

ST. MARY'S COLLEGE (Autonomous)

(Re-accredited with 'A+' Grade by NAAC – 4th Cycle)

Thoothukudi-628001, Tamil Nadu

(Affiliated to Manonmaniam Sundaranar University)



M.A. History

School of Language & Culture

Outcome Based Curriculum

(W.e.f.2023)

Preamble

Mastery of history inculcates respect of the reminiscences of cultural heritage and freedom struggle. Awareness of human rights and Indian Constitution results in making responsible citizens and promotes life in communal harmony. Knowledge of the History of the world destroys narrowness and regionalism, broadens the students' perspectives and creates the human oneness and global consciousness.

Vision

To inculcate the knowledge of present and future through the study of the past.

Mission

To open new avenues for their career advancement.

Programme Outcome

PO No.	After completion of the Postgraduate programme the students of St. Mary's College will be able to
PO 1	acquire expertise knowledge in their respective disciplines and become professionals.
PO 2	develop critical/logical thinking skills, managerial skills and become locally, nationally & globally competent and be a lifelong learner
PO 3	pursue research / higher learning programme & apply their experiment and research skills to analyse and solve complex problems.
PO 4	compete in the job market by applying the knowledge acquired in Arts, Science, Economics, Commerce and Management studies.
PO 5	be an empowered and economically independent woman with efficient leadership qualities and develop the themselves as a holistic person.

Programme Specific Outcome

PSO. No.	Upon completion of B.A Degree Programme, the students of History will be able to	PO Mapping
PSO-1	understand and learn the basic underlying concepts, principles of causation and change in the course of history.	PO-1
PSO-2	illustrate reminiscences of history to upgrade the intellectual, historical, epigraphical, archaeological and human values in all walks of life.	PO-2
PSO-3	appraise historical facts and utilise the rights to solve social, political, economic, cultural and legal issues in the present scenario and enhance research aptitude	PO-3
PSO-4	acquire the necessary potentials to compete in competitive world and estimate the burning issues and trace out the means to solve it.	PO-4
PSO-5	equip themselves to excel in their specific domain and analyse and interpret ideas on recent trends of historiography and historians.	PO-5

St. Mary's College (Autonomous), Thoothukudi
Department of History
PG Course Structure
Semester I

Components	Course Code	Course Title	Hours / Week	Credits	Max. Marks		
					CIA	ESE	Total
Core I	23PHIC11	History of Ancient and Early Medieval India - Prehistory to 1206 (CE)	7	5	25	75	100
Core II	23PHIC12	Socio Cultural History of Tamil Nadu up to 1565 CE	7	5	25	75	100
Core III	23PHIC13	History of World Civilizations (Excluding India)	6	4	25	75	100
Discipline Specific Elective I	23PHIE11/ 23PHIE12	Freedom Struggle in Tamil Nadu / Indian Art and Architecture	5	3	25	75	100
Discipline Specific Elective II	23PHIE13/ 23PHIE14	Administrative History of Tamil Nadu / Cultural Heritage of India	5	3	25	75	100
			30	20			

Semester II

Components	Course Code	Course Title	Hours / Week	Credits	Max. Marks		
					CIA	ESE	Total
Core IV	23PHIC21	History of Medieval India 1206 - 1707 CE	6	5	25	75	100
Core V	23PHIC22	Socio Cultural History of Tamil Nadu 1565 – 1956 CE	6	5	25	75	100
Core VI	23PHIC23	Historiography and Historical Methods	6	5	25	75	100
Discipline Specific Elective III	23PHIE21/ 23PHIE22	International Migrations and Diasporic Studies / Intellectual History of Tamil Nadu	4	3	25	75	100
Discipline Specific Elective IV	23PHIE23/ 23PHIE24	Indian Constitution/ Environmental History of India	4	3	25	75	100
Skill Enhancement Course I	23PHISE1	Introduction to Epigraphy	4	3	25	75	100
MOOC (Compulsory)				+2			
		Total	30	24+2			

Semester – III

Components	Course Code	Course Title	Hours / Week	Credits	Max. Marks		
					CIA	ESE	Total
Core VII	23PHIC31	Colonialism and Nationalism in India	6	5	25	75	100
Core VIII	23PHIC32	Intellectual History of India	6	5	25	75	100
Core IX	23PHIC33	History of Modern West	5	4	25	75	100
Core X	23PHIC34	Principles and Techniques of Archaeology	5	4	25	75	100
Discipline Specific Elective V	23PHIE31/ 23PHIE32	Dravidian Movement up to 1969 C.E/ Human Rights	4	3	25	75	100
Skill Enhancement Course II	23PHISE2	Archives and Museums	4	3	25	75	100
Internship/ Self-Study (optional)	23PHII31 23PHISS1	Understanding Popular Culture		+2		50	50
			30	24+2			

Semester – IV

Components	Course Code	Course Title	Hours / Week	Credits	Max. Marks		
					CIA	ESE	Total
Core XI	23PHIC41	Contemporary History of India 1947 - 2014 CE	6	5	25	75	100
Core XII	23PHIC42	Colonialism and Nationalism in Tamil Nadu	6	5	25	75	100
Core XIII	23PHIC43	International Relations 1945 - 2011 CE	6	4	25	75	100
Core XIV	23PHIC44	Women in India through the Ages	6	4	25	75	100
Core XV (Project)	23PHIP41	Project and Viva Voce	6	4	40	60	100
			30	22			

Note:

1. It is mandatory for all I PG students to complete a MOOC course in the Swayam NPTEL Portal. Two credits will be awarded to the students who successfully pass the MOOC course in the Portal. Students who fail to pass in their first and second attempts via the Swayam NPTEL Portal will be eligible to take a supplementary exam given by the college for which one credit will be given.
2. Internship can be completed during the second semester vacation.

Semester	Hours / Week	Credits	Extra Credits	Total Marks
I	30	20		500
II	30	24	2	600
III	30	24	2	600
IV	30	22		500
Total	120	90	4	2200

Courses	Number of Courses	Hours week /	Credits	Extra Credits
Core	14	84	65	--
Discipline Specific Elective	5	22	15	--
Skill Enhancement Course	2	8	6	--
Project / Core	1	6	4	--
Self-Study / On-line Course Internship (Optional)	--	--	--	2
MOOC (Compulsory)	--	--	--	2
Total	22	120	90	4

Semester I			
Core I	History of Ancient and Early Medieval India - Prehistory to 1206 CE		
Course Code: 23PHIC11	Hrs/Week: 7	Hrs/Semester:105	Credits:5

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

Course Outcomes:

CO.No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the history of medieval India and the foreign invasions in historical context.	K1
CO-2	learn the various historical dynasties in chronological sequences and their legacy	K2
CO-3	appreciate the genealogy of history in Medieval India.	K3
CO-4	examine the reminiscences of history to appreciate the human values and dignity	K4
CO-5	know about the historical background in Medieval India to enrich historicity	K5

Semester I			
Core I	History of Ancient and Early Medieval India - Prehistory to 1206 CE		
Course Code: 23PHIC11	Hrs/Week: 7	Hrs/Semester:105	Credits:5

- 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 – FirstUrbanization – 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

Learning Resources

Recommended Readings

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

References:

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

Web Sources:

