIONAL RELATIONS SINCE 1945 CE

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP234CC3** | 4 | 1 | - | 1 | 5 | 6 | 90 | 25 | 75 | 100 |

**Pre-requisite**

    The students should have basic knowledge about international relations since 1945 CE

**Learning Objectives**

    1.To explain the various theories and concepts of International Relations and cold war.

    2.To assess the achievements of UNO international economic organisations and international issues with Indian's concerns.

### Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | explain the various theories and concepts of International Relations. | **K2** |
| 2. | illustrate the impact of cold war. | **K3** |
| 3. | examine the achievements of UNO and other regional organizations. | **K4** |
| 4. | evaluate the role of international economic organisations. | **K5** |
| 5. | estimate the key international issues with special reference to India's concerns | **K6** |

**K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate; **K6** – Create

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | Theories of International Relations: Idealist Theory – Realist Theory – World Systems Theory – Neorealist Theory – Neoliberal Theory; State System– Collective Security: Meaning – Nature – Diplomacy– Types of Diplomacy – National Security: Definition – Internal Threats – External Threats | **18** |
| **II** | Cold War: Origin – Phases of Cold War – End of Cold War – NAM: Origin – Membership and Conferences – Objectives – Achievements – India's Role; Middle East: Arab Israeli Conflict – Oil Crisis | **18** |
| **III** | United Nations Organization, Organs and its Specialized Agencies– Achievements of UNO – European Union – Organization of African Unity – ASEAN – SAARC- G8- G20- BRICS. | **18** |
| **IV** | Bretton Woods Institutions: World Bank and IMF –UNCTAD – North – South Dialogue – NIEO – GATT – WTO | **18** |
| **V** | Nuclear Politics: IAEA – NPT – CTBT – Concepts – India's Nuclear Policy; International Terrorism - Environmental Concerns: Rio – Kyoto – Green Peace | **18** |
| | **Total** | **90** |

| **Self-study** | UNESCO |
|---|---|

**Textbooks**
1. Dharmaraj, J. 2011. *International Relations*, Tensy Publications, Sivakasi.
2. Subramanian, N. 1993. *International Relations (1914 to Present Day),* Ennes Publication.
3. Palmer Perkins, 2010. *International Relations,* AITBS Publishers, New Delhi.
4. Malhotra, S. K. 2013. *International Relations,* Black Prints, New Delhi.

**Reference Books**
1. Cromwell, R.D.1969. *World History in the Twentieth Century,* Replika Press Private Limited, London.
2. Abhay Srivastav, 2011. *India's Foreign Policy,* Mohit Publications, New Delhi.
3. Baskaran, R. 2015. *Second World War (Tamil),* New Century Book House Private Limited, Chennai.
4. Asit Kumar Sen, 1995. *International Relations since World War I,* S. Chand,
5. Hans J. Morgenthau and Kenneth Johnson, 2005. *Politics Among Nations: The Struggle for Power and Peace,* McGraw Hill.
6. Khanna, V.N. 2013. *International Relations,* Vikas Publishing House Private Ltd., New Delhi.
7. Norman Lowe, 2020. *Mastering Modern World History,* Palgrave.
8. Palmer and Perkins, 2001. *International Relations: The World Community* in Transition, CBS.
9. Theodore Couloumbis and James Wolfe, 1985. *Introduction to International Relations: Power and Justice,* Prentice Hall.
10. Peter Calvocoressi, 1968. *World Politics since 1945,* Pearson Longman.

**Web Resources**
1. https://www.britannica.com/topic/international-relations
2. https://www.futurelearn.com/experttracks/global-studies-international-relations
3. http://www.un.org/en/index.html
4. https://www.nato.int/
5. http://www.saarc-sec.org/

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| **CO1** | 2   | 3   | 3   | 3   | 3   | 2   | 2   | 3    | 3    | 3    | 3    | 3    |
| **CO2** | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    | 2    | 2    |
| **CO3** | 2   | 3   | 3   | 3   | 3   | 3   | 2   | 3    | 3    | 3    | 2    | 3    |
| **CO4** | 2   | 3   | 3   | 2   | 2   | 3   | 3   | 3    | 3    | 2    | 2    | 2    |
| **CO5** | 2   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| **TOTAL** | 10 | 14 | 14 | 13 | 13 | 13 | 12 | 14 | 14 | 13 | 12 | 13 |
| **AVERAGE** | 2 | 2.4 | 2.8 | 2.6 | 2.6 | 2.6 | 2.4 | 2.8 | 2.8 | 2.6 | 2.4 | 2.6 |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER IV**
**ELECTIVE COURSE VI: a) WOMEN IN INDIA THROUGH THE AGES**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP234EC1** | 2 | 1 | - | 1 | 3 | 4 | 60 | 25 | 75 | 100 |

**Pre-requisite**

The students should have basic knowledge about women in Indian through the ages

**Learning Objectives**

1. To explain the various perspectives on women's issues, constitutional safeguards for women.

2. To appreciate the contribution of social reformers to women's cause, women welfare organizations and schemes.

**Course Outcomes**

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | explain the various perspectives on women's issues | **K2** |
| 2. | illustrate the contribution of social reformers to women's cause | **K3** |
| 3. | examine the constitutional safeguards for women | **K4** |
| 4. | assess the position of women in society | **K5** |
| 5. | estimate the women welfare Organisations and schemes | **K6** |

