

M.A., HISTORY

SYLLABUS

FROM THE ACADEMIC YEAR

2023 - 2024

**TAMILNADU STATE COUNCIL FOR HIGHER
EDUCATION, CHENNAI – 600 005**

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TANSCHÉ REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION	
Programme	M.A., History
Programme Code	
Duration	PG – Two Years
Programme Outcomes (Pos)	<p>PO1: Problem Solving Skill Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.</p> <p>PO2: Decision Making Skill Foster analytical and critical thinking abilities for data-based decision-making.</p> <p>PO3: Ethical Value Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.</p> <p>PO4: Communication Skill Ability to develop communication, managerial and interpersonal skills.</p> <p>PO5: Individual and Team Leadership Skill Capability to lead themselves and the team to achieve organizational goals.</p> <p>PO6: Employability Skill Inculcate contemporary business practices to enhance employability skills in the competitive environment.</p> <p>PO7: Entrepreneurial Skill Equip with skills and competencies to become an entrepreneur.</p> <p>PO8: Contribution to Society Succeed in career endeavors and contribute significantly to society.</p> <p>PO 9 Multicultural competence Possess knowledge of the values and beliefs of multiple cultures and a global perspective.</p> <p>PO 10: Moral and ethical awareness/reasoning Ability to embrace moral/ethical values in conducting one's life.</p>
Programme Specific Outcomes (PSOs)	<p>PSO1 – Placement To prepare the students who will demonstrate respectful engagement with others' ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.</p>

	<p>PSO 2 - Entrepreneur To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.</p> <p>PSO3 – Research and Development Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.</p> <p>PSO4 – Contribution to Business World To produce employable, ethical and innovative professionals to sustain in the dynamic business world.</p> <p>PSO 5 – Contribution to the Society To contribute to the development of the society by collaborating with stakeholders for mutual benefit.</p>
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Credit Distribution for PG Programme

Semester-I	Credit	Semester-II	Credit	Semester-III	Credit	Semester-IV	Credit
1.1. Core-I	4	2.1. Core-IV	4	3.1. Core-VII	4	4.1. Core-X	4
1.2 Core-II	4	2.2 Core-V	4	3.2 Core-VII	4	4.2 Core-XI	4
1.3 Core – III	4	2.3 Core – VI	4	3.3 Core – IX	4	4.3 Core – XII	4
1.4 Elective (Generic / Discipline Centric)- I	3	2.4 Elective (Generic / Discipline Centric) – III	3	3.4 Elective (Generic / Discipline Centric) – V	3	4.4 Elective (Generic / Discipline Centric) – VI	3
1.5 Elective (Generic / Discipline Centric)-II	3	2.5 Elective (Generic / Discipline Centric)-IV	3	3.5 Core Industry Module	3	4.5 Project with Viva-Voce	3
1.6Ability Enhancement Course- Soft Skill -1	2	2.6 Ability Enhancement Course - Soft Skill -2	2	3.6 Ability Enhancement Course- Soft Skill -3	2	4.6 Ability Enhancement Course- Soft Skill -4	2
Skill Enhancement Course SEC 1	2	2.7 Skill Enhancement Course SEC 2	2	3.7 Skill Enhancement Course – Term Paper and Seminar Presentation SEC 3	2	4.7 Skill Enhancement Course - Professional Competency Skill	2
				3.8 Internship/ Industrial Activity	2	4.8 Extension Activity	1
	22		22		24		23
	Total Credit Points						91

Component wise Credit Distribution

Credits	SemI	SemII	SemIII	SemIV	Total
PartA	18	18	18	18	72
Part B					
(i)Discipline– Centric/GenericSkill	2	2	2	2	8
(ii)SoftSkill	2	2	2	2	10
(iii)SummerInternship/Industrial Training			2		
PartC				1	1
Total	22	22	24	23	91

METHODS OF EVALUATION		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments / Snap Test / Quiz	
	Seminars	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
Total		100 Marks

METHODS OF ASSESSMENT	
Remembering (K1)	<ul style="list-style-type: none"> The lowest level of questions require students to recall information from the course content Knowledge questions usually require students to identify information in the textbook.
Understanding (K2)	<ul style="list-style-type: none"> Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words. The questions go beyond simple recall and require students to combine data together
Application (K3)	<ul style="list-style-type: none"> Students have to solve problems by using / applying a concept learned in the classroom. Students must use their knowledge to determine a exact response.
Analyze (K4)	<ul style="list-style-type: none"> Analyzing the question is one that asks the students to break down something into its component parts. Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations.
Evaluate (K5)	<ul style="list-style-type: none"> Evaluation requires an individual to make judgment on something. Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem. Students are engaged in decision-making and problem – solving. Evaluation questions do not have single right answers.

Create (K6)	<ul style="list-style-type: none"> The questions of this category challenge students to get engaged in creative and original thinking. Developing original ideas and problem solving skills
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M.A., HISTORY SYLLABUS

S.No.	Courses	Titles
1	Core 1	History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)
2	Core 2	Socio Cultural History of Tamil Nadu up to 1565 CE
3	Core 3	History of World Civilizations (Excluding India)
4/5	Elective 1/2	Freedom Struggle in Tamil Nadu / Indian Art and Architecture
6/7	Elective 3/4	Administrative History of Tamil Nadu / Cultural Heritage of India
8	Professional Competency Skill	Research and Report Writing
9	Core 4	History of Medieval India - 1206 - 1707 CE
10	Core 5	Socio Cultural History of Tamil Nadu - 1565 - 1956 CE
11	Core 6	Historiography and Historical Methods
12/13	Elective 5/6	History of Journalism / International Migrations and Diasporic Studies
14/15	Elective 7/8	Indian Constitution / Environmental History of India
16	Skill Enhancement Course 1	Introduction to Epigraphy
17	Core 7	Colonialism and Nationalism in India
18	Core 8	Intellectual History of India
19	Core 9	Economic History of India since 1857 CE
20/21	Elective 9/10	Principles and Techniques of Archaeology / Studies in Human Rights
22	Core Industry Module	Tourism in Tamilnadu
23	Skill Enhancement Course 2	Communication Strategies for Leadership Success
24	Core 10	Contemporary India
25	Core 11	Peasant and Labour Movements in India
26	Core 12	International Relations since 1945 CE
27/28	Elective 11/12	Women in India through the Ages / Science and Technology in India since 1947 CE
29	Skill Enhancement Course 3	Cargo and Logistics

M.A., HISTORY Programme Structure

Course Code	Courses	List of Courses	T/P	Credit	Hours / week	Max. Marks		
						Int.	Ext.	Total
23MHI1C1	CC– I	History of Ancient and Early Medieval India - Prehistory to 1206 CE	T	4	6	25	75	100
23MHI1C2	CC– II	Socio Cultural History of Tamil Nadu upto 1565 CE	T	4	6	25	75	100
23MHI1C3	CC – III	History of World Civilizations (Excluding India)	T	4	6	25	75	100
23MHI1E1/ 23MHI1E2	Elective–I	Freedom Struggle in Tamil Nadu / Indian Art and Architecture	T	3	4	25	75	100
23MHI1E3/ 23MHI1E4	Elective– II	Administrative History of Tamil Nadu / Cultural Heritage of India	T	3	4	25	75	100
23MHI1S1	Professional Competency Skill	Research and Report Writing	T	2	2	25	75	100
23MHI1S2	Soft Skill	Soft Skill –I	T	2	2	25	75	100
TOTAL			-	22	30	175	525	700
SEMESTER II								
23MHI2C1	CC-IV	History of Medieval India - 1206 - 1707 CE	T	4	6	25	75	100
23MHI2C2	CC-V	Socio Cultural History of Tamil Nadu - 1565 – 2000 CE	T	4	6	25	75	100
23MHI2C3	CC-VI	Historiography and Historical Methods	T	4	6	25	75	100
23MHI2E1/ 23MHI2E2	DSE - 3	History of Journalism / International Migrations and Diasporic Studies	T	3	4	25	75	100
23MHI2E3/ 23MHI2E4/ 23MHI2E5	DSE - 4	Indian Constitution / Environmental History of India / Achievements of Dravidian Movement	T	3	4	25	75	100
23MHI2S1	SEC - 2	Soft Skill II	T	2	2	25	75	100
23MHI2S2	Skill Enhancement Course 1	Introduction to Epigraphy	T	2	2	25	75	100
	Total			22	30	175	525	700
Internship/Industrial Activity during the Summer Vacation after I Year								

SEMESTER III								
23MHI3C1	CC-VII	Colonialism and Nationalism in India	T	4	6	25	75	100
23MHI3C2	CC-VIII	Intellectual History of India	T	4	6	25	75	100
23MHI3C3	CC-IX	Economic History of India since 1857 CE	T	4	5	25	75	100
23MHI3C4	CC - X	Tourism in Tamil Nadu	T	4	5	25	75	100
23MHI3E1 23MHI3E2	DSE-5	1.Principles and Techniques of Archaeology / 2.Studies in Human Rights	T	3	4	25	75	100
23MHI3S1	Ability Enhancement Course	Soft Skill III	T	2	2	25	75	100
23MHI3S2	Skill Enhancement Course 2	Communication Strategies for Leadership Success	T	2	2	25	75	100
23MHI3I/ 23MHI3IA		Internship/Industrial Activity	PR	2	-	25	75	100
		Total		25	30	200	600	800
SEMESTER IV								
23MHI4C1	CC - XI	Contemporary India	T	4	6	25	75	100
23MHI4C2	CC – XII	Peasant and Labour Movements in India	T	4	6	25	75	100
23MHI4C3	CC - XIII	International Relations Since 1945CE	T	3	4	25	75	100
23MHI4PR	CC - XIV	Project	PR	3	6	25	75	100
23MHI4E1/ 23MHI4E2	DSE-6	1.Women in India through the Ages / 2.Science and Technology in India since 1947 CE	T	3	4	25	75	100
23MHI4S1	AEC-4	Soft Skill IV	T	2	2	25	75	100
23MHI4S2	SEC-3	Cargo and Logistics	T	2	2	25	75	100
23MEA4		Extension Activity	P	1	-	25	75	100
		Total		22	30	200	600	800
Grand Total				91	-	750	2250	3000

Chairperson details: Dr.M.Muthukumar, Associate Professor, Department of History, Alagappa Govt.Arts College, Karaikudi. Mobile No: 9943602293, 8610507057

Semester I

Core 1

Course Title	History of Ancient and Early Medieval India - Prehistory to 1206 CE				
Course Type	Core Course 1	Course Code	23MHI1C1		
Year	I	Semester	I		
Credits	4	Hours	L	T	P
			5	1	0
			FS	Total	
			0	6	

Learning Objectives

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

UNIT 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
UNIT 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
UNIT 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
UNIT IV	Guptas – Polity and Administration – Patronage to Art, Architecture and Literature– Educational Institutions: Nalanda – Vikramashila – Valabhi; Huna Invasion and Decline; Vakatakas: Polity and Economy; Harsha: The assemblies at Prayag and Kanauj - Hiuen-Tsung’s account of India
UNIT V	Peninsular India: Tamil country up to 12th Century– Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas,Prathikaras and Palas; Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact

Books for Study:

Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson, Delhi, 2009

Chakravorthy, Ranabir, *Exploring Early India up to c. A.D. 1300*, Primus Books, Delhi, 2016

Thapar, Romila, *Early India: From the Origins to A.D. 1300*, Penguin, Delhi, 2003(Tamil Translation)

Suggested Readings

Kosambi, D.D., *The Culture and Civilization of Ancient India: An Historical Outline*, Vikas Pub. House Pvt. Ltd., Delhi, 1997

Kosambi, D.D., *An Introduction to the Study of Indian History*, Sage Publications, Delhi, 2016

Raychaudhuri, Hemchandra, *Political History of Ancient India*, Surjeet Publications, New Delhi, 2014

Basham, A.L., *The Wonder that was India, Vol. 1*, Picador, New Delhi, 2004

Web sources:

1. <https://sourcebooks.fordham.edu/india/indiasbook.asp>
2. <https://www.pbs.org/thestoryofindia/resources/websites/>
3. <https://archive.org/details/IndiaHistory>

Course Outcomes

At the end of the course students will be able to

CO 1	Know the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization
CO 2	Know the various theories of origin of Aryans, and their socio-economic life
CO 3	Detail the polity, administration and religious policy of Mauryas and the origin and development of new religions
CO 4	Give a detailed account of the Age of Guptas and Harsha's administration
CO 5	Explain the history of Peninsular India under various dynasties

Core 2

Course Title	Socio Cultural History of Tamil Nadu upto 1565 CE						
Course Type	Core Course 2	Course Code	23MHI1C2				
Year	I	Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6
Learning Objectives <ol style="list-style-type: none"> 1. Present the early history of Tamil Nadu 2. Detail the history of Pallavas and their contribution 3. Highlight the impact of the Cholarulers's administration 4. Give an account of the history of Pandyas of Madurai 5. Explain the society and culture under Madurai Sultanate and Vijayanagara rulers 							
UNIT 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						
UNIT 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						
UNIT 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						
UNIT 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 <u>Meenakshi Temple</u> – Religion: Mathas – Saivasiddhantam and Virsaivism						
UNIT V	Society and Culture under the Madurai Sultanate – Vijayanagar Empire – Krishnadeva Raya – Royal Patronage of Literature, Art and Architecture – Social Life – Position of Women						
Books for Study: <p>Karashima, Noboru, <i>A Concise History of South India: Issues and Interpretations</i>, OUP, New Delhi, 2014</p> <p>Subramanian, N., <i>Social and Cultural History of Tamilnad (upto 1336 A.D.)</i>, 2011</p>							
Suggested Readings: <p>Kanakasabhai, V., <i>The Tamils Eighteen Hundred Years Ago</i>, The South India Saiva Siddhanta Works Publishing Society, Tinnevely, 1956.</p> <p>Pillay, K.K., <i>Historical Heritage of the Tamils</i>, MJP Publishers, Chennai, 2008</p> <p>Sastri, K.A. Nilakanta, <i>The Cholas</i>, University of Madras, Madras, 1955</p>							

Sastri, K.A.Nilakanta, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, OUP, Chennai, 1997

Web sources:

1. <https://www.tn.gov.in/tamilnadustate>
2. <https://diksha.gov.in/tn/>

Course Outcomes

CO 1	detail the early history of Tamil Nadu
CO 2	give an account of the history of Pallavas and their contribution
CO 3	highlight the impact of the Cholarulers's administration
CO 4	present an account of the history of Pandyas of Madurai
CO 5	explain the society and culture under Madurai Sultanate and Vijayanagara

Core 3

Course Title	History of World Civilizations (Excluding India)						
Course Type	Core Course 3	Course Code	23MHI1C3				
Year	I	Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6
Learning Objectives 1.Explain the concepts of civilization and culture and brief history of pre- historic period 2.Present different features of various ancient civilizations 3.Explain the main West Asian civilizations 4,compare the features of Chinese and Japanese civilizations 5.studyand compare Greek and Roman Civilizations							
UNIT 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						
UNIT 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 the Hittites and their greatness – The fall of empires and survival of cultures						
UNIT 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.						
UNIT 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						
UNIT 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 PaxRomana – Administration and expansion under Augustus						

Text Books

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

Reference Books

- 1 Judd, G.P, History of Civilization, Macmillan, New York, 1966.
- 2 Rebello , World Civilization – Ancient and Medieval, Part II, Mangalore, 1969.
- 3 Scarre C. and Brian Fagan, Ancient Civilizations, New Jersey: Pearson, 2008.
- 4 Finley M.I, Ancient Slavery: Modern Ideology, London: Chatto and Windus 1980.
- 5 Brunt P.A. , Social Conflicts in the Roman Republic, London: Chatto and Windus, 1971
- 6 Joshel P, Slavery in the Roman World. Cambridge, Cambridge University Press, 2010

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

Web sources

1. <https://www.worldhistory.org/civilization/>
2. <https://www.historyworld.net>
3. <https://www.ancienthistorylists.com>
4. <https://www.worldhistory.org/civilization/>
5. <https://www.historyworld.net>
6. <https://www.ancienthistorylists.com>

Course Outcomes

CO 1	Compare the concepts of civilization and culture and brief history of pre- historic period
CO 2	Understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations
CO 3	Study about origin and growth of river valley civilizations
CO 4	Describe the features of Chinese and Japanese civilizations
CO 5	Explain the contributions of Greek and Roman civilizations

DSE- 1

Elective paper 1

Course Title	Freedom Struggle in Tamil Nadu							
Course Type	DSE-I A	Course Code	23MHI1E1					
Year	I	Semester	I					
Credits	3	Hours	L	T	P	FS	Total	
			3	1	0	0	4	

Learning Objectives

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

UNIT I	Poligar Revolt – PuliThevan – Veera Pandiya Kattabomman – Velu Nachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact
UNIT II	Emergence of Nationalist Consciousness –Socio - Political Organizations – Madras Native Association – –Madras Mahajana Sabha- Impact of Gandhi Visit Tamilnadu
UNIT III	Press and Nationalism – The 'Hindu', Swadesamitran, New India, Dinamani, India (edited by Bharathi), Swarajya- ; Salem Desabhimani - – Desabhaktan- Sooryodhayam- - Vijaya- Chakravardhini- BalaBharatham- Nava Sakthi- SwantiraSangu-
UNIT IV	Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.SubramiayaIyer-V.O. Chidamabaram – SubramaniaBharathi – KadalurAnjaliammal-Soundaram Ammayar. Revolutionary Movement in Tamil Nadu – Vanchinathan– Tirupur Kumaran - Subramania Siva- Neelakanta Brahmachari
UNIT 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

Recommended Books for Study:

Rajayyan, K : Rise and fall of Poligars& South Indian Rebellion
 Rajayyan, K. : South Indian Rebellion, The First War of Independence, 1800- 1801.
 Rajayyan, K.: Tamil Nadu: A Real History
 Rajendran, N.K.: The National Movement in Tamil Nadu, 1905-1914: Agitational Politics and State Coercion
 G. Venkatesan, History of Indian Freedom Struggle

Reference:

Narasimhan V.K. :Kamaraj – A Study
 Sundarajan, Saroja. : March to Freedom in Madras Presidency, 1885-1915.
 Suntharalingam, R. : Politics and Nationalist Awakening in South India, 1852-1891.

Web Sources:

1. https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pdf
2. <https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/>

Course Outcomes

CO 1	Appreciate the contribution of early resistance against British rule in Tamil Nadu.
CO 2	Describe the role of organizations in increasing nationalist consciousness
CO 3	Assess the role of press in Tamil Nadu towards the nationalist cause.
CO 4	Evaluate the contribution of various leaders to India's freedom struggle.
CO 5	Understand the role of Tamil Nadu in the final phase of the freedom struggle

DSE - 1
Elective Paper 1

Course Title	Indian Art and Architecture						
Course Type	DSE- I B	Course Code	23MHI1E2				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			3	1	0	0	4

Learning Objectives

1. detail the art and architectural forms during the Harappan and Mauryan periods
2. explain the impact of Buddhism on art forms
3. discuss the evolution of art and architecture under Pallavas and the Cholas
4. highlight the features of Islamic architecture particularly under Mughlas
5. to point out the salient features of colonial architecture

UNIT I	Pre-Historic Art - Harappan Art: Seals, Sculptures: Stone and Metal - Harappan Architecture: Fortification, Town Plan, Public Buildings - Mauryan Art: Chaityas – Viharas - Stupas - Asokan Pillars
UNIT II	Hinayana Phase of Buddhist Art – Mahayana Phase of Art: Gandhara School of Art – Mathura School of Art-Amaravathi School of Art- Gupta Art and Architecture – Ajanta and Ellora – Jaina Art: Jaina beds - Shravanabelagola
UNIT III	Pallava Art: Rock Cut Cave Temples, Monolithic Temples - Structural Temples – Mahabalipuram - Nagara Style of Architecture: Lingaraja Temple (Bhubaneshwar), Sun Temple(Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram – Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple(Belur), Hoysaleswara Temple(Halebid)
UNIT IV	Islamic Art: Five Pillars of Islam, Mosques, Mausoleums, Palace complexes, Gardens - Quawwat-ul-Islam Mosque - QutubMinar - Mughal Art and Architecture: Humayun's Tomb - FatehpurSikri, -Red Fort- TajMahal - Mughal Paintings
UNIT V	Colonial Architecture: Forts: St. George Fort, Chennai – Indo-Saracenic Architecture: ChatrapatiShivaji Terminal, Mumbai – Victoria Memorial, Kolkata – Amir Mahal and Senate House, University of Madras, Chennai

Learning Resources

Recommended Books for Study:

Craven, Roy, A concise history of Indian Art, Thames and Hudson; London; 1976

Hardy, Adam, The Indian Temple Architecture, Abhinav Publications, 2002

Tomory, Edith, A History of Fine Art in India and the West, OrientBlackSwan; Reprinted edition (1989)

References

Banerjee.J.N., Development of Hindu Iconography, MunshiramManoharlal; 3rd edition, 2002

Coomaraswamy.A.K., History of Indian and Indonesian Art, Kessinger Publishing, LLC, 2003

Deva, Krishna, Temples of North India National Book Trust, 2002

Gupta.R.S., Iconography of the Buddhist, Hindu and Jain, StosiusInc/Advent Books Division; Subsequent edition, 1980

Sivaramamurthy.C., South Indian Bronzes, Lalit Kala Akademi, 1981

Srinivasan.K.R., Temples of South India, National Book Trust; Fourth edition, 2010

Web sources:

1. <https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00have.pdf>
2. https://ignca.gov.in/Asi_data/18060.pdf
3. <https://www.culturalindia.net/indian-architecture/colonial-architecture.html>

Course Outcomes

CO 1	Explain the various forms of Indus and Mauryan Art
CO 2	Compare and contrast the Gandhara and Mathura Schools of Art.
CO 3	Examine the similarities and differences between temple architectural styles.
CO 4	Discuss the relation between the five pillars of Islam and Islamic architecture
CO 5	Appreciate the features of colonial architecture

DSE - 2

Elective Paper 2

Course Title	Administrative History of Tamil Nadu						
Course Type	DSE-II A	Course Code	23MHI1E3				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			3	1	0	0	4

Course objectives:

1. To examine the administration of Justice party
2. To highlight the achievements of Congress rule
3. To explain the major achievements of governments after 1967
4. To point out working of governments under AIADMK party
5. To highlight the cumulative impact since independence

Unit I	Justice Party- A.SubbarayuluReddiyar- Raja of Panagal- 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
Unit II	Congress rule: C.Rajagoplahari - K. Kamaraj - M.Bhakhathsavalam- achievements: free mid day meal scheme- opening of new schools- Increase in irrigation facilities- industrial growth
Unit – III	DMK administration-C.N Annnnadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C -Kalaingar M Karunanithi-Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission- implementation of reservation policy - Salem Steel plant.ManuNeethiThittam- Free electricity for farmers- property rights to women; creation of universities-33 percent reservation for women in local body elections- 30percent reservation for women in government jobs- Samathuvapuram scheme--Tidel park- financial assistance for marriage of poor girls- increase of infrastructure-Industrial development
Unit- 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- AmmaUnavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rain water harvesting
Unit V	Policies and programmes– economic- social and demographic impact

LEARNING RESOURCES:

Recommended Books:

Rajaram .P The justice Party:A Historical Perspective,1916-1937

Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)

Rajmohan Gandhi., Rajaji:A Life

Narasimhan.V.K.,Kamaraj A Study

SandhyaRavishankar.,Karunanidhi: A Life in Politics

Vasanthi., A Lone Empress:A Portrait of Jayalalitha

Reference:

Subramanian.N History of Tamilnadu Vol.2

Web Source:

www.jetir.org

<https://www.inc.in>

<https://dmk.in>

Course outcomes

CO 1	Appreciate the administration of Justice Party
CO 2	Evaluate the Congress Administration
CO 3	Interpret DMK administration
CO 4	Compare AIADMK administration
CO 5	Assess the impact of various administrations

DSE - 2**Elective Paper 2**

Course Title	Cultural Heritage of India						
Course Type	DSE- II B	Course Code	23MHI1E4				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			3	1	0	0	4

Learning Objectives:

1. explain the meaning and the concepts of the course title and the dynamism inherent in its evolution, using, initially, Harappan and Vedic Ages
2. highlight the massive impact of religions on culture with examples drawn from Jainism and Buddhism
3. throw light on the importance of Royalty and it's patronage on cultural transformation
4. analyse the impact of Islam and the Muslim rulers on the emergence of new forms and motifs in Indian Art and architecture
5. critically evaluate the colonial compulsions and consequential impact on Indian Art and Architecture

UNIT I	Meaning of Culture, Heritage – linkages- dynamism - Evolution and continuities - Indian Culture in the Harappan and Vedic Ages
UNIT II	Religious ferment in the Sixth century B.C- Jainism and Buddhism and their impact on Art, Architecture and literature
UNIT III	Royal Patronage and the radical transformation of Indian Art and Architecture; Mauryan and Gupta eras – Bhakti Movement
UNIT IV	Advent of Islam –Sufi Movement – Emergence of new forms and motifs in Indian Art and Architecture – Literature during medieval period
UNIT V	Colonial Rule and the westernisation of Culture - Amalgamation of the old and new artforms. Education and the enduring legacy of the colonial rule – Impact of Western Literature

LEARNING RESOURCES

Luniya, B.N. : Evolution of Indian Culture
 Wolport, S. : Introduction to India
 Hussain, S.A. : The National Culture of India
 Tomery, E. : History of Fine Arts in India and West
 Basham, A.L. : The Wonder that was India
 Brown, Percy : Indian Architecture – Buddhist and Hindu, Vol. I
 Coomaraswamy, A.K. : History of Indian and Indonesian Art
 Kramrish, Stella : Art of India
 Poande, Susmita : Medieval Bhakti Movement

Web sources:

<https://indiaculture.gov.in>

<https://www.india.gov.in>

<http://www.intach.org>

<https://www.exoticindiaart.com>

Course Outcomes

CO 1	Explain the concepts and the dynamism involved in the Evolution of culture
CO 2	Describe critical role of religions in the growth of Art and architectural forms
CO 3	Examine the importance of Royal patronage for the progress of various art forms
CO 4	Appreciate the advent of new art forms
CO 5	Explain the role of British colonialism and its compulsions in the introduction of

Professional Competency skill

Course Title	Research and Report Writing						
Course Type	Professional Competency Skill	Course Code	23MHI1S1				
Year	I	Semester	I				
Credits	2	Hours	L	T	P	F S	Total
			2	0	0	0	2
Learning objectives: <div>1. explain the importance of report Writing</div> <div>2. point out the method of research writing</div> <div>3. explain the methods of writing research proposals</div> <div>4. point out the importance of ethics in research</div> <div>5. highlight the best practices</div>							
Unit 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.						
Unit 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.						
Unit III	Report Writing Writings project proposals - Lecture notes - Progress reports- Utilization reports - Scientific Reports – Analyse One Government report from the Library						
Unit IV	Ethics and research- fabrication- plagiarism- misrepresentation						
Unit –V	Best practices- formulating the focus of the research- possess and develop cultural knowledge- importance of socially beneficial research						

LEARNING RESOURCES

Recommended Books

1. A Step-by-Step Guide to Writing Academic Papers by Anne Whitaker September 2009
2. On Writing a Thesis by C P Ravikumar, IETE Journal of Education, 2000
3. Microsoft Office 2016, by Joan Lambert and Curtis Frye, Microsoft Press, Washington 98052-6399
4. LATEX for Beginners, Edition 5, March 2014 Document Reference: 3722-2014
5. Essential LATEX ++, Jon Warbrick with additions by David Carlisle, Michel Goossens, Sebastian Rahtz, Adrian Clark January 1994

Web sources

1. <http://www.library.cornell.edu/resrch/citmanage/mla>
2. <https://files.eric.ed.gov/fulltext/EJ1196755.pdf>
3. <http://ndl.ethernet.edu.et/bitstream/123456789/79399/4/Unit%206%20-%20Research%20Ethics%20and%20Plagiarism.pdf>

Course outcomes:

1. To tell the importance of report Writing
2. To name the method of research writing
3. To explain the methods of writing research proposals
4. To relate to the importance of ethics in research
5. To highlight the best practices

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)**M-Medium (2)****L-Low (1)****CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

6. S-Strong(3)**M-Medium (2)****L-Low (1)**

Course Title	SOFT SKILL – I						
Course Type	Soft Skill	Course Code	23MHI1S2				
Year	I	Semester	I				
Credits	2	Hours	L	T	P	F S	Total
			2	0	0	0	2
Learning objectives: 1. To explain the concepts related to competitive skills. 2. To discuss the problem solving-team management. 3. To examine the role of public service commission – rules. 4. To discuss the leadership qualities. 5. To Analyse the making decisions.							
Unit I	Meanings of competitive skills – Definitions – Uses – Kinds of soft skills.						
Unit II	Intelligence - Creativity – Problem solving – team management.						
Unit III	Public Service Commission – Tamil Nadu Public Service Commission – its rules of procedure.						
Unit IV	Employment qualities – Common sense – ability – leadership qualities.						
Unit V	Communication skills – Work place making decisions – Soft motivation – Net working.						
Course out comes	At the end of the course students will be able to						
Co I :	Know the competitive exams skills.						
Co II :	Know the various problem – the work						
Co III :	Explain the functions of service commission.						
Co IV :	Understand the position if leader and functions of leadership.						
Co V :	Highlight the decisions making.						

Semester II

Core 4

Course Title		History of Medieval India - 1206 - 1707 CE								
Course Type		Core Course 4		Course Code		23MH12C1				
Year		I		Semester		II				
Credits		4		Hours		L	T	P	FS	Total
						5	1	0	0	6
Learning Objectives		<ul style="list-style-type: none">➤ Examine the establishment of centralized monarchy➤ Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq➤ Analyse the Mughal religious and Deccan policy.➤ Outline the advancements in art and architecture➤ Explain the economic and socio-cultural life in medieval India								
Unit I		Establishment of the Delhi Sultanate: QutbuddinAibak and Iltutmish — <i>Iqta</i> System - Centralised Monarchy: Sultana Raziya and Period of Instability - Age of Balban- <i>Chihalgani</i> - Theory of Kingship –Reorganisation of the Government - Mongol Threat - Internal Restructuring and Territorial Expansion –Jalaluddin and AlauddinKhalji’s approaches to the State – Changes among the ruling Classes –Conquest and Annexation.								
Unit II		Problems of a Centralized State: Ghiyasuddin and Muhammad bin Tughlaq– Administrative and Political Measures – Economic and Agrarian Reforms – Token Currency Transfer of Capital-FirozTughlaq- Economic reforms- Military Expeditions - Impact of Sayyids and Lodis; Administration under the Delhi Sultanate								
Unit III		The Foundation of Mughal Empire: Central Asian experience of Babur - India on the eve of Babur’s invasion– Struggle for empire in North India – Significance of the Afghan despotism-Rise of Sher Shah Sur; Expansion and Consolidation – Political phase of Akbar; new imperial system and administration; the Mughal nobility, Mansabdari system- Jagirdari system– NurJahan Junta – The Mughals and the North-Western frontier – Shah Jahan and his contribution.								
Unit IV		Ideology and State in Mughal India: Akbar’s imperial agenda - Suhli-i-kul – Akbar’s religion - Din ilahi; 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.								
Unit 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 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.								
LEARNING RESOURCES										
Recommended Books										
Chand, Tara, <i>Influence of Islam on Indian Culture</i> , Indian Press, 1954.										
Chandra, Satish, <i>Medieval India: From Sultanat to the Mughals</i> ,Har-Anand Pub., Delhi, 1998.										

Habib, Mohammad and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.

Mehta, J.L., *Advanced Study in the History of Medieval India, 1000 – 1526 A.D.*, Sterling Pub., New Delhi, 1986

Mehta, J.L., *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 1990

Raychaudhuri, Tapan and Irfan Habib, ed., *The Cambridge Economic History of India, Vol. I: c. 1200 – c. 1750*, Cambridge University Press, London, 1982.

References

Ali, Athar. M., *Mughal India, Studies in Polity, Ideas, Society and Culture*, OUP, New Delhi, 2007

Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005

Habib, Mohammed and Irfan Habib, ed., *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi, 2016

Habibullah, A.B.M., *The Foundation of Muslim Rule in India*, Central Book Depot, 1967

Hasan, Nurul S., *Religion State and Society in Medieval India*, OUP, New Delhi, 2008

Nigam, S.B.P., *Nobility under the Sultans of Delhi*, Munshiram Manoharlal, New Delhi, 1968

Pandey, A.B., *Early Medieval India*, Central Book Depot, 1976

Qureshi, *Administration of the Mughal Empire*, Low Price Publications, 1990.

Qureshi, *Administration of the Sultanate of Delhi*, 1942.

Web sources:

<https://core.ac.uk.in>

<https://studoc.com>

<https://indiaolddays.com>

Course outcomes	CO 1 –understand the establishment of centralized monarchy CO 2 –Evaluate the contributions of Alauddin Khalji and Muhammad bin Tughlaq CO 3 –Analyse the religious and Deccan policy of Mughals . CO 4 –Outline the advancements in art and architecture CO 5 – detail the facets of economic and socio-cultural life in Medieval India
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CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

Core 5

Course Title		SOCIO CULTURAL HISTORY OF TAMIL NADU - 1565 – 2000 C.E.								
Course Type		Core Course 5		Course Code		23MHI2C2				
Year		I		Semester		II				
Credits		4		Hours		L	T	P	FS	Total
						5	1	0	0	6
Learning Objectives:		<ul style="list-style-type: none">➤ Narrate the social condition during the Nayak period➤ Describe the contributions of Marathas to the culture of the Tamil region➤ Analyse the Contribution of Sethupathis of Ramnad to Tamil society.➤ Appreciate the Growth of Western Education Examine the contribution of Dravidian movement to social transformation								
UNIT I		The Nayaks of Madurai – ThirumalaiNayak – the Nayaks of Senji – The Nayaks of Tanjore – social and cultural condition under the Nayaks – – contribution of Nayaks to art and architecture and Tamil culture.								
UNIT II		Tamilagam under Marathas – Society: caste system – status women – achievements of Raja Serfoji – Literature under the rule of Tanjore Marathas – SaraswathiMahal Library – Development of Art and Architecture under the Marathas –								
UNIT 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								
UNIT IV		Christianity: Policy of the Company - growth and impact - Introduction of Western education – Government education - Professional and Technical education– Female education.								
UNIT 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								
LEARNING RESOURCES										
Recommended Books										
Irschick, Eugene F., Tamil Revivalism in the 1930s, Cre-A, Madras, 1986										
Jagadeesan, P, Marriage and Social Legislations in Tamil Nadu, Elatchaiappan Pub., 1990										
Murugesan, Mangala N.K., Self-Respect Movement in Tamil Nadu, 1920-40, Koodal Pub., Madurai, 1981										
Rajaraman, P., Justice Party: A Historical Perspective, 1916-37, Poompozhil Publishers, Madras, 1988										
Rangaswamy, M., Tamil Nationalism, Hema Pub., Chennai, 2006										
Sastri, V.S. Ramasamy, The Tamils, The People, Their History and Culture in 5 Volumes, Cosmo Pub., New Delhi, 2002										
Singaravelu, S., Social Life of the Tamils, Dept. of Indian Studies, Kuala Lumpur										
Subramaniam, P. Social History of the Tamils, 1707 – 1947, D.K. Printworld (P) Ltd., New Delhi, 1996										
Swaminathan, S., Karunanidhi, Man of Destiny, Affiliated East-West Press Pvt. Ltd., New Delhi, 1974										
References										
K.A.N.Sastri : The Pandyan Kingdom (London.1929)										
Kalidos.R : History and Culture of Tamils (From Prehistoric Times to Present rule)										