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

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	1	2	1	3	2	1	3	2
CO-2	2	3	2	3	2	2	3	2	3	3
CO-3	2	3	3	3	2	3	3	3	2	2
CO-4	3	2	3	3	3	2	2	2	3	3
CO-5	2	2	3	3	3	2	2	2	3	3
Ave.	2.4	2.6	2.4	2.8	2.2	2.4	2.4	2	2.8	2.6

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester I			
Core II		Socio Cultural History of Tamil Nadu up to 1565 CE	
Course Code: 23PHIC12	Hrs/Week: 7	Hrs/Semester:105	Credits:5

Learning Objectives

1. Present the early history of Tamil Nadu
2. Detail the history of Pallavas and their contribution
3. Highlight the impact of the Chola rulers's administration
4. Give an account of the history of Pandyas of Madurai
5. Explain the society and culture under Madurai Sultanate and Vijayanagar rulers

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	learn and understand the various dynasties of Tamilnadu and their contribution.	K1
CO-2	explore the wars of various dynasties and their impart in the constitution of history.	K2
CO-3	comprehend ideas on literary, art, architecture and cultural contribution of the past.	K3
CO-4	examine and appreciate the rich cultural heritage of the past.	K4
CO-5	aware of the traditional warfare methods and history to connect the past and the present.	K5

Semester I			
Core II Socio Cultural History of Tamil Nadu up to 1565 CE			
Course Code: 23PHIC12	Hrs/Week: 7	Hrs/Semester:105	Credits:5

- 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 Meenakshi Temple – 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

Learning Resources

Recommended Readings:

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

References:

1. Kanakasabhai, V., *The Tamils Eighteen Hundred Years Ago*, The South India SaivaSiddhantha Works Publishing Society, Tinnevely, 1956.
2. Pillay, K.K., *Historical Heritage of the Tamils*, MJP Publishers, Chennai, 2008
3. Sastri, K.A.Nilakanta, *The Cholas*, University of Madras, Madras, 1955
4. 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/>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	2	2	3	2	2	3	3
CO-2	1	3	2	3	2	1	3	3	3	3
CO-3	2	2	3	3	3	2	2	3	2	2
CO-4	2	2	2	3	2	2	2	3	3	2
CO-5	2	2	2	3	3	2	3	2	3	3
Ave.	2	2.4	2.2	2.8	2.4	2	2.4	2.6	2.8	2.6

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester I			
Core III History of World Civilizations (Excluding India)			
Course Code: 23PHIC13	Hrs/Week:6	Hrs/Semester:90	Credits:4

Learning Objectives

- 1.Explain the concepts of civilization and culture and brief history of pre- historic period
- 2.Present different features of variousancientcivilizations
- 3.Explain the main West Asian civilizations
- 4,compare the features of Chinese and Japanese civilizations
- 5.studyand compare Greek and Roman Civilizations

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the importance of various civilizations in the world and their legacy.	K1
CO-2	enhance the historical perspectives of world civilizations to enrich history.	K2
CO-3	examine and appreciate the contributions of various civilizations in all fields.	K3
CO-4	appraise the nature of civilization and its progress in historical context.	K4
CO-5	aware of the birth and decline of various civilizations.	K5

Semester I			
Core III History of World Civilizations (Excluding India)			
Course Code: 23PHIC13	Hrs/Week:6	Hrs/Semester:90	Credits:4

- 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 Pax Romana – Administration and expansion under Augustus

Learning Resources

Recommended Readings:

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.

References:

- 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>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	2	2	3	3	2	3	2
CO-2	2	3	2	3	3	3	2	3	2	3
CO-3	2	3	3	3	3	2	3	3	3	2
CO-4	2	3	2	3	2	3	3	3	3	2
CO-5	3	2	2	1	3	3	1	2	3	3
Ave.	2.4	2.8	2.2	2.4	2.6	2.8	2	2.6	2.6	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester I			
Discipline Specific Elective I		Freedom Struggle in Tamil Nadu	
Course Code:23PHIE11	Hrs/Week:5	Hrs/Semester:75	Credits:3

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

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	appreciate the contribution of early resistance against British rule in Tamil Nadu.	K1
CO-2	describe the role of organizations in increasing nationalist consciousness.	K2
CO-3	assess the role of press in Tamil Nadu towards the nationalist cause.	K3
CO-4	evaluate the contribution of various leaders of India's freedom struggle.	K4
CO-5	understand the role of Tamil Nadu in the final phase of the freedom struggle	K5

Semester I			
Discipline Specific Elective I Freedom Struggle in Tamil Nadu			
Course Code:23PHIE11	Hrs/Week:5	Hrs/Semester:75	Credits:3

- UNIT I** Poligar Revolt – Puli Thevan – 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- Bala Bharatham- Nava Sakthi- Swantira Sangu
- UNIT IV** Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.SubramiayaIyer-V.O. Chidamabaram – SubramaniaBharathi – Kadalur Anjaliammal- 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

Learning Resources

Recommended Readings:

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

References:

1. Narasimhan V.K. : Kamaraj – A Study
2. Sundarajan, Saroja. : March to Freedom in Madras Presidency, 1885-1915.
3. 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.youeducationportal.com/freedom-fighters-of-tamil-nadu/>

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	P O- 1	P O- 2	P O- 3	P O- 4	P O- 5	PS O- 1	PS O- 2	PS O- 3	PS O-4	PS O-5
CO-1	3	2	2	2	2	3	2	2	3	2
CO-2	2	3	3	2	2	3	3	3	1	2
CO-3	2	3	3	2	2	1	3	3	3	2
CO-4	2	3	3	3	1	2	3	3	3	2
CO-5	2	2	2	1	3	3	2	2	3	3
Ave.	2.2	2.6	2.6	2	2	2.2	2.6	2.6	2.6	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester I			
Discipline Specific Elective I		Indian Art and Architecture	
Course Code:23PHIE12	Hrs/Week:5	Hrs/Semester:75	Credits:3

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

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand and learn the legacy of an ancestors and foreigners to art and architecture.	K1
CO-2	enrich the various architectural styles of different dynasties.	K2
CO-3	analyse and appreciate the eminent architectural legacy of our ancestors.	K3
CO-4	examine the importance of historical monuments as a testimony of history.	K4
CO-5	draw an inspiration from the traditional art and develop new art.	K5

Semester I			
Discipline Specific Elective I		Indian Art and Architecture	
Course Code:23PHIE12	Hrs/Week:5	Hrs/Semester:75	Credits:3

- 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 – Qutub Minar - Mughal Art and Architecture: Humayun’s Tomb – Fatehpur Sikri, -Red Fort- Taj Mahal - Mughal Paintings
- UNIT V** Colonial Architecture: Forts: St. George Fort, Chennai – Indo-Saracenic Architecture: Chatrapati Shivaji Terminal, Mumbai – Victoria Memorial, Kolkata – Amir Mahal and Senate House, University of Madras, Chennai

Learning Resources

Recommended Readings:

1. Craven, Roy, A concise history of Indian Art, Thames and Hudson; London; 1976
2. Hardy, Adam, The Indian Temple Architecture, Abhinav Publications, 2002
3. Tomory, Edith, A History of Fine Art in India and the West, OrientBlackSwan; Reprinted edition (1989)