**K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate; **K6** – Create

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | Historical Aspects: Women in Ancient India – Women in Medieval India – Women in Modern India – Role of women in India's Freedom Struggle. | **12** |
| **II** | Social Reformers and their impact: Contributions of Brahma Samaj, Rammohan Roy, Ishwar Chandra Vidhyasagar, Jyotiba Phule and Savitribai Phule, Pandita Rama Bai, Periyar E.V. Ramasamy– Dr.Muthulakshmi Reddy – Moovalur Ramamirtham Ammaiyar. | **12** |
| **III** | Constitution, Laws and the changing status of women: Women and Political Participation in India, Right to Vote, Universal Adult Franchise-Participation in Local Governance, - Constitutional and Legal Safeguards for Women – Fundamental Rights– Laws related to Inheritance – Dowry Related Laws. | **12** |
| **IV** | Women's Welfare Organizations and Schemes: Women's Indian Association – National Commission for Women and State Commission for Women – Women Development Corporation – Women Welfare Schemes in India. | **12** |
| **V** | Women and Economy: Women and Economic Growth – Women in Unorganised Sector – Impact of Globalisation on Women's Employment – Women Entrepreneurs – Poverty and Developmental Issues- Self Help Groups – Women and Media**.** | **12** |
| | **Total** | **60** |

| Self-study | Women and Media |
|---|---|

**Textbooks**
1. Anil Kumar Jha, 2012. *Gender Inequality and Women Empowerment*, Axis Books, New Delhi.
2. Nandal Santosh , 2012. *Women and Development*, A Mittal Publications, New Delhi.

**Reference Books**
1. Elson Diane, et al. 2019. *Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development*, UN Women, New York.
2. Jenny Edwards, Andrea Cornwall, et al., 2014. Feminisms*, Empowerment and Development: Changing Women's Lives*, Kindle Edition, Bloomsbury Publishing, London.
3. Priyanka Sharma Gurnani, 2016. *Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India*, Educreation Publishing House, New Delhi.
4. Rao, Pulla, 2012. *Political Empowerment of Women in India – Challenges and Strategies,* ABD Publishers, New Delhi.
5. Rani Sandhya, 2012. *Development of Women – Issues and Challenges,* Discover Publishing House Pvt Ltd, New Delhi.
6. Geraldine Forbes, 2009. *Women in Modern India,* Cambridge University Press, UK.
7. Neera Desai, 1977. *Women in Modern India*, Asia Book Corporation, Amer.
8. Promilla Kapur, 2001. *Empowering Indian Women*, Ministry of Information and Broadcasting, Government of India, New Delhi.
9. Raj Kumar e.d. 2000. Women and Law, Anmol Publications Private Limited, New Delhi.
10. Pandey, A.K. 2002. Emerging Issues in the Empowerment of Women, Anmol Publications, New Delhi.

**Web Resources**
1. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2982549/
2. https://www.sociologydiscussion.com
3. http://www.archives.gov
4. https://timesofindia.indiatimes.com/readersblog/scatteredthoughts/womens-empowerment-in-india-from-ancient-period-to-modern-time-period-46689/
5. https://archive.org/details/indianwomenthrou0000thom

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| **CO1** | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 |
| **CO2** | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 |
| **CO3** | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 |
| **CO4** | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **TOTAL** | 11 | 10 | 14 | 10 | 15 | 14 | 13 | 12 | 12 | 11 | 14 | 14 |
| **AVERAGE** | 2.2 | 2 | 2.8 | 2 | 3 | 2.8 | 2.6 | 2.4 | 2.4 | 2.2 | 2.8 | 2.8 |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER IV**
**ELECTIVE COURSE VI: b) MOVEMENTS IN MODERN INDIA**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP234EC2** | 2 | 1 | - | 1 | 3 | 4 | 60 | 25 | 75 | 100 |

**Pre-requisite**

    The students should have basic knowledge about movements in Modern India.

**Learning Objectives**

1. To course aims at promote a comprehensive understanding of the nature and scope of the social, caste, agrarian, tribal, women's and ecological movements in Modern India.
2. To offer a detailed analysis of the ideological and conceptual frameworks and emphasis on comprehension of social movements and revivalist movements in India.

**Course Outcomes**

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | recognise the social movements and social structure. | **K1** |
| 2. | compare the reform and revivalist and caste movements in India | **K2** |
| 3. | illustrate the agrarian and tribal movement in India | **K3** |
| 4. | examine the left and ecological movements in India. | **K4** |
| 5. | assess the women's movement in India. | **K5** |

**K1** - Remember; **K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | Social Movements and Social Structure: The Ideological Framework of Social Movements, Conceptual Frameworks and Typologies, Leadership and Charisma in Social Movements, Social Movements, Social Change, Equity and Social Justice. | **12** |
| **II** | Reform and Revivalist Movements: Brahmo Samaj, Arya Samaj, Prarthana Samaj, Ramkrishna Mission -Neo- Buddhism - Self Respect Movement, Dalit Movement and Backward Class Movement. | **12** |
| **III** | Agrarian Movements: Peasants and Indian National movement, Indigo Revolt, Deccan Riots, Moplah revolt of 1921, Telangana Armed struggle - Tribal Movements: Tribal issues and Indian National Movement, Santhal Revolt, Birsa Munda Movement, Rampa Revolt of 1922. | **12** |
| **IV** | Left Movements: Communism and Indian National Movement; Naxalism -Ecological Movements: Forestry in India; Chipko Movement; Narmada Movement. | **12** |
| **V** | Women's Movement: Reform Movements and Women, Women and Indian National Movement, Gender and Development, Post-Independence Perspectives. | |
| | **Total** | **60** |

| **Self-study** | Women's Movement |
|---|---|

**Textbooks**

1. Dhanagare, D.N. 1983. *Peasant Movements in India*, Oxford University Press, Delhi.

2.  Eisenstadt, S. N. 1965. *Modernization: Protest and Change,* Prentice Hall, New Jersey.
3.  Datta, K. K. 1975. *Social History of Modern India,* Macmilan, Delhi.