KrishnaswamyDr.A. : The Tamil country under Vijayanagar
 Rajaraman, P., Chennai through the Ages, Poompozhi Pub., Chennai, 1997.
 RajayyanDr.K : History of Tamil Nadu (1565 – 1982)
 Sathianathair.R. : History of Nayaks of Madurai
 Subramanian N : History of Tamil Nadu Vol.II
 The culture and History of the Tamils , 1964
 Varghese JeyarajS : Socio Economic History of Tamil Nadu
 Web Sources:

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%20of%20Tamilnadu.pdf>

Course Outcomes:	Narrate the social condition during the Nayak period CO 2 –Evaluate the contributions of Marathas to the culture of the Tamil region CO 3 –Analyse the Contribution of Sethupathis of Ramnad to Tamil society. CO 4 – Appreciate the Growth of Western Education CO 5 – assess the contribution of Dravidian movement to social transformation
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CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

Core 6

Course Title	HISTORIOGRAPHY AND HISTORICAL METHODS						
Course Type	Core Course 6	Course Code	23MHI2C3				
Year	I	Semester	II				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6
Learning Objectives:	<ul style="list-style-type: none">➤ To explain the concepts related to history and its relationship with other disciplines; y➤ To discuss various philosophies and interpretations of history➤ To explain the processes and procedures involved in the conduct of historical research➤ To examine the evolution of historical writing in the West➤ To examine the contribution of various historians to the development of Indian historiography						
UNIT 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						
UNIT II	Philosophy of History – Positivist History – Marxist Interpretation of History – Annales Paradigm – Subaltern History – Subjectivity and Need for Objectivity in History						
UNIT 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						
UNIT IV	Development of Historical writing in the West – Herodotus,Thucydides, St. Augustine, IbnKhaldun, L.V. Ranke, Arnold Toynbee,E.H. Carr, FernandBraudel, E.P. Thompson, Eric Hobsbawm						
UNIT V	Historians of India – V.A. Smith, D.D. Kosambi, RomilaThapar, JadunathSarkar,Bipan Chandra, RanajitGuha, K.A. NilankantaSastri, R. SathianathaAyyar, S. KrishnaswamiAyyangar, C.S. Srinivasachari,K.K. Pillai						
LEARNING RESOURCES							
Recommended Books							
Ali, Sheik, <i>History: Its Theory and Method</i> , Laxmi Publications, 2019							
Carr, E.H., <i>What is History?</i> , Penguin Books Ltd., New Delhi, 2018.							
Manikam, S., <i>On History & Historiography</i> , Padumam Publishers, Madurai							
Rajayyan, K, <i>History in Theory and Method: A Study in Historiography</i> , Raj Publications, Madurai, 1982							
Sreedharan, E., <i>A Textbook of Historiography: 500 BC to AD 2000</i> , Orient Longman, New Delhi, 2004							
References							
Bloch, Marc, <i>The Historian’s Craft</i> , Aakar Books, Delhi, 2017							
Collingwood, R.G., <i>The Idea of History</i> , OUP, Delhi, 1994							
Dray, W.H., <i>Philosophy of History</i> , Prentice-Hall, New Jersey, 1964							
Jenkins, Keith, <i>Why History? Ethics and Postmodernity</i> , Routledge, London, 1999							
Sen, S.P., <i>Historians and Historiography in Modern India</i> , Institute of Historical Studies, Calcutta, 1973							
Sreedharan, E., <i>A Manual of Historical Research Methodology</i> , Centre for South Indian							

Studies, Trivandrum, 2007

Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of History*, Routledge, New York, 2015

Webster, John C.B., *Studying History*, Primus Books, Delhi, 2019

Web sources:

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>

Course Outcome	CO 1 - Explain the meaning and scope of history CO 2 –Outline the various theories and philosophical approaches to history CO 3 –Undertake historical research CO 4 - Analyse the contribution of western historians CO 5 - Highlight the historical writings of important Indian historians
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CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

DSE-3

Course Title	HISTORY OF JOURNALISM								
Course Type	DSE-III A		Course Code		23MHI2E1				
Year	I		Semester		II				
Credits	3		Hours		L	T	P	FS	Total
					3	1	0	0	4
Learning objectives:	<ul style="list-style-type: none">➤ To explain the origins and the role of press in social awakening➤ To present the role of the press in the freedom movement➤ To explain the government reaction to the role of the press➤ To present the role of prominent personalities for the growth of journalism➤ To explain the contribution of various newspapers								
UNIT 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.								
UNIT 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								
UNIT III	Government and the press: reaction and regulation –Press laws								
UNIT IV	Contribution of Eminent Personalities to Indian Journalism: BalaGangadharTilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. Subramanialyer – Peiryar –Aditanar - Kalaingar								
UNIT V	Contribution of Important News Papers: AmritBazarPatrika, The Times of India – The Hindu; Contemporary News Papers in Tamil- Dinamani- DhinaThanthi-Dinamalar-Dinakaran- Viduthalai-Murasoli								
Recommended Books									
1. Nadig Krishna Murthy : Indian Journalism, Mysore University Press									
2. . R. Parthasarathi: Modern Journalism in India. Sterling Publishers.									
3. J. V. SeshagiriRao. Studies in the history of journalism									
4. MohitMoitra: A History of Indian Journalism; National Book Agency.									
5. J. Natarajan: History of Indian Journalism; Publication Division									
6. J.N. Basu: Romance of Indian Journalism; University of Calcutta									
Web sources:									
https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150									
https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf									
https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growth-of-press-in-india/21000143									

Course Outcomes	<ol style="list-style-type: none"> 1. explain the origins and the and role of press in social awakening 2. present the role of the press in the freedom movement at the national level 3. explain the government reaction to the role of the press 4. assess the role of prominent personalities for the growth of journalism 5. understand the contribution of various newspapers
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CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

DSE-3

Course Title	INTERNATIONAL MIGRATIONS AND DIASPORIC STUDIES						
Course Type	DSE- III B		Course Code		23MHI2E2		
Year	I		Semester		II		
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4
Learning Objectives:	<ul style="list-style-type: none"> ➤ Explain the theories of international migrations and diaspora ➤ Outline the position of Indian diaspora worldwide ➤ Examine the issues of identity among the Indian diaspora ➤ Evaluate the policies towards diaspora ➤ present the perspectives of sending and receiving countries 						
UNIT I	International Migrations Theories of International Migrations – History of International Migration – Ethnicity and Gender in International Migrations						
UNIT II	Theories of Diaspora Definitions and Theories of Diaspora – Major Diasporas: Jewish, African, Chinese and Indian – Globalisation and Diaspora						
UNIT III	The Indian Diaspora: A Survey The Indian Diaspora in South East Asia – The Indian Diaspora in Africa and the Caribbean – The Indian Diaspora in North America, Europe and Australasia						
UNIT IV	Issues of Identity in the Indian Diaspora Religion and Caste – Language and Culture – Institutions and Associations						
UNIT V	Indian Diaspora and Policy Perspective Sending Country's Perspective – Receiving Country's Perspective						
LEARNING RESOURCES							
Recommended Books							
Stephen Castles and Mark J. Miller. 1998. <i>The Age of Migration: International Populations Movements in the Modern World</i> . London: Macmillan.							
Ajaya Kumar Sahoo and BrijMaharaj (eds.), <i>Sociology of Diaspora: A Reader</i> , New Delhi: Rawat Publications.							
Cohen, Robin 1997. <i>Global Diaspora: An Introduction</i> . London: UCL Press.							
EleonoreKofman, Annie Phizacklea, ParvatiRaghuram, Rosemary Sales. 2000. <i>Gender and International Migration in Europe: Employment, Welfare and Politics</i> . London:Routledge.							
Vertovec, Steven and Robin Cohen (eds.). 1999. <i>Migration, Diaspora and Transnationalism</i> . London: Edward Elgar. [Introduction]							
Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). 1990. <i>South Asian Overseas: Migration and Ethnicity</i> . Cambridge University press: Cambridge.							

References

Lal, Brij V., Peter Reeves and Rajesh Rai (eds.). 2007. *The Encyclopedia of the Indian Diaspora*. Singapore: Editions Didier Millet

Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge.

Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications.

Bhatia, Sunil. 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*. New York: New York University Press.

Puwar, N. and Raghuram, P. (eds.). 2003. *South Asian Women in the Diaspora*. Oxford: Berg.

Rayaprol, Aparna. 1997. *Negotiating Identities: Women in the Indian Diaspora*. New Delhi: Oxford.

Safran, William, Ajaya Kumar Sahoo and Brij V. Lal (eds.). 2008. *Transnational Migrations: The Indian Diaspora*. New Delhi: Routledge Publications. [Chapter 1, 3, 5]

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

Ministry of External Affairs. 2001. *Report of the High Level Committee on Indian Diaspora*. New Delhi: Indian Council of World Affairs.

Web sources:

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>

Course Outcomes:

CO 1 – Explain the theories of international migrations and diaspora
 CO 2 – Outline the position of Indian diaspora worldwide
 CO 3 – Examine the issues of identity among the Indian diaspora
 CO 4 – Evaluate the Indian policies towards diaspora
 CO 5 – Understand the perspectives and policies of receiving countries

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

DSE - 4

Course Title	Indian Constitution								
Course Type	DSE- IV A		Course Code		23MHI2E3				
Year	I		Semester		II				
Credits	3		Hours		L	T	P	F S	Total
					3	1	0	0	4
Learning Objectives:	<ul style="list-style-type: none">➤ Explain the historical background of the Indian Constitution.➤ Compare and contrast the fundamental rights, directive principles of state policy and fundamental duties.➤ Evaluate the nature of Indian federalism and the rationale for emergency provisions.➤ Describe the powers and functions of the various units of the government.➤ Evaluate the nature of the State constitutional machinery and its functions								
UNIT I	Historical background - Sources of the Indian Constitution - Preamble-citizenship								
UNIT II	Fundamental Rights–Directive Principles of State Policy – Fundamental Duties-important amendments to the Constitution								
UNIT III	Indian Federalism: Distribution of powers: Legislative – Administrative and Financial relation- Emergency Provisions								
UNIT IV	Union Government – President: Election – Powers and Functions – Cabinet: Prime Minister – Parliament Composition, Powers and functions- Process of lawmaking – Speaker – Parliamentary Committees – Supreme Court of India:Composition, powers and functions								
UNIT V	State Government: Role of the Governor - State Legislature – Cabinet- High Courts –								
LEARNING RESOURCES									
Recommended Books									
Austin Granville, The Indian Constitution: Cornerstone of A Nation,Oxford University Press,1999									
Agarwal, R.C. Constitutional Development and National Movement of India, S. Chand & Co. 1996									
Durga Das Basu,An Introduction to Indian Constitution,Wadha& Company, 2001									
Shukla, V.N, The Constitution of India, Eastern Book Company,1977									
5. Khanna, V.N, Constitution and Government of India, S. Chand & Co., 1981									
References									
Bhargava Rajeev, <i>Politics and Ethics of the Indian Constitution</i> , Oxford University,2009									
Durga Das Basu, <i>Commentary on the Constitution of India</i> ,Wadha& Company,2000									

Gautam Bhatia, *Transformative Constitution: A Radical Biography in Nine Acts*, Harper Collins India, 2019

Misra, B.R., *Economic Aspects of Indian Constitution*, Orient Longman, 1952

Web Sources:

1. <https://legislative.gov.in/constitution-of-india>
2. https://www.constitutionofindia.net/constitution_of_india
3. <https://www.loc.gov/item/57026883>

Course Outcomes:	<p>CO 1 –understand the historical background of the Indian Constitution.</p> <p>CO 2 –Compare and contrast basic features of the constitution</p> <p>CO 3 –Evaluate the nature of Indian federalism and the rationale for emergency provisions.</p> <p>CO 4 –Describe the powers and functions of the various units of the government.</p> <p>CO 5.- Explain the structure at the state level</p>
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CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

DSE - 4

Course Title	ENVIRONMENTAL HISTORY OF INDIA					
Course Type	DSE-IV B		Course Code		23MHI2E4	
Year	I		Semester		II	
Credits	3	Hours	L	T	P	F S
			3	1	0	0
Learning Objectives:	1-Examine the various schools of thought in ecological studies. 2 –Trace the impact of eco systems from a historical perspective. 3 –Evaluate the impact of British ecological imperialism. 4 –Detail India’s environmental policy 5- Examine the role and impact of various movements					
Unit 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.					
Unit 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.					
Unit 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.					
Unit 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.					
Unit V	Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada BacchaoAndolan – Silent Valley Movement – Jungle BachaoAndolan –					

LEARNING RESOURCES

Recommended Books

IrfanHabib, *Man and Environment: Vol-36: Ecological History of India*, New Delhi: Tulika Books, 2011

Donald Hughes.J., *What is Environmental History?*, Polity Press: Cambridge, U.K. 2006.