References:

1. Banerjee.J.N., Development of Hindu Iconography, MunshiramManoharlal; 3rd edition, 2002
2. Coomaraswamy.A.K., History of Indian and Indonesian Art, Kessinger Publishing, LLC, 2003
3. Deva, Krishna, Temples of North Indian National Book Trust, 2002
4. Gupta.R.S., Iconography of the Buddhist, Hindu and Jain, StosiusInc/Advent Books Division; Subsequent edition, 1980
5. Sivaramamurthy.C., South Indian Bronzes, Lalit Kala Akademi, 1981
6. 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>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	P O- 1	P O- 2	P O- 3	P O- 4	P O- 5	PS O- 1	PS O- 2	PS O- 3	PS O- 4	PS O- 5
CO-1	3	2	2	2	2	3	2	2	3	2
CO-2	2	3	3	2	2	3	3	3	1	2
CO-3	2	3	3	2	2	1	3	3	3	2
CO-4	2	3	3	3	1	2	3	3	3	2
CO-5	2	2	2	1	3	3	2	2	3	3
Ave.	2.2	2.6	2.6	2	2	2.2	2.6	2.6	2.6	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester I			
Discipline Specific Elective II Administrative History of Tamil Nadu			
Course Code:23PHIE13	Hrs/Week:5	Hrs/Semester:75	Credits:3

Learning 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

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	appreciate the administration of Justice Party.	K1
CO-2	evaluate the Congress Administration.	K2
CO-3	interpret DMK administration.	K3
CO-4	compare AIADMK administration	K4
CO-5	assess the impact of various administrations	K5

Semester I			
Discipline Specific Elective II Administrative History of Tamil Nadu			
Course Code:23PHIE13	Hrs/Week:5	Hrs/Semester:75	Credits:3

UNIT I Justice Party- A.Subbarayulu Reddiyar- Raja of Panangal- P.Subburayan – Raja of Bobbili - achievements- reservation- Communal GO- creation of staff selection board- right to vote for women- regulation of temples- mid –day meal scheme

UNIT II Congress rule: C.Rajagoplachari - 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 Annadurai- 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.Manu Neethi Thittam- 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 Readings:

1. Rajaram .P The justice Party:A Historical Perspective,1916-1937
2. Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)
3. Rajmohan Gandhi., Rajaji:A Life
4. Narasimhan.V.K., Kamaraj A Study
5. SandhyaRavishankar.,Karunanidhi: A Life in Politics
6. Vasanthi., A Lone Empress:A Portrait of Jayalalitha
7. Subramanian.N History of Tamilnadu Vol.2

Web Sources:

1. www.jetir.org
2. <https://www.inc.in>
3. <https://dmk.in>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	2	2	3	3	2	3	2
CO-2	3	3	3	1	1	3	3	3	3	2
CO-3	3	2	3	2	2	2	3	3	3	2
CO-4	2	2	2	3	2	3	2	3	3	2
CO-5	2	3	2	3	3	2	2	3	2	3
Ave.	2.6	2.6	2.4	2.2	2	2.6	2.6	2.8	2.8	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester I			
Discipline Specific Elective II		Cultural Heritage of India	
Course Code:23PHIE14	Hrs/Week:5	Hrs/Semester:75	Credits:3

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 its 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

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	learn the cultural heritage and its evolution through the ages.	K1
CO-2	enrich historical perspectives to explore the rich cultural heritage of various dynasties.	K2
CO-3	comprehend ideas on royal patronage advent of new religious and westernisation of culture.	K3
CO-4	analyse the amalgamation of various literature art and architecture and its impact.	K4
CO-5	learn the impact of cultural heritage in Indian culture.	K5

Semester I			
Discipline Specific Elective II		Cultural Heritage of India	
Course Code:23PHIE14	Hrs/Week:5	Hrs/Semester:75	Credits:3

- 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

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

Web Sources:

1. <https://indiaculture.gov.in>
2. <https://www.india.gov.in>
3. <http://www.intach.org>
4. <https://www.exoticindiaart.com>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	2	2	3	3	2	3	2
CO-2	3	3	3	1	2	3	3	3	3	2
CO-3	3	2	3	2	1	2	3	3	3	2
CO-4	2	2	2	3	2	3	2	3	3	2
CO-5	2	3	2	3	3	2	2	3	2	3
Ave.	2.6	2.6	2.4	2.2	2	2.6	2.6	2.8	2.8	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester II			
Core IV		History of Medieval India - 1206 - 1707 CE	
Course Code: 23PHIC21	Hrs/Week:6	Hrs/Semester:90	Credits:5

Learning Objectives

1. Examine the establishment of centralized monarchy
2. Evaluate the contributions of Alauddin Khilji and Muhammad bin Tughlaq
3. Analyse the Mughal religious and Deccan policy.
- 4 Outline the advancements in art and architecture
- 5 Explain the economic and socio-cultural life in medieval India

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the foundation of Delhi Sultanate & Mughal rule in Medieval India.	K1
CO-2	enhance the historical, and architectural skills in the context of Indo – Persian culture and its legacy.	K2
CO-3	equip the knowledge on socio – economic and cultural transformation of Medieval India.	K3
CO-4	analyse the socio – economic and cultural impact and appreciate their contribution.	K4
CO-5	estimate the causation and change in Medieval to explore the authenticity of history.	K5

Semester II			
Core IV		History of Medieval India - 1206 - 1707 CE	
Course Code: 23PHIC21	Hrs/Week:6	Hrs/Semester:90	Credits:5

- UNIT I** Qutbuddin Aibak and Iltutmish — *Iqta* System - Sultana Raziya - Age of Balban- *Chihalgani* - Mongol Threat - Jalaluddin and AlauddinKhalji - Conquest and Annexation.
- UNIT II** 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** India on the eve of Babur’s invasion – Struggle for empire in North India – Rise of Sher Shah Sur; Expansion and Consolidation – Political phase of Akbar; new imperial system and administration; Mansabdari system - Jagirdari system– NurJahan Junta – The Mughals and the North-Western frontier – Shah Jahan and his contribution.
- UNIT IV** Akbar’s imperial agenda - Suhl-i-kul – Akbar’s religion - Din ilahi; Aurangzeb’s relation with religious groups and institutions.; Mughal-Rajput Relations – Mughal administration-: Aurangzeb - Deccan wars-Rise of Marathas under Shivaji- Popular revolts within the Mughal empire – Decline of the Mughal empire
- UNIT V** Economy: 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 Readings:

1. Chand, Tara, *Influence of Islam on Indian Culture*, Indian Press, 1954.
2. Chandra, Satish, *Medieval India: From Sultanat to the Mughals*, Har-Anand Pub., Delhi, 1998.
3. Habib, Mohammad and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People’s Publishing House, Delhi, 1970.
4. Mehta, J.L., *Advanced Study in the History of Medieval India, 1000 – 1526 A.D.*, Sterling Pub., New Delhi, 1986
5. Mehta, J.L., *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 1990
6. Raychaudhuri, TapanandIrfanHabib, ed., *The Cambridge EconomicHistory of India, Vol. I: c. 1200 – c. 1750*, Cambridge University Press, London, 1982.