**Reference Books**

1.  Arnold, David and Guha, Ramachandra (eds.,)1995. *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia,* Oxford University Press, New Delhi.
2.  Baviskar, A. 1995. *In the Belly of the River: Tribal Conflicts over Water in the Narmada Valley,* Oxford University Press, Delhi.
3.  Beteille, Andre, 1981. The *Backward Classes and the New Social Order,* Oxford University Press, Oxford University Press, Delhi.
4.  Bipan, Chandra and others (ed.) 1989. *India's Struggle for Independence,* Penguin, New Delhi.
5.  Corbridge, S., G. Williams, M. Srivastava, and R Véron, (eds.,) 2005. Seeing the State: Governance and Governmentality in India, Cambridge University Press, Cambridge.
6.  Desai, A.R. 1979. *Peasant Struggles in India*. Oxford University Press, Delhi.
7.  Desouza, Alfred (ed.) 1975. *Women in Contemporary India*, Delhi: Manohar, Delhi.
8.  Dube, Saurabh, 2001. *Untouchable Pasts: Religion Identity and Power among a Central Indian Community, 1780-1950.* Vistaas Publications, New Delhi.
9.  Dwivedi, R. 2006. *Conflict and Collective Action*, Routledge, London.
10. Forbes, Geraldine. 1996. *Women in Modern India,* Cambridge University Press, Cambridge.

**Web Resources**

1.   https://testbook.com/ias-preparation/list-of-national-movements-in-india
2.  https://www.clearias.com/modern-indian-history/
3.  https://www.drishtiias.com/to-the-points/paper1/movement-of-the-working-class
4.  https://blog.ipleaders.in/social-movements-modern-india/
5.  https://leverageedu.com/blog/indian-national-movement/

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

|       | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| **CO1** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| **CO2** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| **CO3** | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO5** | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **TOTAL** | 10 | 15 | 15 | 12 | 14 | 14 | 15 | 15 | 13 | 14 | 15 | 15 |
| **AVERAGE** | 3 | 3 | 3 | 2.4 | 2.8 | 2.8 | 3 | 3 | 2.6 | 2.8 | 3 | 3 |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER IV**
**ELECTIVE COURSE VI: c) STUDIES IN HUMAN RIGHTS**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP234EC3 | 2 | 1 | - | 1 | 3 | 4 | 60 | 25 | 75 | 100 |

**Pre-requisite**

The students should have basic knowledge about studies in human rights

**Learning Objectives**

1. Explain the definition and characteristics, classification, scope and historical development of human rights
2. Examine the challenges to human rights protection and the constitutional safeguards for human rights

**Course Outcomes**

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | understand the concepts and evolution of human rights | K2 |
| 2. | illustrate the role of UN in promoting human rights | K3 |
| 3. | analyse the status of human rights in India | K4 |
| 4. | assess the challenges to human rights | K5 |
| 5. | estimate the role of non-governmental organizations | K6 |

**K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate; **K6** – Create

| Units | Contents | No. of Hours |
|---|---|---|
| I | Introduction to Human Rights: Definition and Characteristics – Nature – Theories – Classification and Scope of Human Rights – Historical Development of Human Rights: Ancient, Medieval and Modern periods. | 12 |
| II | The Universal Declaration of Human Rights – Preamble – The International Covenants on Civil and Political Rights – The International Covenants on Economic, Social and Cultural Rights – Optional Protocols I & II – Vienna Declaration – Mexico Declaration on Human Rights – Helsinki Declaration | 12 |
| III | India and Human Rights: Indian Constitutional Guarantee on Human Rights – Fundamental Rights of Indian Constitution – Directive Principles of State Policy – Role of Judiciary – National and State Human Rights Commissions – Right to Constitutional Remedies | 12 |
| IV | Contemporary Challenges in Human rights – Violation of the Rights of Women and Children Juvenile Delinquency – Dalits and Tribals – Refugees – Displaced Persons – Transgender – Prisoners — Bonded Labour – Capital Punishment – Custodial Torture. | 12 |
| V | Organization for Human Rights: International, National, State Level Organizations – Role of UNO – UNHCR: The UN Refugee Agency – Amnesty International – International Committee of the Red Cross – Asia Watch– International Commission of Jurist – Human Rights Watch – People's Union for Civil Liberties | 12 |
| | **Total** | **60** |

| Self-study | Organization for Human Rights |
|---|---|

**Textbooks**
1. Ishay, Micheline, R. 2008. *The History of Human Rights: From Ancient Times to the Globalization Era*, University of California Press, Berkeley.
2. Nirmal, C.J. 2008.*Human Rights in India: Historical, Social and Political Perspectives*, OUP, New Delhi.

**Reference Books**
1. Debarati Haldar, et. al. 2021. *Advancement of Human Rights in India: Contemporary and Emerging Challenges,* Sage Publications.
2. Agarwal, H.O. 2020. *Human Rights,* Central Law Publications.
3. Agarwal, H.O. 2020. *International Law and Human Rights,* Central Law Publications.
4. Julie A. Mertus, 2005. *The United Nations and Human Rights: A Guide for a New Era,* Routledge.
5. Satwinder Juss, ed. 2020. *Human Rights in India*, Manohar Publishers and Distributors.
6. Cushman, Thomas, ed., 2012. *Handbook of Human Rights,*Routledge, New York.
7. Forsythe, David P., et. Al., 2007. *The International Committee of the Red Cross: A Neutral Humanitarian Actor,* Routledge, New York.
8. Human Rights Watch, 2021. *World Report,* Human Rights Watch, New York.
9. Landman, Todd, 2005. *Protecting Human Rights: A Comparative Study,* Georgetown University Press, Washington.
10. Power, Jonathan, 1981. *Amnesty International: The Human Rights Story,* Pergamon Press, Oxford.