MadhavGadgil and RamchandraGuha, *The Fissured Land: An Ecological History of India* OUP: Berkeley and Los Angeles, California, USA 1992

Mahesh Rangarajan and K Sivaramakrishnan, ed., *India’s Environmental History: From Ancient Times to the Colonial Period* Vol 1, Permanent Black: Ranikhet, India, 2012

Modern Environmental History, edited by Donald Worster and Alfred Crosby, 1-14. Cambridge: Cambridge University Press, 1988.

Ramachandra,Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya* OUP,1989

Donald Worster .“*Doing Environmental History.*” In *The Ends of the Earth: Perspectives on*
References

Christopher Hill, *South Asia: An Environmental History*, ABC-CLIO, Inc: California, US, 2008

Crosby, Alfred. “*Ecological Imperialism: The Overseas Migration of Western Europeans as biological phenomenon.*” In *The Ends of the Earth: Perspectives on Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 103-17. Cambridge: Cambridge University Press, 1988.

David L Gosling, *Religion and Ecology in India and South East Asia*, Routledge: London, U.K.,

Guha, Ramachandra, *Environmentalism: A Global History*, OUP, New Delhi, 2000.

Guha,Ramachandra and J. Martinez-Alier, *Varieties of Environmentalism: Essays - North and South*, OUP, New Delhi, 1998.

Joakim,Radkau, *Nature and Power: Global History of the Environment*, Cambridge UniversityPress, New York, USA, 2008

Keith, Smith, *Environmental Hazards*, Routledge, New York, 1996.

Web sources:

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>

Course Outcomes:

CO 1 –understand the various schools of thought in ecological studies.

CO 2 –Trace the impact of eco systems from a historical perspective.

CO 3 –Evaluate the impact of British ecological imperialism.

CO 4 –Examine the impact of various environmental movements in India

CO 5- Examine the role of various movements

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

DSE - 4

Course Title	ACHIEVEMENTS OF DRAVIDIAN MOVEMENT					
Course Type	DSE-IV C	Course Code	23MHI2E5			
Year	I	Semester	II			
Credits	3	Hours	L	T	P	F S
			3	1	0	0
						Total 4
Course objectives	<ul style="list-style-type: none"> ➤ To understand the importance of Dravidian Movement ➤ To know the Achievements of Dravidian Movement ➤ To know the performances of justice party and Dravidian Governments ➤ To know the leaders of Dravidian movements 					
Unit I	History of Justice Party- Performance of Justice Party Governments- Introduction of Mid day meals scheme in Schools- Implementing Reservation Policy - Contribution to Education, Establishment of Universities, Tamil Studies , Women's rights , Voting rights to women- Establishment of Co-operation and Hindu Religious Endowment Board					
Unit II	History of Dravida Munnetra Kazhagam- Achievements of Aringnar C. N. Annadurai Government - (1976-1969)Self Respect Marriages Act - Naming Madras State as Tamil Nadu. Enacting Two Languages Formula Act					
Unit III	Life History of Kalaingar M. Karunanithi - Achievements of Kalaingar's Governments (1969-1976) & (1989-1991)- Social Welfare schemes- Free Electricity, drinking water, Road facility to villages- Establishment of SIPCOT and TIDCO - Reservation policy - Lepers rehabilitations and mercy home schemes (Karunai Illam) - Abolition of hand pulled richshaws - free eye camp - starting new colleges and Tamil Nadu Agriculture University – Established New Towns					
Unit IV	Achievements of Kalaingar's Governments (1996-2001) & (2006-2011)- Free electricity to farmers , Industrial development - Renaming Madras as Chennai - Establishing Dr. Ambedkar Law University - Periyar ninaivu samuthuvapuram Thitam – Promoting Industries in Tamil Nadu – Krishna water under Telugu ganga scheme – waiving of loans of farmers - Improving Midday Meal Scheme by providing two eggs a day – appointing qualified persons as archagas irrespective of caste and creed - Making Tamil as compulsory language in schools – Women Welfare Schemes – Promoting Higher Education.					
Unit V	History of A.I.D.M.K., M G R, Jayalalitha, Governments - Midday meals scheme- Cauvery water tribunal, Reservation policy- promoting Education, Agriculture establishment of Universities – cradle baby scheme – Rain water harvesting scheme					
Course outcomes	<ul style="list-style-type: none"> • Evaluated the performances of Dravidian Governments • Measured the progress of Tamil Nadu during Dravidian Governments • Assessed the values and contributions of Dravidian movement • Comparing Dravidian movement and other movements 					

Reference Books:

Kalaighnar M. Karunanithi, *Sadhanai Sarathiram*, Dravida Munnetra Kazham Publication, Anna Arivalayam, Chennai-18

K. Veeramani, *Achievements DMK Government*, Diravidar Kazhaga Publication, Chennai.

K. Veeramani, *Dravida Eyakka nootrandu varalatra chuvadukal*, Diravidar Kazhaga Publication, Chennai

Kalaighnar M. Karunanithi, *Nenjukku Neethi, Six volumes* : Thirumagal Nelaiyam.

Murasuli Maran, *History of Dravidian Moments Part -I*

P.S Elango, *Sir p. Thiyagarayar to Dr. Kalaighnar- malai malar pathippagam*, Chennai -10.

Dr. K. Rajaram, *Justice Party*,

A. Ramasamy **DMK Rice and contribution**, puthuvasantham pathippagam, Madurai

A.Ramasamy *Struggle for Freedom of Languages in India*, puthuvasantham pathippagam, Madurai

Dr. Pu. Rajadurai, *Achievements of Justice Party Ministry* - Diravidar Kazhagam Publications.

Ka. Thirunavukarasu-*History of Justice Party*, Two Volumes. Nakiran pathippagam, Manthaiveli , Chennai 28

Pulavar. Vaa Vaa Si. Kalaighnar *Sethukkia Tamilagam. Achievements of DMK Government* - Kittu kamatchi pathippagam, maangudi valaiyarpettai, Tharasuram, Kumbakonnam .

M.P. Balasubramaniam, *Dravida Iyyakkam Valartha Tamil* , Pari Nelaiyam, Chennai 104.

K.G. Radha Manaalan- *History Dravidian Movement*, Pari Nelaiyam, Chennai 104.

Course Title	SOFT SKILL – II						
Course Type	AECC-II	Course Code	23MHI2S1				
Year	I	Semester	II				
Credits	2	Hours	L	T	P	F S	Total
			2	0	0	0	2
Course objectives	<div>➤ To explain the concepts related to decision making.</div> <div>➤ To discuss the code of conducts.</div> <div>➤ To examine the role of leadership skills.</div> <div>➤ To discuss the organization& motivation.</div> <div>➤ To Analyse the time management.</div>						
Unit I	Planning – Decision Making – team building – CO-ordination – functions of management.						
Unit II	Meanings of code of conduct – rules of conduct – Public service values – code of ethics.						
Unit III	Leadership Skills– punctuality – creative thinking skills – public relations.						
Unit IV	Meanings of Organizations– organizational behaviour – motivation skills.						
Unit V	Time management – Good attitude – Commonsense.						

Course out comes

At the end of the course students will be able to

Co I :	Know the Planning and decision making.
Co II :	Know the rules of conduct.
Co III :	Explain the Creative thinking Skills.
Co IV :	Understand the motivation skills.
Co V :	Highlight the time Management.

Skill Enhancement Course - 1

Course Title	INTRODUCTION TO EPIGRAPHY						
Course Type	SEC-I	Course Code	23MHI2S2				
Year	I	Semester	II				
Credits	2	Hours	L	T	P	FS	Total
			2	0	0	0	2
Learning Objectives:	<ul style="list-style-type: none">➤ Define epigraphy and explain its significance.➤ Identify the varieties of materials used➤ Explain the types of inscriptions➤ Trace the origin of writing in South India➤ Explain the use of inscriptions as historical sources						
UNIT I	Epigraphy-Definition –Importance of epigraphy for writing history – Format of Inscription – Authenticity						
UNIT II	Nature of the material- stone, metal, clay, terra-cota, pottery, wood, papyrus, parchment - Types of inscriptions- monumental- archival- Incidental						
UNIT III	Origin of Writing in India – Indus Script and its decipherment – Brahmi and Kharosthi Script						
UNIT IV	Origin of Writing in South India – <u>Tamil-</u> Tamil Brahmi – Vattezhuthu – Grantha Script						
UNIT V	Inscriptions as historical source material- Inscriptions of Indus civilization- Asokan Pillar inscriptions- inscriptions of Gupta period- Inscriptions in Tamilnadu - -Mangulam - Sittannavasal						
LEARNING RESOURCES							
Recommended Books							
Buhler,George, Indian Paleography,Indian Studies Past and Present; Calcutta; 1959							
Dani.A.H, Indian Paleography,MunshiramManoharlal Publishers; 3 edition,2011							
Sivaramamurthy.C., Indian Epigraphy and South Indian Scripts, Bulletin of the Madras Government Museum,1952							
Web Sources:							
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							
Course Outcomes:	CO 1 –Define epigraphy and explain its significance. CO 2 - Identify the varieties of materials used CO 3 – explain the types of inscriptions CO 4- trace the origin of writing in outh India CO 5 - explain the use of inscriptions as historical source						

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

Semester -III

Core - 7

Course Title	COLONIALISM AND NATIONALISM IN INDIA								
Course Type	Core Course 7		Course Code		23MHI3C1				
Year	II		Semester		III				
Credits	4		Hours		L	T	P	FS	Total
					5	1	0	0	6
Learning objectives	<ul style="list-style-type: none">➤ To trace the process of colonization➤ To explain the rise of nationalism➤ To highlight the transition to self-rule➤ To examine the role of masses in the freedom struggle➤ To detail the process of transfer of power and the attainment of independence								
UNIT 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.								
UNIT II	Emergence of Nationalism in India: Manifestation of Discontent against British Rule – Poligar Revolt – South Indian Rebellion – Vellore Revolt of 1806 - Revolt of 1857 - Popular Pre-nationalist movements: Peasant uprisings - Tribal Resistance Movements and the Civil Rebellions - Causes, Nature, and Impact – Socio-Religious Reform Movements: Ideological Base for the national movement - Predecessors of the Indian National Congress - Factors leading to the origin of Indian National Movement								
UNIT III	From Representative politics to the idea of Self-rule: Birth of Indian National Congress - Composition, Methods of Work, Policies, Demands and Attitudes of the British – Evaluation of the Early Phase of the National Movement - Rise of Extremism - Partition of Bengal and Swadeshi Movement – Foundation of Muslim league - Revolutionary Movements - Reactions to the Morley-Minto Reforms -Home Rule Movements - Montague-Chelmsford Reforms – Government of India Act 1919								
UNIT IV	Era of Mass Movements: Early political activities of Gandhi– Rowlatt Satyagraha - Non-Cooperation 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 - Congress and World Affairs - Growth of Communalism.								
UNIT V	Independence and Partition: Resignation of Congress Ministries - Individual Satyagraha – Cripps’ Mission – Quit India Movement - Indian National Army - Last years of Freedom Struggle (1945 – 47) - Simla Conference - Cabinet Mission Proposal - Transfer of Power and Partition.								
LEARNING RESOURCES									
Recommended Readings									
Bandyopadhyay, Sekhar, <i>From Plassey to Partition: A History of Modern India</i> , Orient Longman, New Delhi, 2006									