References:

1. Ali, Athar. M., *Mughal India, Studies in Polity, Ideas, Society and Culture*, OUP, New Delhi, 2007
2. Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005
3. Habib, Mohammed and IrfanHabib, ed., *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi, 2016
4. Habibullah, A.B.M., *The Foundation of Muslim Rule in India*, Central Book Depot, 1967
5. Hasan, NurulS., *Religion State and Society in Medieval India*, OUP, New Delhi, 2008
6. Nigam, S.B.P., *Nobility under the Sultans of Delhi*, MunshiramManoharlal, New Delhi, 1968
7. Pandey, A.B., *Early Medieval India*, Central Book Depot, 1976
8. Qureshi, *Administration of the Mughal Empire*, Low Price Publications, 1990.
9. Qureshi, *Administration of the Sultanate of Delhi*, 1942.

Web Sources:

1. <https://core.ac.uk.in>
2. <https://studoc.com>
3. <https://indiaolddays.com>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	1	1	3	3	3	3	2
CO-2	2	3	3	2	2	3	3	3	3	2
CO-3	2	3	3	2	2	3	3	3	3	2
CO-4	2	2	2	3	2	2	3	3	3	3
CO-5	2	2	2	3	3	2	2	2	2	3
Ave.	2.2	2.4	2.4	2.2	2	2.6	2.8	2.8	2.8	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester II			
Core V		Socio Cultural History of Tamil Nadu - 1565 – 1956 CE	
Course Code: 23PHIC22	Hrs/Week:6	Hrs/Semester:90	Credits:5

Learning Objectives:

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

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the history of Nayaks, Marathas and Role of Sethupathis of Ramanad Christianity and Dravidian Movement.	K1
CO-2	enrich the regional history on Nayaks, Marathas, Sethupathis of Ramnad and Dravidian movement in historical context.	K2
CO-3	examine the various issues of various dynasties and its impact in the cause of history.	K3
CO-4	analyse the cultural contribution of various dynasties and its impact	K4
CO-5	appreciate and adhere the ideals of self- respect movement to be empowered.	K5

Semester II			
Core V Socio Cultural History of Tamil Nadu - 1565 – 1956 CE			
Course Code: 23PHIC22	Hrs/Week:6	Hrs/Semester:90	Credits:5

- UNIT I** The Nayaks of Madurai – 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 – legacy 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; Nawab of Arcot – 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** Introduction of Christianity - growth and impact - Introduction of Western education – Government education - Professional and Technical education– Female education.
- UNIT V** Rise of Justice Party and Non-Brahmin Movement – E.V.R, a social reformer – Self Respect Movement - Contribution of Dravidian Movement to social transformation.

Learning Resources

Recommended Readings:

1. Irschick, Eugene F., Tamil Revivalism in the 1930s, Cre-A, Madras, 1986
2. Jagadeesan, P, Marriage and Social Legislations in Tamil Nadu, Elatchaiappan Pub., 1990
3. Murugesan, Mangala N.K., Self-Respect Movement in Tamil Nadu, 1920-40, Koodal Pub., Madurai, 1981
4. Rajaraman, P., Justice Party: A Historical Perspective, 1916-37, Poompozhi Publishers, Madras, 1988
5. Rangaswamy, M., Tamil Nationalism, Hema Pub., Chennai, 2006
6. Sastri, V.S. Ramasamy, The Tamils, The People, Their History and Culture in 5 Volumes, Cosmo Pub., New Delhi, 2002
7. Singaravelu, S., Social Life of the Tamils, Dept. of Indian Studies, Kuala Lumpur
8. Subramaniam, P. Social History of the Tamils, 1707 – 1947, D.K. Printworld (P) Ltd., New Delhi, 1996
9. Swaminathan, S., Karunanidhi, Man of Destiny, Affiliated East-West Press Pvt. Ltd., New Delhi, 1974

References:

1. K.A.N.Sastri : The Pandyan Kingdom (London.1929)
2. Kalidos.R : History and Culture of Tamils (From Prehistoric Times to Present rule)
3. Krishnaswamy Dr.A. : The Tamil country under Vijayanagar
4. Rajaraman, P., Chennai through the Ages, Poompozhil Pub., Chennai, 1997.
5. RajayyanDr.K : History of Tamil Nadu (1565 – 1982)
6. Sathianatheir.R. : History of Nayaks of Madurai
7. Subramanian N : History of Tamil Nadu Vol.II
8. The culture and History of the Tamils , 1964
9. 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>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	2	2	3	3	2	2	2
CO-2	2	3	2	2	2	2	3	2	3	2
CO-3	2	3	3	3	1	3	2	3	2	2
CO-4	2	3	2	3	2	2	2	3	3	3
CO-5	2	2	3	2	3	2	3	3	3	3
Ave.	2.6	2.8	2.4	2.4	2	2.4	2.6	2.6	2.6	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester II			
Core VI		Historiography and Historical Methods	
Course Code: 23PHIC23	Hrs/Week:6	Hrs/Semester:90	Credits:5

Learning Objectives

1. To explain the concepts related to history and its relationship with other disciplines; y
2. To discuss various philosophies and interpretations of history
3. To explain the processes and procedures involved in the conduct of historical research
4. To examine the evolution of historical writing in the West
5. To examine the contribution of various historians to the development of Indian historiography

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	acquire the knowledge in research methodology and update the recent trends in historical research.	K1
CO-2	equip and enhance new avenues in historical skills & research aptitude to present authentic forts.	K2
CO-3	practice the research skills in writing historical articles, projects, thesis, etc.	K3
CO-4	assess the work of various historians in the west.	K4
CO-5	analyse and appreciate the work of Indian historians.	K5

Semester II			
Core VI		Historiography and Historical Methods	
Course Code: 23PHIC23	Hrs/Week:6	Hrs/Semester:90	Credits:5

- 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** Positivist History – Marxist Interpretation of History – Annales School – 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, Ibn Khaldun, L.V. Ranke, Arnold Toynbee,E.H. Carr, E.P. Thompson
- UNIT V** Historians of India – V.A. Smith, D.D. Kosambi, RomilaThapar, JadunathSarkar,Bipan Chandra, K.A. NilankantaSastri, R. SathianathaAyyar, S. KrishnaswamiAyyangar, K.K. Pillai.

Learning Resources

Text Book

1. Rajayyan. K. *Historiography–History in Theory and Method*. Madurai: Ratna Publications, 2004.

Books for References

1. Ali. Sheik. *History–Its Theory and Method*. New Delhi: Macmillan India Ltd,1993.
2. Carr. E.H. *What is History?*. London: Macmillan,1961.
3. Khurana. K.L. *Concepts and Methods of Historiography*. Agra: Lakshmi Narain Agarwal, 2006.
4. Manickkam. S. *Theory of History and Method of Research*.Madurai:1997.
5. Sreedharan. E. *A Text book of Historiography 500B. C to A.D. 2000*. New Delhi: Orient Longman, 2000.
6. Subramanian. N. *Historiography*. Madurai: Koodal Publishers,1993.