**Web Resources**
1. https://nhrc.nic,in
2. https://www.un.org/en/global-issues/human-rights
3. https://www.un.org/en/about-us/universal-declaration-of-human-rights
4. https://www.ohchr.org/en/what-are-human-rights
5. http://www.shrc.tn.nic.in/

**MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES**

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| TOTAL | 10 | 12 | 15 | 13 | 12 | 13 | 15 | 15 | 15 | 14 | 14 | 15 |
| AVERAGE | 2 | 2.4 | 3 | 2.6 | 2.4 | 2.6 | 3 | 3 | 3 | 2.8 | 2.8 | 3 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER IV
## ELECTIVE COURSE VII: a) INDIA AND HER NEIGHBOURS

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP234EC4** | 2 | 1 | - | 1 | 3 | 4 | 60 | 25 | 75 | 100 |

**Pre-requisite**

   The students should have basic knowledge about India and her neighbours.

**Learning Objectives**

1. To know the foreign policy and diplomatic relationship of India with the neighbouring countries.
2. To impart the economic and cultural relations with neighbouring countries.

### Course Outcomes

| On the successful completion of the course, students will be able to: | |
|---|---|
| 1. | understand the features of India's foreign policy. | **K2** |
| 2. | identify the problems and challenges of India with neighbouring countries. | **K3** |
| 3. | appraise the knowledge of the role of Indira Gandhi in the liberation of Bangladesh. | **K4** |
| 4. | evaluate the ethnic issues of Sri Lanka. | **K5** |
| 5. | estimate the role of various organizations in maintaining good relations withneighbouring countries. | **K6** |

**K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate; **K6** – Create

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | Genesis of India's Foreign policy - Features - Nehru's Foreign Policy – India-China relations -Economic Co-operation. | **12** |
| **II** | India-Pakistan diplomatic relations- Kashmir Issue- Katch Issue- Tashkant Agreement. | **12** |
| **III** | Liberation of Bangladesh- Role of Smt. Indira Gandhi – Creation of Independent India and Bangladesh - Commercial relations. | **12** |
| **IV** | Indo- Sri Lankan Relation- Historical relations - Ethnic issue –India and Nepal  -  India and Myanmar- India and Maldives- India and Bhutan – India and Afghanistan. | **12** |
| **V** | India's Role in World Peace- NAM - SAARC - India's Nuclear Policy – India as a Champion of World Peace and Justice. | **12** |
| | **Total** | **60** |

| Self-study | SAARC |
|---|---|

**Textbooks**

1. Jayapalan, N. 2000. *India and Her Neighbours*, Atlantic Publishers & Distributors Pvt Ltd., New Delhi.
2. Mohammed Badrul Alam, 2015. *India and her Neighbours: Towards A Proactive Partnership*, Kalpaz Publications, Delhi.

**Reference Books**

1. Gurucharandas,  2008. *India Unbound*, Penguin Publications, New Delhi.
2. Jawaharlal Nehru,  1957.  *Discovery of India*, Govt.of India Publications, New Delhi.

3. Trivedi Ramesh, 2008. *India's Relations with Her Neighbours*, Isha Books.
4. Dutt, V.P. 1987. *India's Foreign Policy since Independence,* National Book Trust, New Delhi.
5. Dixit, J.N. 2001. *India's Foreign Policy and its Neighbours,* Gyan Publishing House, New Delhi.
6. Rajiv Sikri, 2009. *Challenge and Strategy: Rethinking India's Foreign Policy,* Sage Publications India Pvt. Ltd., New Delhi.
7. Ramesh Trivedi, ed., 2008. *India's Relations with her Neighbours,* Isha Books, Delhi.
8. Nalini Kant Jha, 2003. *South Asia in the 21st Century: India, Her Neighbours and the Great Powers,* South Asia Publishers, New Delhi.
9. Appadorai, A. 1982. *Select Documents on India's Foreign Policy and Relations 1947-1972,* Oxford University Press, New Delhi.
10. David M. Malone, et. al., ed., 2015. *The Oxford Handbook of Indian Foreign Policy,* Oxford University Press, Oxford, UK.

**Web Resources**
1. http://egyankosh.ac.in/handle/123456789/54636
2. http://egyankosh.ac.in/handle/123456789/55997
3. https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=29
4. https://www.idsa.in/
5. https://www.saarc-sec.org/

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

|        | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1    | 2   | 3   | 3   | 2   | 3   | 2   | 3   | 3    | 2    | 3    | 2    | 3    |
| CO2    | 2   | 3   | 3   | 2   | 3   | 2   | 3   | 3    | 2    | 3    | 2    | 3    |
| CO3    | 2   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    | 3    | 3    |
| CO4    | 2   | 2   | 3   | 3   | 2   | 3   | 3   | 3    | 2    | 2    | 3    | 2    |
| CO5    | 2   | 2   | 2   | 3   | 2   | 3   | 2   | 3    | 3    | 2    | 3    | 2    |
| TOTAL  | 10  | 13  | 14  | 13  | 13  | 13  | 14  | 15   | 12   | 13   | 13   | 13   |
| AVERAGE| 2   | 2.6 | 2.8 | 2.6 | 2.6 | 2.6 | 2.8 | 3    | 2.4  | 2.6  | 2.6  | 2.6  |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER IV**
**ELECTIVE COURSE VII: b) RELIGIONS IN ANCIENT INDIA**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP234EC5** | **2** | **1** | **-** | **1** | **3** | **4** | **60** | **25** | **75** | **100** |

**Pre-requisite**

The students should have basic knowledge about Religious in Ancient India.

**Learning Objectives**

1. To analyze the origin and growth of various religions including Vedic religion, Buddhism, Jainism, classical Hinduism, Christianity and Islam.