Chandra, Bipan, et. al., ed., *India's Struggle for Independence*, Penguin Random House India, New Delhi, 2016

Grover, B.L. and Alka Mehta, ed., *A New Look at Modern Indian History: From 1707 to the Modern Times*, S. Chand & Co. Ltd., New Delhi, 2018

Masselos, Jim, *Indian Nationalism: A History*, New Dawn Press, 2005

Sarkar, Sumit, *Modern India, 1885-1947*, Laxmi Pub., New Delhi, 2008

References

Chand, Tara, *History of Freedom Movement in India, Vol. I - IV*, Pub. Div., New Delhi, 2017

Dutt, R.P., *India Today*, Read Books, 2008

Hasan, Mushirul, ed., *India's Partition - Process Strategy and Mobilization*, OUP, New Delhi, 1993

Mehrotra, S.R., *The emergence of the Indian National Congress*, Rupa & Co., 2007

Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1885-1935*, Indian National Congress Working Committee, 1935

Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1935-1947*, Padma Pub., 1947

Web sources

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>

Course Outcomes:

CO 1 –Evaluate the impact of British imperialism.
CO 2 –Examine the nature of early resistance against British rule in India.
CO 3 -Compare the relative merits of different methods of anti-British struggle
CO 4 –Evaluate the Gandhian non-cooperation movement and its influence on the masses.
CO 5 - Explain the process of partition

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

Core 8

Course Title	INTELLECTUAL HISTORY OF INDIA						
Course Type	Core Course 8	Course Code	23MH13C2				
Year	II	Semester	III				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6
Course Objectives	<ul style="list-style-type: none">➤ Appreciate the intellectual contribution of socio-religious reformers.➤ Evaluate the contributions of economic nationalists.➤ Examine the Gandhian views on political movements.➤ Appreciate the various contributions of prominent leaders						
UNIT I	Understanding Intellectual History and its impact – Indian Renaissance – Raja Rammohan Roy – DayanandaSaraswati – Syed Ahmed Khan – Vivekananda – Annie Besant						
UNIT II	Economic thought of Early Nationalists – DadabhaiNaoroji – R.C. Dutt – M.G. Ranade –J.C.Kumarappa						
UNIT III	BalaGangadharTilak – AurobindoGhosh – SubramanyaBharati – M.A. Jinnah						
UNIT IV	Social Thinkers: JyothiRaoPhule-Periyar E.V. Ramasamy- B.R. Ambedkar ,AyothiDasPandithar —— M.N. Roy						
UNIT V	Mahatma Gandhi and Nationalism – Jawaharlal Nehru and Nation Building – Jaya Prakash Narayan and Total Revolution						
LEARNING RESOURCES							
Recommended Books							
Guha, Ramachandra, <i>Makers of Modern India</i> , Harvard University Press, Harvard, 2013.							
Varma, V.P., <i>Indian Political Thought, Vol. II</i> , Laxmi Narayan Agarwal Educational Pub., Agra, 1959							
Bhagwan, Vishnool, <i>Indian Political Thinkers</i> ,Atma Ram Pub., Lucknow, 1999							
References							
C.P.Andrews : The Renaissance in India							
P.K.Gopalakrishnan : Development of Economic Ideas in India.							
V.Brodovo : Indian Philosophy of Modern Times							
Hanskohn : History of Nationalism in the East							
C.Y.Chintamani : Indian Politics Since the Mutiny							
Mujumdar.R.C. : History of Political Thought from Mohan to Dayananda.							
Beniprasad : The Hindu – Muslim Questions							
H.C.E.Zacharias : Renascent India							
G.A.Natesan&Co : Ram Mohan Roy : Hist. Life, Writings and Speeches.							

Web sources	
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	
Course Outcomes.	CO 1 – understand the evolution of intellectual history of India CO 2 – Evaluate the contributions of economic nationalists. CO 3 – Appreciate the contribution of radical thinkers CO 4 – Assess the role of social thinkers CO 5- Appreciate the legacy of Gandhi, Nehru and Jaya Prakash Narayan

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

Core-9

Course Title	ECONOMIC HISTORY OF INDIA SINCE 1857 CE						
Course Type	Core Course 9	Course Code	23MH13C3				
Year	II	Semester	III				
Credits	4	Hours	L	T	P	FS	Total
			5		0	0	5
Learning Objectives:	<ul style="list-style-type: none">➤ Examine the agrarian condition and the impact of commercialization of agriculture.➤ Assess the impact of international linkages on the growth of industries in colonial India.➤ Explain the trade and monetary policy of colonial India.➤ Examine the development of various transport infrastructure and the growth of cities➤ Critique the ideas of the economic nationalists						
UNIT 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						
UNIT II	Industries: Traditional Industries in Transition – De-industrialization – Small Scale Industries and Large Scale Modern Industries – Stages of Industrialization – Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and Industrial Development - Rise of Indian Capitalist Class						
UNIT III	Trade, Finance and Banking: Internal Trade – External Trade – Trade and Monetary Policy – Banking: Origin, Growth and Development of Commercial Banks – Central Bank						
UNIT IV	Transportation: Railways – Roadways – Waterways. Emergence and Growth of Cities and Ports - Development and Growth of Cities: Kolkata – New Delhi - Chennai						
UNIT V	Nationalist Critique: DadabhaiNaoroji – AmartyaSen- Raja Chelliah– C. Rangarajan						
LEARNING RESOURCES							
Recommended Books							
Desai, S.S.M., et. al., <i>Economic History of India</i> , Himalaya Pub. House, 2010							
Dutt, R.C., <i>The Economic History of India</i> , Vols. I & II, Publications Division, New Delhi, 2006							
Dutt, R.P., <i>India Today</i> , Read Books, 2008							
Roy, Tirthankar, <i>The Economic History of India, 1857-1947</i> , OUP India, New Delhi, 2010							
Singh, V.B., <i>Economic History of India, 1857-1956</i> , Allied Pub. Pvt. Ltd., New Delhi, 1965							
Reference:							
Rothermund, Dietmar, <i>An Economic History of India: From Pre-Colonial Times to 1991</i> ,Routledge, 1993.							

Kumar, Dharma, ed., *The Cambridge Economic History of India, c. 1757-2003, Vol. II*, Cambridge University Press, Cambridge, 2008

Web sources

1. <http://nationalarchives.nic.in/sites/default/files/new/THE%20ECONOMIC%20HISTORY%20OF%20INDIA.pdf>

<https://indianculture.gov.in/ebooks/economic-history-india-1600-1800>

Course Outcomes:	<p>CO 1 –Examine the agrarian condition of Colonial India and the impact of commercialization</p> <p>CO 2 –Assess the impact of international linkages on the growth of industries in colonial India.</p> <p>CO 3 – Explain the trade and monetary policy of colonial India.</p> <p>CO 4 –Examine the development of various transport systems.</p> <p>CO 5- Critique the ideas of the economic nationalists</p>
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CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

Core 10

Course Title	TOURISM IN TAMIL NADU							
Course Type	Core Industry	Course Code		23MHI3C4				
Year	II	Semester		III				
Credits	4	Hours		L	T	P	FS	Total
				3	2	0	0	5
Learning Objectives:	<ul style="list-style-type: none">➤ Explain the types of tourism in Tamil Nadu.➤ Describe the role of Tamil Nadu government in the promotion of Tourism.➤ List out the various training facilities.➤ Describe the tourist attractions in Tamil Nadu.➤ Examine the employment and entrepreneurial opportunities in Tamil Nadu.							
UNIT I	Geography of Tamil Nadu – Types of Tourism in Tamil Nadu – Holiday Tourism – Religious Tourism – Heritage Tourism – Health Tourism – Fairs and Festivals							
UNIT II	Role of Government in promotion Tourism – Guiding Principles of Tourism Promotion – Tamil Nadu Tourism Development Corporation – Functions							
UNIT 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							
UNIT IV	Tourist Attractions in Tamil Nadu: Chennai – Ooty – Kodaikanal – Kutralam – Kanniyakumari – Kanchipuram – Madurai – Kumbakonam – Thanjavur – Mahabalipuram							
UNIT V	Tourism Industry in Tamil Nadu – Hotels – Resorts – Accommodation for Students and Travellers – Employment Opportunities – entrepreneurial opportunities in Tourism Industry – Tourist Guides – Chauffeurs – Interpreter							
LEARNING RESOURCES								
Recommended Books								
Bhatia, A.K., <i>Tourism Development, Principles and Practices</i> , Sterling Publishers, New Delhi, 1987								
Kannammal, Geetha, et. al, <i>An Introduction to Tourism in Tamil Nadu</i> , University of Madras, Chennai, 2007								
Seth, Pran, <i>Successful Tourism Management, Vol. II: Tourism Practices</i> , Sterling Publishers, New Delhi, 1997								
References								
<i>Citizen’s Charter</i> , Tourism Department, Government of Tamil Nadu, 2002								
<i>Enchanting Tamil Nadu</i> , Tamil Nadu Tourism, September 2005								
Selvam, M., <i>Tourism Industry in India</i> , Himalaya Publishing House, Bombay, 1989								

Web Sources

1. <https://www.tamilnadutourism.tn.gov.in>

2. <https://www.e-unwto.org/>

Course Outcomes

CO 1 –Explain the types of tourism in Tamil Nadu.
CO 2 –Describe the role of Tamil Nadu government in the promotion of Tourism.
CO 3 –List out the various training facilities associated with Tourism industry
CO 4 –Describe the tourist attractions in Tamil Nadu.
CO 5 –Examine the employment and entrepreneurial opportunities in Tamil Nadu.

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

DSE - 4

Course Title	PRINCIPLES AND TECHNIQUES OF ARCHAEOLOGY						
Course Type	DSE-V A	Course Code	23MHI3E1				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	FS	Total
			3	1	0	0	4
Learning Objectives:	<ul style="list-style-type: none">➤ Explain the meaning of archaeology and the importance of its relations with allied disciplines.➤ Describe the development of archaeology in India and the West.➤ Describe the methods and techniques of excavation.➤ List the Archaeological study centres➤ Classify the excavated materials and explain the methods of interpretation						
UNIT 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)						
UNIT 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,						
UNIT III	Exploration- Aims and Methods; Methods of Exploration – Manual and Scientific; Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method , Stratigraphy : Definition, Scope and Methodology - Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements - Dating Methods: Relative Dating and Scientific Dating.						
UNIT 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, H.D.Sankalia.						
UNIT V	Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials.						