Journals

1. <https://www.cambridge.org/core/journals/historical-journal/historiographical-reviews>

E- Learning Resources

1. <https://youtu.be/C9XiYweRGvk>
2. <https://youtu.be/D94hTcQaEds>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	3	2	3	3	2	2	2
CO-2	2	3	3	2	1	3	3	2	3	2
CO-3	2	3	3	2	2	2	3	3	3	2
CO-4	2	3	2	3	2	2	3	2	3	3
CO-5	3	2	3	3	3	3	2	3	3	2
Ave.	2.4	2.6	2.6	2.6	2	2.6	2.8	2.4	2.8	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester II			
Discipline Specific Elective III International Migrations and Diasporic Studies			
Course Code:23PHIE21	Hrs/Week:4	Hrs/Semester:60	Credits:3

Learning Objectives:

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

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	explain the theories of international migrations and diaspora	K1
CO-2	outline the position of Indian diaspora worldwide	K2
CO-3	examine the issues of identity among the Indian diaspora	K3
CO-4	evaluate the Indian policies towards diaspora	K4
CO-5	understand the perspectives and policies of receiving countries	K5

Semester II			
Discipline Specific Elective III International Migrations and Diasporic Studies			
Course Code:23PHIE21	Hrs/Week:4	Hrs/Semester:60	Credits:3

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 Readings:

1. Stephen Castles and Mark J. Miller. 1998. *The Age of Migration: International Populations*
2. *Movements in the Modern World*. London: Macmillan.
3. Ajaya Kumar Sahoo and BrijMaharaj (eds.), *Sociology of Diaspora: A Reader*, New Delhi: Rawat Publications.
4. Cohen, Robin 1997. *Global Diaspora: An Introduction*. London: UCL Press.
5. EleonoreKofman, Annie Phizacklea, ParvatiRaghuram, Rosemary Sales. 2000. *Gender and*
6. *International Migration in Europe: Employment, Welfare and Politics*. London:Routledge.
7. Vertovec, Steven and Robin Cohen (eds.). 1999. *Migration, Diaspora and Transnationalism*.
8. London: Edward Elgar. [Introduction]
9. Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). 1990. *South Asian Overseas: Migration and Ethnicity*. Cambridge University press: Cambridge.

References:

1. Lal, Brij V., Peter Reeves and Rajesh Rai (eds.). 2007. *The Encyclopedia of the Indian Diaspora*. Singapore: Editions Didier Millet
2. Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge.
3. Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications.
4. Bhatia, Sunil. 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*. New York: New York University Press.
5. Puwar, N. and Raghuram, P. (eds.). 2003. *South Asian Women in the Diaspora*. Oxford: Berg.
6. Rayaprol, Aparna. 1997. *Negotiating Identities: Women in the Indian Diaspora*. New Delhi: Oxford.
7. Safran, William, Ajaya Kumar Sahoo and Brij V. Lal (eds.). 2008. *Transnational Migrations: The Indian Diaspora*. New Delhi: Routledge Publications. [Chapter 1, 3, 5]
8. Khadria, Binod. 1999. *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage Publications.
9. 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>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	3	2	3	2	2	3	2
CO-2	2	3	2	3	2	2	3	3	2	2
CO-3	2	3	3	2	1	2	2	3	3	2
CO-4	3	3	2	3	2	2	3	2	3	3
CO-5	2	3	2	3	3	2	3	2	2	3
Ave.	2.4	2.8	2.2	2.8	2	2.2	2.6	2.4	2.6	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester II			
Discipline Specific Elective III Intellectual History of Tamil Nadu			
Course Code:23PHIE22	Hrs/Week:4	Hrs/Semester:60	Credits:3

Learning Objectives

1. Appreciate the intellectual contribution of socio-religious reformers.
2. Evaluate the contributions of economic nationalists.
3. Examine the Dravidian views on political movements.
4. Appreciate the various contributions of prominent leaders.
5. Examine the intellectual growth of ancestors and contemporarians.

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	acquire the contribution of Intellectuals, cultural, arts and scientific levels to integrate history	K1
CO-2	develop intellectual deep insights of intellectuals and understand its impact.	K2
CO-3	analyse the intellectual ideas in different perspectives.	K3
CO-4	complete and evaluate the role of intellectual ideas for the progress of the humanity	K4
CO-5	estimate the intellectual ideas in various disciplines to be empowered	K5

Semester II			
Discipline Specific Elective III Intellectual History of Tamil Nadu			
Course Code:23PHIE22	Hrs/Week:4	Hrs/Semester:60	Credits:3

- UNIT I** G.Subramania Iyer - Rettamalai Srinivasan - C.Rajagopalachari - E.V.Ramasamy - M.C Raja - Thillaiyadi Valliyammai - Pasumpon Muthuramalinga Thevar – Kalaingar Karunanidhi
- UNIT II** Ayodhya Das Pandithar - Amy Carmichael - Ida Scudder - Arcot Brothers –Bharathidasan – Vallal Azagappar - Jamal Mahammed
- UNIT III** Umaru Pulavar - Joseph Constantine Beschi – Vaikunda Swamigal – Annie Besant – Swami Sahajananda - Kirubananda Variyar
- UNIT IV** C.Subramania Bharathiyar – M.S.Subbulakshmi – Kannadasan - Pattukottai Kalyana Sundaram – Padma Subramaniam
- UNIT V** G.D.Naidu –Santappa - M.S.Swaminathan – A.P.J.Abdul Kalam– Rangarajan (Sujatha) - K. Sivan

Learning Resources

Recommended Readings:

1. Rajayyan, K., *History of Tamil Nadu (1585-1982)*, Raj Publishers, Madurai, 1982.

References:

1. Parmarthalingam, C., *Religion Social Reform in Tamil Nadu*, Rajkumari Publication, Madurai, 1997.
2. Sen, S.P.(Ed.), *Social and Religious Reform Movements in the 19th and 20th Centuries*, Calcutta Institute of Historical Studies, 1979.
3. Pillai, K.K., *Tamilaga Varalaru, Makkalum Panpadum (Tamil)*, International Institute of Tamil Studies, Chennai, 2004.
4. Viswanathan, E.Sa., *The Political Career of E.V.R*, Ravi and Vasanth Publication, Madras, 1983.

Journal:

1. <http://citeseerx.ist.psu.edu/viewdoc/summary;jsessionid=84BC561CAD034E544EFCAEBE2D452EE1?doi=10.1.1.1067.5808&rank=65&q=History%20of%20India&osm=&ossid=>

Web Sources:

1. <https://www.tamildigitallibrary.in/>
2. <https://www.mids.ac.in/>
3. https://rmrl.in/?page_id=12

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	3	2	3	2	2	3	2
CO-2	2	3	2	3	2	2	3	3	2	2
CO-3	2	3	3	2	1	2	2	3	3	2
CO-4	3	3	2	3	2	2	3	2	3	3
CO-5	2	3	2	3	3	2	3	2	2	3
Ave.	2.4	2.8	2.2	2.8	2	2.2	2.6	2.4	2.6	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester II			
Discipline Specific Elective IV Indian Constitution			
Course Code:23PHIE23	Hrs/Week:4	Hrs/Semester:60	Credits:3

Learning Objectives

- 1 Explain the historical background of the Indian Constitution.
- 2 Compare and contrast the fundamental rights, directive principles of state policy and fundamental duties.
- 3 Evaluate the nature of Indian federalism and the rationale for emergency provisions.
- 4 Describe the powers and functions of the various units of the government.
- 5 Evaluate the nature of the State constitutional machinery and its functions