2. To examine the theoretical issues and approaches such as orientalism, imperialism, and nationalism, and social and economic background of religions

**Course Outcomes**

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | recall the origin of Harappan religion. | **K1** |
| 2. | explain the vedic religion and their deities | **K2** |
| 3. | illustrate the rise of heterodox faiths, Buddhism and Jainism. | **K3** |
| 4. | analyse the features of classical Hinduism | **K4** |
| 5. | estimate the non-Indian religions. | **K6** |

**K1** – Remember; **K2** - Understand; **K3**– Apply; **K4**–Analyse; **K6** – Create

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | The Harappan religion –Pasupati – Mother goddess - Animal Worship - Dancing girl - The beginning of yoga – Religion and administration – Classical Hinduism- Shamanism. | **12** |
| **II** | The Vedic religion – The Vedas – Major and minor deities: Indra, Varuna, Soma, and solar deities – Evolutionary mythology – Early Vedic and later Vedic religions: Brahmanas, Aranyakas, and Upanishads. | **12** |
| **III** | Rise of Heterodox faiths: Buddhism and Jainism, their origin and growth– Social and economic reasons for the rise of heterodox faiths – Buddhism: political and economic forces – Religion and economic activity – Buddhism, trade and urbanism – Women in heterodox faiths. | **12** |
| **IV** | Classical Hinduism –Hindu sense of history – The making of Puranas - Origin and growth of Hinduism – Main features – Major and minor deities: Vishnu, Shiva, cults and shrines – Bhakti ideology and movement in North India and South India - Social and economic aspects of Bhagwad-Gita – Krishna tradition - Hinduism as a missionary religion – Hindu ethics, rites and ceremonies. | **12** |
| **V** | Christianity: St. Thomas tradition – Syro- Malabar- Syro- Malankara- Judaism – Islam- Zoroastrianism. | **12** |
| | **Total** | **60** |

| **Self-study** | Non- Indian Religions |
|---|---|

**Textbooks**

1. Banerjee, P. 1975. *Early Indian Religions,* Vikas Publishing House Private Limited,

2.  Barth, A. 1990. *The Religions of India*, Low Price Publications.

**Reference Books**

1.  Champakalakshmi, R. and Gopal, S. 1996. *Tradition, Dissent, and Ideology Essays in Honour of Romila Thapar*, Oxford University Press.
2.  Conze, D. 1986. A Short History of Buddhism, Unwin Paperbacks.
3.  Dandekar, R. 1979. *Insights into Hinduism,* Ajanta Publications.
4.  Dandekar, R.N. 1978. *Recent trends in Indology*, Bhandarkar Oriental Research Institute,
5.  Kosambi, D.D. 1956. *Introduction to the Study of Indian History*, Popular Prakashan,
6.  Narayanan, M.G.S. 1994.  *Foundations of South Indian Society and Culture*, Bharatiya Book Corporation,
7.  Rhys-David, T. *Buddhist India*, Susil Gupta, 1955.
8.  Sharma, A. 1977. '*How and Why Did the Women in Ancient India Become Buddhist Nuns?*' Sociological Analysis, vol. 38, no. 3,
9.  Sharma, R.S. 1983. *Material Culture and Social Formation in Ancient India,* Macmillan,
10. Singh, K. 1983. *Religions of India : Hinduism, Jainism, Buddhism, Zoroastrianism, Christianity, Islam, Judaism,* Clarion Books,
11. Thapar, R. (ed). 1995. *Recent Perspectives of Early Indian History*, Popular Prakashan,
12. Wilson, H. 1977. *Hindu Religions: An Account of the Various Religious Sects of India,* Bharatiya Book Corporation,

**Web Resources**

1.  https://www.worldhistory.org/article/230/religious-developments-in-ancient-india/
2.  https://www.academia.edu/43345699/The_Rise_of_Religious_Movements_in_Ancient_India_the_late_Vedic_Period
3.  https://www.britannica.com/place/India/The-beginning-of-the-historical-period-c-500-150-bce
4.  https://www.culturalindia.net/indian-history/ancient-india/ancient-religion.html
5.  https://www.britannica.com/place/India/The-development-of-Indian-civilization-from-c-1500-bce-to-c-1200-ce

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 |
| CO2     | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3     | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| CO4     | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| CO5     | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| TOTAL   | 10 | 10 | 13 | 13 | 10 | 10 | 10 | 15 | 12 | 11 | 10 | 11 |
| AVERAGE | 2 | 2 | 2.6 | 2.6 | 2 | 2 | 2 | 3 | 2.4 | 2.2 | 2 | 2.2 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER IV
## ELECTIVE COURSE VII: c) SCIENCE AND TECHNOLOGY IN INDIA SINCE 1947 CE

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| HP234EC6 | 2 | 1 | - | 1 | 3 | 4 | 60 | 25 | 75 | 100 |

**Pre-requisite**

The students should have basic knowledge about the science and technology in India since 1947 CE

**Learning Objectives**

1. To describe the evolution of India's Science and Technology Policy and its advancements in atomic and space research.
2. To describe the evolution of India's Science and Technology Policy and its advancements in atomic and space research.

### Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | recall the evolution of India's Science & Technology Policy | K1 |
| 2. | describe the contribution of Green, White and Blue Revolutions | K2 |
| 3. | illustrate the advancements in the field of atomic and space research | K3 |
| 4. | analyse the India's progress in the frontier areas of scientific research | K4 |
| 5. | estimate the social and economic impact of scientific advancements. | K5 |