LEARNING RESOURCES**Recommended Books**

Raman, K.V. : Principles and Methods of Archaeology

Rajan.K : Archaeology: Principles and Methods

References

Atkinson.R.J.C : Field Archaeology, 2nd edn

Barker Philip : Understanding Archaeological Excavation

Fleming.S. : Dating in Archaeology

Renfrew, C and Bhan : "Archaeology"

Robert.f.Heizer(ed.,) : The Archaeologist at Work: A source Book in Archaeological Method and Interpretation

Roy.Sourindranath :The Story of Indian Archaeology

Renfrew, C &Paul Bahn : Archaeology: Theories, Methods and Practicals

Web Sources1.<https://www.britannica.com/science/archaeology>2.<https://asi.nic.in>**Course Outcomes:****CO 1** –understand the meaning of archaeology and the importance of its relations with allied disciplines.**CO 2** –Describe the evolution of archaeology**CO 3** –Describe the methods and techniques of excavation.**CO 4** –List the Archaeological study centres**CO 5** –ability to interpret the artefacts**CO Mapping with Programme Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)**M-Medium (2)****L-Low (1)****CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

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

DSE - 5							
Course Title	STUDIES IN HUMAN RIGHTS						
Course Type	DSE- V B	Course Code	23MHI3E2				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4
Learning Objectives	<ul style="list-style-type: none">➤ Explain the definition and characteristics of human rights➤ Examine the challenges to human rights protection➤ Outline the constitutional safeguards for human rights➤ Describe the contemporary challenges➤ Evaluate the contribution of human rights organizations						
UNIT 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.						
UNIT 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						
UNIT 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						
UNIT 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.						
UNIT 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						
LEARNING RESOURCES							
Recommended Books							
Ishay, Micheline R., <i>The History of Human Rights: From Ancient Times to the Globalization Era</i> , University of California Press, Berkeley, 2008.							
Megret, Frederic & Philip Alston, <i>The United Nations and Human Rights: A Critical Appraisal</i> , OUP, Oxford, 2020							
Nirmal, C.J., <i>Human Rights in India: Historical, Social and Political Perspectives</i> , OUP, New Delhi, 2008							
O’ Bryne, Darren J., <i>Human Rights: An Introduction</i> , Routledge, London, 2013							
Subbian, A, <i>Human Rights Complaints Systems: International and Regional</i> ,Saujanya Books, New Delhi, 2013							
References							
Cushman, Thomas, ed., <i>Handbook of Human Rights</i> ,Routledge, New York, 2012							
Forsythe, David P., et. Al., <i>The International Committee of the Red Cross: A Neutral Humanitarian Actor</i> , Routledge, New York, 2007							
Human Rights Watch, <i>World Report</i> , Human Rights Watch, New York (Relevant Years)							

Landman, Todd, *Protecting Human Rights: A Comparative Study*, Georgetown University Press, Washington, D.C., 2005

Power, Jonathan, *Amnesty International: The Human Rights Story*, Pergamon Press, Oxford, 1981.

Web Sources

1. <https://nhrc.nic.in>
2. <https://www.un.org/en/global-issues/human-rights>

Course Outcomes:	1. understand the concepts and evolution of human rights 2. appreciate the role of UN in promoting human rights 3. understand the the status of human rights in India 4. analyse the challenges to human rights 5. assess the role of non-governmental organizations
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CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

1. S-Strong(3)

M-Medium (2)

L-Low (1)

AEC-3

Course Title	SOFT SKILL - III								
Course Type	Ability Enhancement Course-III		Course Code		23MHI3S1				
Year	II		Semester		III				
Credits	2		Hours		L	T	P	F S	Total
					2	0	0	0	2
Learning Objectives	<ul style="list-style-type: none">➤ To explain the concepts related to Public Speaking.➤ To examine the role of Communications.➤ To discuss the Problem solving.➤ To Analyze the tools of administration.➤ To discuss the Self confidence.								
UNIT I	Public Speaking – negotiation – resolution confidence .								
UNIT II	Communication – inter personal skills – types of communication								
UNIT III	Problem solving – creative thinking – group discussion.								
UNIT IV	Techniques – tools of administrative improvement.								
UNIT V	Employability skills – creative motivation – self condifence								
Course outcomes	At the end of the course students will be able to CO 1 : know the Public Speaking. Co 2: know the inter personal skills. Co 3: understand the group discussion. Co 4 : explain the administrative system. Co 5 : Highlight the creative motivation.								

SEC 2

Course Title	Communication Strategies for Leadership Success						
Course Type	Skill Enhancement Course 2	Course Code	23MHI3S2				
Year	II	Semester	III				
Credits	2	Hours	L	T	P	FS	Total
			2	0	0	0	2
Course Objectives	<ul style="list-style-type: none">➤ To explain the basic definitions of communication and communication skills➤ To list the types of communication skills➤ To detail the methods to improve communication➤ To explain the requirements of effective communication in the workplace➤ To detail the types of corporate skills						
UNIT-I	Definition of communication-methods of communication-Definition of communication skills						
UNIT-II	Communication Skill -Listening –conciseness- body language-confidence- Open mindedness- Use of Correct Medium-Volume and Clarity- Non verbal cues- Responsiveness						
UNIT-III	Improvement of Communication Skills-Readiness to seek and receive Constructive Criticism-Practice- Attendance of classes and workshop – effective usage of opportunities						
UNIT-IV	Effective Communication in workplace- Clarity and concise- practice of empathy- Assertion- calm and consistence-						
UNIT-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 .						
Learning Resources							
Recommended Books							
Kerry Patterson, Crucial Conversations: Tools for Talking When Stakes Are High Audio CD – Audiobook, Andrew Sobal and Jerold Panas, 10 skills for effective Business communication							
References							
Paul A. Argenti, Corporate communication Paul A. Argenti, The power of Corporate Communication: crafting the voice and image of Business							
Web sources							
https://www.rock.so/blog/communication-strategies https://www.revechat.com/blog/effective-customer-service-communication/ https://www.opencolleges.edu.au/informed/features/10-tips-effective-communication-online-offline/							

Course Outcomes	<ol style="list-style-type: none"> 1. To explain the basic definitions of communication and communication skills 2. To list out the types of communication skills 3. To detail the methods to improve communication 4. To highlight the requirements of effective communication in the workplace 5. To understand the types of corporate skills
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CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

SEMESTER 4

Core 11

Course Title	CONTEMPORARY INDIA						
Course Type	Core Course 11	Course Code	23MHI4C1				
Year	II	Semester	IV				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6
Learning Objectives:	<ul style="list-style-type: none">➤ Evaluate the contribution of different governments.➤ Assess the impact of government’s policy on scientific advancements in India.➤ Describe the India’s economic development and foreign policy.➤ Explain the uniqueness of Indian society and culture.➤ Examine the culture and Arts in Independent India						
UNIT I	Demographic profile – characteristics of Indian Population – Population growth – Religion – Language – Occupation – National Policy on Population. The Political Development – Reorganisation of States on Linguistic bases – Channels of integration – Political parties – From Sastri to Indira Gandhi – Rajiv years – changes during Bharathiya Janata Party						
UNIT 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.						
UNIT III	The Economic Development – Planning Commission – National Development Council –State Plans – Five Year 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						
UNIT 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						
UNIT V	Culture and the Arts – Society – Religion – Family – Festivals – Cuisine – Recreation and Sports – Performing Arts – Drama and Cinema- Folk Arts						
LEARNING RESOURCES							
Recommended Books							
S.C. Dube (Ed) : India since Independence (1947-1977)							
S. Gopal : Jawaharlal Nerhu: Foreign policy of India 1960’s, Vol. III.							

M.J.Akbar : The Siege within: Problems of Modern India
A. Appadurai : Foreign policy (Consumer Library)
V.D. Mahajan : History of Modern India up to 1980's

References

B. Kuppaswamy : Social Change in India
R.N. Sharma : Social problems in India
Ronald Segal : The Crisis of India
Bipan Chandra, et. al. : India After independence, 1947- 2000

Web Sources

1. <https://www.ddutkal.ac.in>
2. [https:// www.jstor.org/contemporaryindia](https://www.jstor.org/contemporaryindia)

Course Outcomes:

CO 1 –Evaluate the contribution of different governments.
CO 2 –Assess the impact of government's policy on scientific advancements in India.
CO 3 –Describe the India's economic development and foreign policy.
CO 4 –Explain the uniqueness of Indian society and culture.
CO5- Examine the culture and Arts in Independent India

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

Core 12

Course Title	PEASANT AND LABOUR MOVEMENTS IN INDIA								
Course Type	Core Course 11		Course Code		23MHI4C2				
Year	II		Semester		IV				
Credits	4		Hours		L	T	P	FS	Total
					5	1	0	0	6
Learning Objectives:	<ul style="list-style-type: none">➤ Explain the impact of the agrarian change brought about by colonial government.➤ Examine the nature of peasant struggles in India.➤ Describe the rise of industries and the emergence of working class in India.➤ Evaluate the contribution of trade unions towards the amelioration of the working a. class.➤ Assess the significance of labour laws and various recommendations								
UNIT I	Agrarian Change: Peasant - Revenue Systems - Zamindari - Ryotwari - Mahalwari - Changing Agrarian Relations - Conditions of Peasantry - Famines - Indebtedness - Wage Labour -Bonded labour-Plantation labour								
UNIT II	Peasant Uprising and Movements: Peasant struggles in the pre- colonial period - Peasant Struggles in the Colonial Period - Mappila Uprising - Santhal - Indigo Revolt – PhulaguriDawa - Pabna Agrarian League - Maratha Uprising – Champaran Satyagraha - KisanSabha Movement - Tebhaga Movement - Telangana Movement. - Thanjavur.								
UNIT III	Industrial Society: Rise of Industries - Migration to Cities - Labour Mobility - Condition of Workers in Factories - Rise of Working Class								
UNIT 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								
UNIT 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.								
LEARNING RESOURCES									
Recommended Books									
Chandra, Bipan., Colonialism and Nationalism in India, New Delhi, 1979.									
Dange, S.A., Origins of Trade Union Movement in India, New Delhi, 1973.									
Desai, A.R., Peasant struggles in India, Oxford University Press, Bombay, 1986.									
Dhanagare, D.N., Peasant Movements in India, Oxford University Press, Delhi, 1983.									
Guha, Ranajit., Aspects of Peasant Insurgency in Colonial India, Oxford University Press, Delhi, 1983. Chakrabarthy, Dipesh., Rethinking Working Class History, Princeton University Press, 2002.									

Mathur, A.S. and Mathur, S.J., Trade Union Movement in India, Allahabad.

References

Alam, Javeed. "Peasantry, Politics and Historiography: Critique of New Trend in Relation to Marxism". Social Scientist 117. (February, 1983): 43–54.

Bahl, Vinay, The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946, New Delhi, Sage Publications, 1995.

Basu, Deepika., The Working Class in Bengal: Formative Years, Calcutta, 1993.

Bose, Sugata. Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947. Cambridge University Press, Cambridge, 1986.

Chandavarkar, Rajnarayana., The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940, Delhi, 1989.

Chattergi, Rakhahari., Working Class and the Nationalist Movement in India: The Critical Years, New Delhi, 1984

Hardiman, David., Peasant Resistance in India 1858 - 1914, Oxford University Press, 1992.