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	acquire the knowledge of Indian constitution and aware of the legislative procedures at union and state level.	K1
CO-2	develop critical thinking in the working of the constitution and amending it.	K2
CO-3	adhere and abide the constitution to become responsible citizens.	K3
CO-4	examine the constitutional setup and the functioning of Union and state government.	K4
CO-5	aware of all the rights and duties and follow the noble ideas of constitution to become responsible.	K5

Semester II			
Discipline Specific Elective IV Indian Constitution			
Course Code:23PHIE23	Hrs/Week:4	Hrs/Semester:60	Credits:3

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 law making – 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 Readings:

1. Austin Granville, *The Indian Constitution: Cornerstone of A Nation*, Oxford University Press, 1999
2. Agarwal, R.C. *Constitutional Development and National Movement of India*, S. Chand & Co. 1996
3. Durga Das Basu, *An Introduction to Indian Constitution*, Wadha & Company, 2001
4. Shukla, V.N, *The Constitution of India*, Eastern Book Company, 1977
5. Khanna, V.N, *Constitution and Government of India*, S. Chand & Co., 1981

References:

Bhargava Rajeev, *Politics and Ethics of the Indian Constitution*, Oxford University, 2009
Durga Das Basu, *Commentary on the Constitution of India*, 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>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	3	2	2	3	2	3	3	2
CO-2	2	3	2	2	1	3	3	2	3	2
CO-3	3	2	3	3	2	2	3	3	2	3
CO-4	3	2	2	3	2	3	2	2	3	2
CO-5	2	3	2	3	3	2	3	2	2	3
Ave.	2.6	2.4	2.4	2.6	2	2.6	2.6	2.4	2.6	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester II			
Discipline Specific Elective IV Environmental History of India			
Course Code:23PHIE24	Hrs/Week:4	Hrs/Semester:60	Credits:3

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

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the various schools of thought in ecological studies.	K1
CO-2	trace the impact of eco systems from a historical perspective.	K2
CO-3	evaluate the impact of British ecological imperialism.	K3
CO-4	examine the impact of various environmental movements in India	K4
CO-5	examine the role of various movements	K5

Semester II			
Discipline Specific Elective IV Environmental History of India			
Course Code:23PHIE24	Hrs/Week:4	Hrs/Semester:60	Credits:3

- 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 Bachao Andolan

Learning Resources

Recommended Readings:

1. IrfanHabib, *Man and Environment: Vol-36: Ecological History of India*, New Delhi: Tulika Books, 2011
2. Donald Hughes.J., *What is Environmental History?*, Polity Press: Cambridge, U.K. 2006.
3. MadhavGadgil and RamchandraGuha, *The Fissured Land: An Ecological History of India* OUP: Berkeley and Los Angeles, California, USA 1992
4. Mahesh Rangarajan and K Sivaramakrishnan, ed., *India’s Environmental History: From Ancient Times to the Colonial Period* Vol 1, Permanent Black: Ranikhet, India, 2012

5. *Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 1-14. Cambridge: Cambridge University Press, 1988.
6. Ramachandra, Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya* OUP, 1989
7. Donald Worster. "Doing Environmental History." In *The Ends of the Earth: Perspectives*

References:

1. Christopher Hill, *South Asia: An Environmental History*, ABC-CLIO, Inc: California, US, 2008
2. 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.
3. David L Gosling, *Religion and Ecology in India and South East Asia*, Routledge: London, U.K.,
4. Guha, Ramachandra, *Environmentalism: A Global History*, OUP, New Delhi, 2000.
5. Guha, Ramachandra and J. Martinez-Alier, *Varieties of Environmentalism: Essays - North and South*, OUP, New Delhi, 1998.
6. Joakim, Radkau, *Nature and Power: Global History of the Environment*, Cambridge University Press, New York, USA, 2008
7. 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>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	3	2	2	3	2	3	3	2
CO-2	2	3	2	2	1	3	3	2	3	2
CO-3	3	2	3	3	2	2	3	3	2	3
CO-4	3	2	2	3	2	3	2	2	3	2
CO-5	2	3	2	3	3	2	3	2	2	3
Ave.	2.6	2.4	2.4	2.6	2	2.6	2.6	2.4	2.6	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester II			
Skill Enhancement Course I		Introduction to Epigraphy	
Course Code: 23PHISE1	Hrs/Week:4	Hrs/Semester:60	Credits:2

Learning Objectives

- 1 Define epigraphy and explain its significance.
- 2 Identify the varieties of materials used
- 3 Explain the types of inscriptions
- 4 Trace the origin of writing in South India
- 5 Explain the use of inscriptions as historical sources

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the nature, importance and kinds of inscriptions in historical context.	K1
CO-2	develop epigraphical skills and learn the various scripts in India.	K2
CO-3	know about the nature of materials used in epigraphy and the importance of inscriptions.	K3
CO-4	analyse the importance of inscriptions as a source of history.	K4
CO-5	aware of the origin of writing and scripts to enhance the veracity of history	K5

Semester II			
Skill Enhancement Course I		Introduction to Epigraphy	
Course Code: 23PHISE1	Hrs/Week:4	Hrs/Semester:60	Credits:2

- 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 – Tamili - Tamil Brahmi – Vattezhuthu
– Grantha Script
- UNIT V** Inscriptions in India and Tamil Nadu- Inscriptions of Indus civilization-
Rumminidei inscriptions-Allahabad pillar inscriptions - Mangulam
inscription – Uttiramerur inscription

Learning Resources

Recommended Readings:

1. Buhler,George, Indian Paleography,Indian Studies Past and Present; Calcutta; 1959
2. Dani.A.H, Indian Paleography,MunshiramManoharlal Publishers; 3 edition,2011
3. 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

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	3	2	2	3	3	2	3	2
CO-2	3	3	3	2	1	2	3	3	2	2
CO-3	2	2	3	3	2	3	3	3	3	3
CO-4	3	3	3	3	2	2	3	2	3	3
CO-5	2	3	2	2	3	2	2	3	3	3
Ave.	2.6	2.6	2.6	2.4	2	2.4	2.8	2.6	2.8	2.6

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester III			
Core VII		Colonialism and Nationalism in India	
Course Code: 23PHIC31	Hrs/Week: 6	Hrs/Semester: 90	Credits:5

Learning Objectives

1. Present the Colonial Era and the Rise of Nationalism in India
2. Understand the social, political and economic life in the Colonial period
3. Acquire the knowledge of Freedom struggle in India
4. Learn the significance of the Age of Colonialism
5. Knowledge of the history of the journey towards Independence in India

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the history of Colonialism and Nationalism in India	K1
CO-2	learn the various historical transformation in chronological sequences and their impact	K2
CO-3	appreciate the Ahimsa and Non-violence in the Freedom struggle.	K3
CO-4	examine the reminiscences of history to appreciate the noble ideals values of freedom fighters	K4
CO-5	evaluate the leadership qualities of Indians in Freedom struggle	K5

Semester III			
Core VII		Colonialism and Nationalism in India	
Course Code: 23PHIC31	Hrs/Week: 6	Hrs/Semester: 90	Credits:5

- UNIT I** Colonialism: European Settlements in India: Portuguese – Dutch – Danes - French – English – Anglo-French Conflict – Acquisition of Bengal – British imperialism and its impact.
- UNIT II** Emergence of Nationalism in India: Poligar Revolt – South Indian Rebellion – Vellore Revolt of 1806 - Revolt of 1857 - 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 - Rise of Moderates & Extremists - Partition of Bengal and Swadeshi Movement – Foundation of Muslim league – Surat Spilt – Minto – Morely Reforms - Home Rule Movements –Lucknow Pact - Montague-Chelmsford Reforms
- UNIT IV** Era of Mass Movements: Early political activities of Gandhi– Government Act of 1919 - Rowlatt Satyagraha – Jallianwalabagh Massacre - Non-Cooperation Movement - Swarajists - Simon Commission - Round Table Conferences - Civil Disobedience Movement - Government of India Act, 1935.
- UNIT V** Independence and Partition: Resignation of Congress Ministries - Individual Satyagraha – Cripps’ Mission – Quit India Movement - Indian National Army - Simla Conference - Cabinet Mission – Mountbatten Plan - Indian Independence Act, 1947.