**K1** – Remember; **K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate

| Units | Contents | No. of Hours |
|---|---|---|
| I | Establishment of Science and Technology Ministry –Scientific Research Institutions – CSIR, BARC, AIIMS, ICAR, IITs – Evolution of Government of India's Science and Technology Policy Frameworks since Independence – Science and Technology Policy Documents, 1958, 1983, 2003, 2013. | 12 |
| II | Development of Agricultural Science – Green Revolution – M.S. Swaminathan – White Revolution – Verghese Kurien – Blue Revolution-Hiralal Chaudhuri and Arun Krishnan. | 12 |
| III | Atomic Energy and Nuclear Power Generation Programme – Homi Bhabha – Atomic Energy Commission of India – Pokhran I&II – Nuclear Power Policy of India- Space Research: ISRO – Development of INSAT system – Remote Sensing Applications– PSLV –Chandrayaan – Mangalyaan – Space Applications – DRDO – India's Missile Programmes – A.P.J. Abdul Kalam – India's Ballistic Missile Defence System | 12 |
| IV | Ocean Sciences – Indian National Centre for Ocean Information Services – Ocean Forecasts – Tsunami warning system – Biotechnology – Department of Bio Technology – Biotechnology Parks and Incubators – Biotechnology Industrial Research Assistance Council. | 12 |
| V | IT Revolution – New thrust on Knowledge Economy, Basic scientific research in frontier areas like Nano and Biotechnology, and Innovation eco-systems – Social and Economic Impact of Scientific advancements. | 12 |
| | Total | 60 |

| Self-study | Development of Agricultural Science |
|---|---|

**Textbooks**

1. Navaneethan, S. 2022. *Science and Technology in the Development of India*, Tamizhi Books, Chennai.
2. Verghese Jayaraj, S. 1997. *History of Science and Technology*, ANNS.

**Reference Books**

1. Parthasarathi, Ashok, 1972. *Framework and Format for Sectoral S & T Plans: A Control Document prepared for the National Committee on S & T (NCST)*, Government of India Special Assistant for S & T to Prime Minister, New Delhi.
2. Prakash, Gyan, 1999. *Another Reason: Science and the Imagination of Modern India*, Oxford University Press, New Delhi.
3. Rahman, A.1958. *"Congress Resolution on Science and Technology,"* Paper presented for the Study Group on Scientific Research. New Delhi
4. Sundram, C.V. et al (ed.). *Atomic Energy in India: 50 Years, Dept. of Atomic Energy*, New Delhi.
5. Tyabji, Nasir, 2000. *Industrialization and Innovation: The Indian Experience*, Sage Publications, New Delhi.
6. Udganokar, B.M. 1985. *Science, Technology and Economic Development. Bombay Indian Merchants' Chamber, Economic Research & Training Foundation*.
7. Abraham, Itty, 1998. *The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial Stale,* Orient Longman Limited, Hyderabad.
8. Nayar, Baldev Raj, 1983. *India's Quest for Technological Independence,* 2 Vols, Lancer Publications, New Delhi.
9. Parthasarathi, Ashok, 1987. *Acquisition and Development of Technology the Indian Experience,* Economic and Poli1ical Weekly, Vol. XXII, No.48, November 28.
10. Raj, Gopal, 2000. Reach for the STARS: The Evolution of India's Rocket Programme, Viking, Penguin Books India (P) Ltd, New Delhi.

**Web Resources**

1. https://dst.gov.in/
2. https://www.india.gov.in/topics/science-technology
3. http://www.crl.edu.in/topics
4. http://egyankosh.ac.in
5. https://www.studyiq.com/articles/science-and-technology-in-india/

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **TOTAL** | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| **AVERAGE** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER IV
## SKILL ENHANCEMENT COURSE III: COMMUNICATION STRATEGIES FOR LEADERSHIP SUCCESS

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| **HP234SE1** | **2** | **1** | **-** | **1** | **2** | **4** | **60** | **25** | **75** | **100** |

**Pre-requisite**

       The students should have knowledge about the communication strategies for leadership success

**Learning Objectives**
1. To explain the basic definitions of communication and communication skills
2. To list the types and methods of communication skills

### Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | remember the basic definitions of communication and communication skills | **K1** |
| 2. | classify the types of communication skills | **K2** |
| 3. | illustrate the methods to improve communication | **K3** |
| 4. | develop the requirements of effective communication in the workplace | **K4** |
| 5. | evaluate the types of corporate skills | **K5** |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** -Analyse; **K5** - Evaluate

| Units | Contents | No. of Hours |
|---|---|---|
| **I** | Definition of communication-methods of communication- communication skills | **12** |
| **II** | Communication Skill -Listening –conciseness- body language- confidence- Open mindedness- Use of Correct Medium-Volume and Clarity- Non-verbal cues- Responsiveness | **12** |
| **III** | Improvement of Communication Skills-Readiness to seek and receive Constructive Criticism- Practice- Attendance of classes and workshop– effective usage of opportunities | **12** |
| **IV** | Effective Communication in workplace- Clarity and concise- practice of empathy- Assertion- calm and consistence- | **12** |
| **V** | Corporate communication- importance – Types of skills- Writing skills- presentation and public speaking skills- communication with data- Research and critical thinking- Technical skills - usage of chat bots, block chain, virtual reality. | **12** |
| | **Total** | **60** |

| **Self-study** | Communication Skill |
|---|---|

**Textbooks**
1. Kerry Patterson, *Crucial Conversations: Tools for Talking When Stakes Are High Audio*
2. *CD – Audiobook*, Brilliance Audio Publisher, Grand Haven, Merchigan.
3. Andrew Sobal and Jerold Panas, *10 skills for effective Business communication*, Weily Publisher, New York.

**Reference Books**

1. Paul A. Argenti, 2015. *Corporate communication*, McGraw-Hill Education Publisher, New York.
2. Paul A. Argenti, *The power of Corporate Communication: crafting the voice and image of Business,* Vol. 7, McGraw-Hill Education Publisher, New York.
3. Frank McKinley*,* 2014*. How to Lead Unwilling Followers: Strategies to Overcome Resistanc,* Kindle Edition,
4. Thomas Huber, 2024. *Advanced Leadership and Coaching Strategies for the Modern Era ,* Kindle Edition.
5. Thomas Huber , 2023. *Leadership Transformed: Strategies for the Next Generation of Organizational Excellence,* Kindle Edition.
6. Bhuvana Subramanyan, Manoj Gupta, Harpal Singh Sokhi, 2024. *Great Set of Three Books for Modern Marketing Strategies & Leadership Impact | Intersection of Management, Spirituality & Science | Impact of Right Storytelling,* Story Mirror Infotech Pvt. Ltd.
7. Rajiv Vij, 2023. *Inside-Out Leadership : 16 radical insights successful leaders wish they had discovered sooner,* Penguin Viking  Publication.
8. Robin Sharma, 2003. *Leadership Wisdom*, Jaico Publishing House.
9. Robin Sharma, 2010. *The Leader Who Had No Tile,* Jaico Publishing House.
10. Thomas Erikson, 2019. *Surrounded by Idiots : The Four Types of Human Behaviour (or, How to Understand Those Who Cannot Be Understood),* Vermilion Publication.