Stein, Burton., Making of Agrarian Policy in British India 1770 -1900, Oxford University Press, 1992

Web Source

1.<https://www.historydiscussion.net>

2.<https://www.jstor.org/peasantmovementinindia>

<https://www.jstor.org/stable/27768140>

Course Outcomes	<p>CO 1 –understand the impact of the agrarian changes brought about by colonial government.</p> <p>CO 2 –trace the nature of peasant struggles in India.</p> <p>CO 3 –Detail the rise of industries and the emergence of working class in India.</p> <p>CO 4 –Evaluate the contribution of trade unions towards the amelioration of the working class.</p> <p>CO -5- Assess the significance of labour laws and various recommendations</p>
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CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

Core-13

Course Title	INTERNATIONAL RELATIONS SINCE 1945 CE						
Course Type	Core Course 12	Course Code	23MHI4C3				
Year	II	Semester	IV				
Credits	3	Hours	L	T	P	FS	Total
			2	2	0	0	4
Learning objectives	<ul style="list-style-type: none">➤ Explain the various theories and concepts of International Relations.➤ Evaluate the impact of cold war.➤ Assess the achievements of UNO and other regional organizations.➤ Examine the role of international economic organisations➤ Examine the key international issues with special reference to India’s concerns						
UNIT I	Theories of International Relations: Idealist Theory – Realist Theory – World Systems Theory – Neorealist Theory – Neoliberal Theory; State System: Origin – Nature – Sovereignty – Nationalism – Balance of Power: Meaning – Characteristics – Types – Techniques – Collective Security: Meaning – Nature – Diplomacy: Meaning – New Diplomacy – Types of Diplomacy – National Security: Definition – Internal Threats – External Threats						
UNIT 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						
UNIT III	United Nations Organization and its Specialized Agencies (UNESCO – UNICEF – WHO) – European Union – Organization of African Unity – ASEAN – SAARC						
UNIT IV	Brettonwoods Institutions: World Bank and IMF –UNCTAD – North – South Dialogue – NIEO – GATT – WTO						
UNIT V	Nuclear Politics: IAEA – NPT – CTBT – Concepts – India’s Nuclear Policy; International Terrorism: Origin – Types – 9/11 – US War on Terrorism – Indian Perspective; Indian Ocean: Cold War Politics – Contending Interests – India’s Concerns; Environmental Concerns: Rio – Kyoto – Green Peace						
LEARNING RESOURCES							
Recommended Books							
Palmer and Perkins .,International Relations: World Community in Transition							
Hans J. Morgenthau., Politics among Nations							
Peter Calvocoressi., World Politics since 1945							
AsitSen ., International Politics							
Prakash Chandra., International Relations: Foreign Policy of Major Powers an Regional Systems							
References							
Joseph Frankel : International Relations in a Changing World							
Michael Dockrill : The Cold War: 1945-196							
K.P. Misra&							
K.R. Narayanan, ed. : Non-Alignment in Contemporary International Relations							
Rasul B. Rais : The Indian Ocean and the Superpowers							

K.R. Singh : The Indian Ocean: Big Power Presence and Local Response Web Source 1. https://www.britannica.com/topic/international-relations 2. https://www.futurelearn.com/experttracks/global-studies-international-relations	
Course Outcomes:	CO 1 –Explain the various theories and concepts of International Relations. CO 2 –Evaluate the impact of cold war. CO 3 –Assess the achievements of UNO and other regional organizations. CO 4 – Examine the role of international economic organisations CO 5 - Examine the key international issues with special reference to India's concerns

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

Project

Course Title	Project						
Course Type	Project with Viva	Course Code	23MHI4PR				
Year	II	Semester	IV				
Credits	3	Hours	L	T	P	FS	Total
			0	0	6	0	6

Project at P.G. level is essentially an experience in Historical Research. It provides opportunity to the student for an independent source-based study. It also 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. It is hoped that this exercise would develop transferable skills with independence of mind, communication skills and ability to work in a self-disciplined way.

Each student has to do a project/dissertation in the range of 9,000 – 10,000 words including references and excluding Bibliography.

Each student should work under a faculty allotted by the Department. After completion of the project there will be a Viva Voce Examination

DSE - 6

Course Title	WOMEN IN INDIA THROUGH THE AGES						
Course Type	DSE-VI A	Course Code	23MHI4E1				
Year	II	Semester	IV				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4
Learning Objectives	–Explain the various perspectives on women’s issues 2 - Appreciate the contribution of social reformers to women’s cause 3 –Outline the constitutional safeguards for women 4 –Examine the position of women in society 5 –Examine the women welfare organisations and its schemes						
UNIT I	Perspectives on Women’s Issues: Liberal – Radical – Socialist – Marxist – Historical Aspects: Women in Ancient India – Women in Medieval India – Women in Modern India – Role of women in India’s Freedom Struggle.						
UNIT II	Social Reform Movements and their impact: Contributions of Brahma Samaj, Rammohan Roy, Ishwar Chandra Vidhyasagar, JyotibaPhule and SavitribaiPhule, Pandita Rama Bai, Periyar E.V. Ramasamy, and Dravidian Movement – Dr.Muthulakshmi Reddy – MoovalurRamamirthamAmmaiyar						
UNIT III	Constitution, Laws and the changing status of women: Women and Political Participation in India, Right to Vote, 73rd and 74th Constitutional Amendment and Participation in Local Governance, - Constitutional and Legal Safeguards for Women – Fundamental Rights, Directive Principles and Fundamental Duties –Laws related to Inheritance – Dowry Related Laws –						
UNIT 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 of the Government of India						
UNIT 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: Women in Print- Visual and Social Media						
LEARNING RESOURCES							
Recommended Books							
Anil Kumar Jha, “Gender Inequality and Women Empowerment”, Axis Books, New Delhi, 2012.							
NandalSantosh , “Women and Development”, A Mittal Publications, New Delhi, 2012							
Rani Sandhya, “Development of Women – Issues and Challenges”, Discover Publishing House Pvt Ltd, New Delhi, 2012.							
References							
Elson Diane, et al. “Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development”, UN Women, 2019							
Jenny Edwards, Andrea Cornwall, et al., “Feminisms, Empowerment and Development: Changing Women’s Lives”, Kindle Edition, 2014.							

Priyanka Sharma Gurnani, “Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India” Educreation Publishing House, New Delhi, 2016.

Rao, Pulla, “Political Empowerment of Women in India – Challenges and Strategies”, ABD Publishers, New Delhi, 2012.

Web sources

1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2982549/>

2. <https://www.sociologydiscussion.com>

Course Outcomes:

CO 1 –Explain the various perspectives on women’s issues

CO 2 - Appreciate the contribution of social reformers to women’s cause

CO 3 –Outline the constitutional safeguards for women

CO 4 –Examine the position of women in society

CO 5 –Examine the women welfare Organisations and schemes

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

DSE - 6

Course Title	SCIENCE AND TECHNOLOGY IN INDIA SINCE 1947 CE						
Course Type	DSE- VI B	Course Code		23MHI4E2			
Year	II	Semester		IV			
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4
Learning Objectives:	<ul style="list-style-type: none"> ➤ Describe the evolution of India's Science & Technology Policy ➤ Evaluate the contribution of Green Revolution, White Revolution and Blue Revolution ➤ Examine the advancements in the field of atomic and space research ➤ Outline India's progress in the frontier areas of scientific research ➤ Examine the social and economic impact of scientific advancements. 						
UNIT I	Establishment of Science and Technology Ministry – Establishment of 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.						
UNIT II	Development of Agricultural Science – Green Revolution – M.S. Swaminathan – White Revolution – VergheseKurien – Blue Revolution						
UNIT III	Atomic Energy and Nuclear Power Generation Programme – HomiBhabha – 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						
UNIT 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.						
UNIT 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.						
LEARNING RESOURCES							
Recommended Books							
Abraham, Itty 1998. The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial Stale. Hyderabad. Orient Longman Limited.							
Alam, Ghayur 1993. Research and Development in Indian Industry: A study of the Determinants of its Size and Scope (mimeo) Study undertaken by the Centre for Technology							

Studies. New Delhi: Department of Science and Technology.

Joshi, Padmanabh 1992. Vikram Sarabhai: The Man and the Vision. Ahmedabad: Mapin Publishing Pvt. Ltd.

Nayar, Baldev Raj 1983. India's Quest for Technological Independence: 2 Vols. New Delhi: Lancer Publications.

Parthasarathi, Ashok & Singh, Baldev 1992. "Science in India: The first Ten Years". Economic & Political Weekly, Bombay, VOL.XXVII, NO.35, August 29.

Parthasarathi, Ashok 1987. "Acquisition and Development of Technology the Indian Experience". Economic and Political Weekly, Vol. XXII, No.48, November 28.

Raj, Gopal 2000. Reach for the STARS: The Evolution of India's Rocket Programme. New Delhi, Viking, Penguin Books India (P) Ltd.

India Year Book, Publications Division, Government of India

References

Parthasarathi, Ashok 1969. "Appearance and Reality in Indian Science Policy". Nature 221(5184), March 8, pp. 909-911.

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, March.

Phalkey, Jahnvi 2013. Atomic State: Big Science in Twentieth-Century India. Ranikhet: Permanent Black

Prakash, Gyan 1999. Another Reason: Science and the Imagination of Modern India. New Delhi: Oxford University Press.

Rahman, A.1958. "Congress Resolution on Science and Technology," Paper presented for the Study Group on Scientific Research. New Delhi

Sundram, C.V. et al (ed.). Atomic Energy in India: 50 Years. New Delhi: Dept. of Atomic Energy

Tyabji, Nasir 2000. Industrialization and Innovation: The Indian Experience. New Delhi: Sage Publications.

Udganokar, B.M. 1985. Science, Technology and Economic Development. Bombay Indian Merchants' Chamber, Economic Research & Training Foundation.

Web source

1. <https://dst.gov.in/>

2. <https://www.india.gov.in/topics/science-technology>

Course Outcomes:

CO 1 –Describe the evolution of India's Science & Technology Policy
CO2 –Evaluate the contribution of Green,White,and Blue Revolutions
CO 3 –understand the advancements in the field of atomic and space research
CO 4 –Outline India's progress in the frontier areas of scientific research
CO 5 -Examine the social and economic impact of scientific advancements.

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

AEC - 4

Course Title	SOFT SKILL - IV						
Course Type	AEC-IV	Course Code	23MHI4S1				
Year	II	Semester	IV				
Credits	2	Hours	L	T	P	FS	Total
			2	0	0	0	2
Learning objectives :	<div>➤ To explain the concepts related to creative ideas.</div> <div>➤ To examine the role of team work.</div> <div>➤ To discuss the good behaviour.</div> <div>➤ To Analyze the individual fairness.</div> <div>➤ To discuss the forms of learning.</div>						
UNIT I	Creative approach – creative ideas - motivation.						
UNIT II	Team work – the functions of the team work – effects of team work.						
UNIT III	Intelligent agents – good behavior – the structure of agents.						
UNIT IV	Philosophy – ethics privacy – individual fairness.						
UNIT IV	Learning – forms of learning – knowledge in learning.						
Course outcomes	At the end of the course students will be able to CO 1 :know the, Creative approach. Co 2: know the advantage of Team work. Co 3: understand the Intelligent agents. Co 4 : explain the ethics philosophy. Co 5: know the Learning skills.						

Course Title	Cargo and Logistics						
Course Type	Skill Enhancement Course 3	Course Code	23MHI4S2				
Year	II	Semester	IV				
Credits	2	Hours	L	T	P	F S	Total
			2	0	0	0	2
Learning Objectives:	<ul style="list-style-type: none"> ➤ List the definitions of cargo and logistics and its evolutions ➤ Describe the cargo handling in the ports and airports ➤ Describe the functions of logistics management ➤ Describe provision and carriage of loading accessories. ➤ Discuss the challenges in logistics management 						
UNIT I	Definition of Cargo and Logistics- History and Evolution – Objectives – Elements						
UNIT II	Ports- Handling of Cargo in Major and Minor – The cargo handling organisations in Ports - Types of Cargo in Shipping -Handling of Cargo in Airport – The cargo handling organisations in Airport - Types of Air Cargo - Cargo needing Special Attention						
UNIT III	Logistics Management- Definition - Role of Tourism Logistics management - Functions of Logistics Management						
UNIT IV	Concept of IATA cargo agent – Formation – IATA Recognition – Agents – Duties & Responsibilities – Payment Procedures						
UNIT V	Logistic management challenges-Customer Service- Transportation cost Control-Planning and Risk Management- supplier/partner relationship- Governmental and environmental regulations						
LEARNING RESOURCES							
Recommended Books							
Kotler, Philip. Kevin Lane Keller Marketing Management							
Tourism, Transport and Travel Management							
Airport Business - R. Boganis							
All you wanted to know about Airlines Functions K. Sikdar							
Gupta S. K. International Air Fare and Ticketing, UDH Publishers Delhi.							
References							
Gene Kropf, Airline Procedures.							
Wilson & Bryon, Air Transportation.							
Philip Locklin D, Economics of Transportation.							
Indian Aircraft manual – DGCA Pub.							
Alexander T Wells, Air Transportation, Wadsworth Publishing Company, California, 1993							
Web Resources							
https://transportgeography.org/contents/applications/tourism-transport/							
https://www.mckinsey.com/industries/travel-logistics-and-infrastructure/our-insights							

Course Outcomes:	CO 1 – List the definitions of cargo and logistics and its evolutions CO 2 Describe the cargo handling in the ports and airports CO 3 –Describe the functions of logistics management CO 3 – Describe provision and carriage of loading accessories. CO 4 – Explain the role of IATA CO 5 –Discuss the challenges in logistics management
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CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)