Learning Resources

Recommended Readings:

1. Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Longman, New Delhi, 2006.
2. Chandra, Bipan, et. al., ed., *India’s Struggle for Independence*, Penguin Random House India, New Delhi, 2016.
3. 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.
4. Masselos, Jim, *Indian Nationalism: A History*, New Dawn Press, 2005.
5. Sarkar, Sumit, *Modern India, 1885-1947*, Laxmi Pub., New Delhi, 2008.

References:

1. Chand, Tara, *History of Freedom Movement in India, Vol. I - IV*, Pub. Div., New Delhi, 2017.
2. Dutt, R.P., *India Today*, Read Books, 2008.
3. Hasan, Mushirul, ed., *India’s Partition - Process Strategy and Mobilization*, OUP, New Delhi, 1993.
4. Mehrotra, S.R., *The emergence of the Indian National Congress*, Rupa& Co., 2007.

5. Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1885-1935*, Indian National Congress Working Committee, 1935.
6. Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1935-1947*, Padma Publication, 1947.

Web Sources:

1. <https://www.routledge.com/A-History-of-Colonial-India-1757-to-1947/RoyAlam/p/book/9781032159676>
2. <https://www.jstor.org/stable/44140761>
3. <https://www.jstor.org/stable/44141769>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	2	1
CO-2	3	3	2	2	2	3	3	2	2	2
CO-3	2	3	3	2	2	2	2	3	3	2
CO-4	3	2	2	3	2	2	3	2	3	3
CO-5	2	3	2	2	3	2	3	2	2	3
Ave.	2.6	2.6	2.2	2.2	2	2.4	2.6	2.2	2.4	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester III			
Core VIII		Intellectual History of India	
Course Code: 23PHIC32	Hrs/Week: 6	Hrs/Semester:90	Credits:5

Learning Objectives

1. Highlight the Intellectual Legacy of Indians
2. Understand the Intellectual calibre of Indians in different fields
3. Present an account on Intellectual progress through the ages
4. Analyse the potential of Indians and their contribution
5. Estimate and appreciate the Intellectual capacity of ancestors

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the basic concepts of intellectual history and its impact	K1
CO-2	learn the intellectual skills from the ancestors	K2
CO-3	appreciate and utilize the intellectual skills of the ancestors	K3
CO-4	examine the reminiscences of great intellectuals of India	K4
CO-5	evaluate the intellectual capacities of Indians to achieve holistic development	K5

Semester III			
Core VIII		Intellectual History of India	
Course Code: 23PHIC32	Hrs/Week: 6	Hrs/Semester:90	Credits:5

- UNIT I** Understanding Intellectual History and its impact – Indian Renaissance – Raja Rammohan Roy – Dayananda Saraswati – Syed Ahmed Khan – Vivekananda – Annie Besant
- UNIT II** Economic thought of Early Nationalists – Dadabhai Naoroji – M.G. Ranade – R.C. Dutt G.K. Gokhale
- UNIT III** Bala Gangadhar Tilak – Aurobindo Ghosh – Subramanya Bharati – M.A. Jinnah
- UNIT IV** Social Thinkers: Jyothi Rao Phule - Periyar E.V. Ramasamy - B.R. Ambedkar, Ayothi Das Pandithar - M.N. Roy
- UNIT V** Mahatma Gandhi and Nationalism – Jawaharlal Nehru and Nation Building – Jaya Prakash Narayan and Total Revolution

Learning Resources

Recommended Readings:

1. Guha, Ramachandra, *Makers of Modern India*, Harvard University Press, Harvard, 2013.
2. Varma, V.P., *Indian Political Thought, Vol. II*, Laxmi Narayan Agarwal Educational Pub., Agra, 1959.
3. Bhagwan, Vishnoo, *Indian Political Thinkers*, Atma Ram Pub., Lucknow, 1999.

References:

1. C.P. Andrews : The Renaissance in India
2. P.K. Gopalakrishnan : Development of Economic Ideas in India.
3. V. Brodovo : Indian Philosophy of Modern Times
4. Hanskohn : History of Nationalism in the East
5. C.Y. Chintamani : Indian Politics Since the Mutiny
6. Mujumdar.R.C. : History of Political Thought from Mohan to Dayananda.
7. Beniprasad : The Hindu – Muslim Questions
8. H.C.E. Zacharias : Renascent India
9. 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=.](https://books.google.com/books/about/Makers_of_Modern_India.html?id=)
2. https://www.researchgate.net/publication/291936187_An_intellectual_history_for_India

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	2	1
CO-2	3	3	2	2	2	3	3	2	2	2
CO-3	2	3	3	2	2	2	2	3	3	2
CO-4	3	2	2	3	2	2	3	2	3	3
CO-5	2	3	2	2	3	2	3	2	2	3
Ave.	2.6	2.6	2.2	2.2	2	2.4	2.6	2.2	2.4	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester III			
Core IX		History of Modern West	
Course Code: 23PHIC33	Hrs/Week: 5	Hrs/Semester: 75	Credits:4

Learning Objectives

1. Present the Transition period of Europe
2. Understand the geographical voyages and its impact
3. Appreciate the classical age of Europe
4. Learn the Religious reforms in Christianity
5. Acquire the knowledge of Counter Reformation and its impact

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the transition period of Modern West	K1
CO-2	appreciate the geographical, literary and artistic skills during renaissance	K2
CO-3	utilise the human values and dignity in the transformation of history	K3
CO-4	analyse the contribution of the Renaissance and Counter Reformation	K4
CO-5	estimate the classical age to elevate their progressive career	K5

Semester III			
Core IX		History of Modern West	
Course Code: 23PHIC33	Hrs/Week: 5	Hrs/Semester: 75	Credits:4

UNIT I Feudalism – Capitalism - Problems

UNIT II Exploration of the New World – Motives – Portuguese and Spanish Voyages

UNIT III Renaissance – Humanism – Rediscovery of Classics – Italian Renaissance and Its Impact

UNIT IV Martin Luther and Lutheranism –John Calvin and Calvinism – Radical Reformation: Anabaptists and Huguenots– English Reformation

UNIT V Ignatius of Loyola – Society of Jesus – Council of Trent – Implications

Learning resources

Recommended Readings:

1. Rao, B. V., *History of Europe*. Delhi: Sterling Publications, 2018.

References:

1. Burke. Peter. *The Renaissance*. US: Humanities Press International,1987.
2. Gilmore, M.P. *The World of Humanism, 1453-1517*, New York: Harper, 1952.