**Web Resources**

1. https://www.rock.so/blog/communication-strategies
2. https://www.revechat.com/blog/effective-customer-service-communication/
3. https://www.opencolleges.edu.au/informed/features/10-tips-effective-communication-online-offline/
4. https://online.hbs.edu/blog/post/leadership-communication
5. https://hbr.org/2022/11/how-great-leaders-communicate

### MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| **CO2** | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| **CO3** | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| **CO4** | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| **CO5** | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| **TOTAL** | 10 | 10 | 15 | 15 | 10 | 15 | 15 | 15 | 15 | 10 | 15 | 15 |
| **AVERAGE** | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER III & IV**
**LIFE SKILL TRAINING – II - VALUES**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| PG23LST2 | 1 | - | - | - | 1 | 1 | 15 | 50 | 50 | 100 |

**Pre-requisites:** Value education-its purpose and significance in the present world

**Learning Objectives**

1. To guide students in making wise choices and decisions, and to help them discover the true purpose of their lives.
2. To ensure students not only grasp the concept of values but also incorporate them into their actions and attitudes.

**Course Outcomes**

| On completion of this course the student will be able to | |
|---|---|
| 1 | recognize the perception of life and lead a positive life | **K1** |
| 2 | understand relationship with family, friends and the society | **K2** |
| 3 | develop as socially responsible citizens. | **K3** |
| 4 | assess goals, fix targets and value life | **K4** |
| 5 | create a peaceful, communal community and embrace unity. | **K6** |

**K1**-Remember; **K2**-Understand; **K3**-Apply; **K4 – Analyse; K6**- Create

| Units | Contents | No. of Hours |
|---|---|---|
| I | **Positive Thinking -** Why you should change your thinking? – How to became a better thinker- Putting yourself in the right place to think- Portrait of the good thinker.<br>**Habits-** Habits vs. Addiction- Why are life styles changes so difficult to hold on to? - Habit Swapping. | 3 |
| II | **Art of Listening-** Many faces of speech- To be truly present- Valuing the other- Activating the subconscious.<br>**Leadership-** Introduction- Who is a better leader? - Qualities of a Leader- You too can be a leader. | 3 |
| III | **Interpersonal Relationship**- Introduction - Factors that build trust- Steps to build a positive personality.<br>**Managing Emotions**- 7 'Root' emotions- Importance of managing emotions- Why is it important to manage emotions? | 3 |
| IV | **Stress Management –** Highly effective tips for relieving stress- Fast-Acting Self Relief Strategies.<br>**Anger Management:** Effects of anger – Tips to reduce anger – Anger warning signs – Identify your triggers – Ways to cool down your anger. | 3 |
| V | **Forgiveness-** What is forgiveness- Value of forgiveness- Benefits of forgiving- Self-forgiveness.<br>**Gratitude –** What is gratitude? – How gratitude arises? –Features of gratitude – Gratitude is recognizing and acknowledging. | 3 |
| TOTAL | | 15 |
| **Self-Study** Salient values for life, Human Rights, Social Evils and how to tackle them, | | |

Holistic living, Duties and responsibilities.

**Textbooks**

Life Skill Training – II, Holy Cross College (Autonomous), Nagercoil

**Reference Books**

1. Holy Cross College (Autonomous), Nagercoil (2007).   Foundation Course Life's Challenges. Sipca Computers.
2. Mathew, Sam (2010). Self Help Life Book. Opus Press Publisher.
3. Romuald Andrade. (2015). *Habit Triggers: How To Create Better Routines And Success Rituals To Make Lasting Changes In Your Life*. Kindle Edition.
4. William Fergus Martin. (2014). *Four Steps to Forgiveness:* A *Powerful Way To Freedom, Happiness And Success*. Findhorn Press.
5. Robert A. Emmons and Joanna Hill (2001). *Words Of Gratitude for Mind, Body, and Soul*. USA: Templeton Foundation Press.

**Web Resources**

1.https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/positive-thinking/art-20043950
2.https://jamesclear.com/habits
3.https://www.skillsyouneed.com/ps/managing-emotions.html
4.https://emeritus.org/in/learn/what-is-leadership/
5.https://www.verywellmind.com/how-to-maintain-interpersonal-relationships-5204856

## SEMESTER IV
## SELF LEARNING COURSE: TAMIL NADU – AN OVERVIEW

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Internal | External | Total |
| HP234SL1 | - | - | - | - | 1 | - | - | 25 | 75 | 100 |

**Pre-requisite:**

The students should have basic knowledge on Tamil Nadu history from Sangam age to present day.

**Learning Objectives:**

1. To acquire knowledge on ancient, medieval, modern Tamilagam and social, political, economic and cultural heritage of Tamil Nadu.
2. To get employable opportunities in Tamil Nadu through various competitive examinations.

### Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|---|---|
| 1. | understand the cultural developments of the sangam age | K2 |
| 2. | illustrate the role of ancient rulers of Tamil Nadu | K3 |
| 3. | analyze the socio-economic and cultural contributions of the Tamils | K4 |
| 4. | evaluate the role of organizations in increasing nationalist consciousness | K5 |
| 5. | estimate the administration of Justice party, Congress, DMK and ADMK. | K6 |

**K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate; **K6** – Create

| Units | Contents |
|---|---|
| I | 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 Korravai – Nadukal |
| II | Pallavas: Origin, history and contribution to South Indian culture –Socio-religious condition – Bhakti Movement and theState – Growth of Saiva and Vaishnava Traditions – Institution of Temple – Art and Architecture – Education: Ghatikas – Literature<br>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<br>Pandyas of Madurai: Social Classes –Religion: Saivism and Vaishnavism – Art and Architecture: Later Pandyas, Marco Polo's Account – Society: Valangai and Idangai– Religion – Art and Architecture: Madurai Meenakshi Temple – Religion: Mathas – Saivasiddhantam and Virsaivism |
| | Madurai Sultanate-  Society and Culture under the Madurai Sultanate –Royal Patronage of Literature, Art and Architecture – Social Life – Position of Women-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.<br>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 |

| III | 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<br><br>Poligars- Kavalkar System- Poligari Revolt – Puli Thevan – Veera Pandiya Kattabomman – Velu Nachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IV | Emergence of Nationalist Consciousness –Socio - Political Organizations – Madras Native Association  – –Madras Mahajana Sabha-  Impact of Gandhi Visit Tamilnadu<br>Press and Nationalism –- The 'Hindu', Swadesamitran, New India, Dinamani, India ( edited by Bharathi), Swarajya- ; Salem Desabhimani - – Desabhaktan- Sooryodhayam- - Vijaya- Chakravardhini- BalaBharatham- Nava Sakthi- SwantiraSangu-<br>Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.SubramiayaIyer -V.O. Chidamabaram – Subramania Bharathi – Kadalur Anjaliammal- Soundaram Ammayar.<br>Revolutionary Movement in Tamil Nadu – Vanchinathan– Tirupur Kumaran - Subramania Siva- Neelakanta Brahmmachari<br>Impact of Gandhi –Role of Rajaji – Vedaranyam March – S. Satyamurthi<br>Quit India Movement in Tamil Nadu –K.Kamaraj- Participation of Tamils in Indian National Army – Popular Participation of Tamils- 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. |
| V | Justice Party- A.Subbarayulu Reddiyar- Raja of Panangal-    P.Subburayan – Raja of Bobbili - achievements- reservation- Communal GO- creation of staff selection board- right to vote for women- regulation of temples-  mid –day meal scheme<br>Congress rule: C.Rajagoplachari - K. Kamaraj - M.Bhakhathsavalam- achievements: free mid-day meal scheme- opening of new schools- Increase in irrigation facilities- industrial growth<br>DMK administration-C.N Annnnadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C -Kalaignar M Karunanithi-Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission-  implementation of reservation policy - Salem Steel plant. Manu Neethi Thittam-  Free electricity for farmers- property rights to women;  creation of  universities-33 percent reservation for women in  local body elections-30 percent  reservation for women in government jobs- Samathuvapuram  scheme-  Tidel  park- financial assistance for marriage of poor girls- increase of infrastructure-Industrial development<br>AIADMK administration: MGR-Nutritious Meal scheme- educational  reforms -introduction of  Plus Two in Higher Secondary schools- Krishna water project- establishment of  new universities-Tamil University at Tanjore-Mother Teresa |

| | |
|---|---|
| | university at kodaikkanal-  J.Jayalalitha -welfare measures-  Amma Unavagam - free laptop for students- Cradle Baby Scheme- infrastructure development-  rain water  harvesting |
| | Policies  and programmes– economic- social and demographic impact |

**Textbook**

1. Chellam,V.T. 2016. *Tamil Nadu: History and Culture*, Manivasagar Pathipakam, Trichy.
2. Rajayyan,K. 2005. *Tamil Nadu: A real History,* Ratna Publications, Madurai.

**Reference Books**

1. Raja Manikam, M. 1944, *History of Tamilnadu,* Kavya Publications, Chennai.
2. Eraiyarasan, B. 2017. *The History of Tamil Nadu*, International Institute of Tamil studies, Chennai.
3. Kanakasabhai,V. 1956. *The Tamils Eighteen Hundred Years Ago,* The South India Saiva Siddhantha Works Publishing Society, Tinnevelly**.**
4. Pillay, K.K. 2008,  *Historical Heritage of the Tamils,* MJP Publishers, Chennai.
5. Rajaram, P. 1988. *The Justice Party: A Historical Perspective,1916-1937,*Poompozhil Publishers, Madras.
6. Rajendran, N.K. 1994. *The National Movement in Tamil Nadu,1905-1914*: *Agitational Politics and  State Coercion,* Oxford University Press, Chennai.
7. Subramanian, N. 2011. *Social and Cultural History of Tamilnad (upto1336A.D.),* Koodal Publishers*,* Madurai.
8. Venkatesan, G. 2011. *History of Modern Tamilnadu (Tamil),* V.C. Publications, Rajapalayam.

**Web Resources**

1. http://www.gacariyalur.ac.in/econtent/history/pg/PG-I-SOCIOCULTURALHISTORYTN.pdf
2. https://en.wikipedia.org/wiki/History_of_Tamil_Nadu
3. https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/
4. https://en.wikipedia.org/wiki/Indian_independence_movement_in_Tamil_Nadu
5. https://www.brainkart.com/article/Freedom-Struggle-in-Tamil-Nadu_41689/

**MAPPING WITH PROGRAMME OUTCOMES**
**AND PROGRAMME SPECIFIC OUTCOMES**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| **CO4** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| **TOTAL** | 10 | 13 | 12 | 15 | 13 | 13 | 15 | 15 | 15 | 12 | 11 | 13 |
| **AVERAGE** | 2 | 2.6 | 2.4 | 3 | 2.6 | 2.6 | 3 | 3 | 3 | 2.4 | 2.2 | 2.6 |

**3 – Strong, 2- Medium, 1- Low**