Journals:

1. <https://journals.sagepub.com/home/ehq>
2. <https://journals.sagepub.com/home/meh>
3. <https://www.cambridge.org/core/journals/contemporary-european-history>

Web Sources:

1. <https://youtu.be/DA519OihJTo>
2. <https://youtu.be/ieDxz0uL5Nk>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	2	1
CO-2	2	3	2	2	2	3	3	2	2	2
CO-3	2	3	3	3	2	2	2	3	3	2
CO-4	3	2	2	3	2	2	3	2	3	3
CO-5	2	2	2	2	3	2	2	2	2	3
Ave.	2.4	2.4	2.2	2.4	2	2.4	2.4	2.2	2.4	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester III			
Core X	Principles and Techniques of Archaeology		
Course Code: 23PHIC34	Hrs/Week: 5	Hrs/Semester: 75	Credits:4

Learning Objectives

1. Present the Archaeological basic concepts and Kinds of Archaeology
2. Understand the Archaeological skills of Exploration, Excavation and Dating Methods
3. Appreciate the contribution of Archaeologists
4. Learn the recent trends in Archaeology
5. Acquire the knowledge of Archaeology in reconstruction of History

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the basic concepts, types and kinds of Archaeology and recent trends in Archaeology	K1
CO-2	appreciate the Archaeological and Scientific skills in the reconstruction of history	K2
CO-3	utilise the Archaeological sources of world for the construction of pre and proto historic period	K3
CO-4	analyse the methods of excavation, dating methods, interpretation of artefacts and the contribution of archaeologists	K4
CO-5	estimate the Archaeological centres of global learning to become experts in Archaeology	K5

Semester III			
Core X	Principles and Techniques of Archaeology		
Course Code: 23PHIC34	Hrs/Week: 5	Hrs/Semester: 75	Credits:4

- UNIT I** Definition, Nature, Aim and Scope of Archaeology - 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 - Growth of Archaeology in India-Development of Archaeological Survey of India – Exploration - Aims and Methods; Methods of Exploration
- UNIT III** 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
- UNIT V** Archaeologist in India: Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler - Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis Pottery and Antiquities: Description and Analysis.

Learning Resources

Recommended Readings:

1. Raman, K.V. : Principles and Methods of Archaeology
2. Rajan.K : Archaeology: Principles and Methods

References:

1. Atkinson.R.J.C : Field Archaeology, 2nd edn
2. Barker Philip : Understanding Archaeological Excavation
3. Fleming.S. : Dating in Archaeology
4. Renfrew, C : “Archaeology”
5. Robert.f.Heizer(ed.) : The Archaeologist at Work: A source Book in Archaeological Method and Interpretation
6. Roy.Sourindranath :The Story of Indian Archaeology
7. Renfrew, C &Paul : Archaeology: Theories, Methods and Practicals

Web Sources:

1. <https://www.britannica.com/science/archaeology>
2. <https://asi.nic>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	1	2	1	3	2	3	2	2
CO-2	2	3	2	2	2	2	3	2	1	1
CO-3	1	2	3	2	2	1	2	3	2	1
CO-4	2	1	1	3	2	2	1	2	3	3
CO-5	2	2	3	2	3	3	2	2	2	3
Ave.	2	2	2	2	2	2	2	2.5	2	2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester III			
Discipline Specific Elective V		Dravidian Movement up to 1969 C.E	
Course Code: 23PHIE31	Hrs/Week: 4	Hrs/Semester: 60	Credits:3

Learning Objectives

1. Learn the rich heritage of Tamil language and Tamil Nadu
2. Understand the evolution of regional political parties in the context of Dravidian Movement
3. Appreciate the achievements of Justice Party
4. Learn the radical ideas of E.V.R
5. Acquire the knowledge of evolution of regional parties of Tamil Nadu

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the basic concepts of Dravidian and Regionalism	K1
CO-2	learn the contribution of great scholars towards the richness of Tamil language and literature	K2
CO-3	utilise the linguistic skills to enhance pure Tamil movement and modernization of Tamil	K3
CO-4	analyse the radical ideas of E.V.R and Self Respect Movement	K4
CO-5	estimate the different stands of Congress and Regional parties to develop the leadership qualities	K5

Semester III			
Discipline Specific Elective V		Dravidian Movement up to 1969 C.E	
Course Code: 23PHIE31	Hrs/Week: 4	Hrs/Semester: 60	Credits:3

UNIT I	Contributions of Robert de Nobili – Robert Caldwell - G.U. Pope -Prof. Sundaram Pillai – Maraimalai Adigal – Pure Tamil Movement – Modernization of Tamil.
UNIT II	Non – Brahmin Association – Madras Dravidian Association – Madras Native Association – Home Rule Movement – Non - Brahmin Movement - South Indian Liberal Federation – Madras Presidency Association
UNIT III	Justice Party – General Elections – Achievements – Electoral defeats – Salem Conference – Decline.
UNIT IV	Vaikam Satyagraha – Cheranmahadevi Gurukulam Controversy – Kanchipuram Conference - Self - Respect Movement - E.V. R. and his ideology – Anti Hindi Agitations – Dravidar Kazaham – Contribution.
UNIT V	Emergence of DMK – Ideology – General Elections - C.N. Annadurai - World Tamil Conference – Rajamannar Committee.

Learning Resources

1. Arroran. Nambi. Tamil Renaissance and Dravidian Nationalism (1905 1944). Madurai: KoodalPublishers,.1980.

Recommended Readings:

1. Hardgrave. L.Robert. The Dravidian Movement Bombay. Bombay Popular Prakasham, 1965.
2. Irschick. Eugene. Politics and Social Conflicts in South India. Los Angels: University of California Press, 1969.
3. Saraswathi. S. Towards Self-Respect: Periyar Eve on a New World. Madras: Institute of South Asian Studies,1994.
4. Rajayyan. K. A Real History of Tamil Nadu, Trivandrum: Ratna Publication,2005.

Journals:

1. <https://journals.asianresassoc.org/index.php/ijot/article/view/103>
2. <https://irjt.iiorpress.org/index.php/irjt>

Web Sources:

1. <https://youtu.be/xxmEPZiDkwc>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	2	2
CO-2	3	3	2	2	2	3	3	2	2	2
CO-3	2	3	3	2	2	2	2	3	3	2
CO-4	3	2	2	3	2	2	3	2	3	3
CO-5	2	3	2	2	3	2	3	2	2	3
Ave.	2.6	2.6	2.2	2.2	2	2.4	2.6	2.2	2.4	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester III			
Discipline Specific Elective V		Human Rights	
Course Code: 23PHIE32	Hrs/Week: 4	Hrs/Semester: 60	Credits:3

Learning Objectives

1. Present the Fundamental Concepts of Human Rights
2. Understand the legacy of Revolutions in the global scenario
3. Appreciate the UNO and the Constitution of India
4. Learn the legal rights of Women and Children
5. Acquire the knowledge of Self Help Groups and Women in Economy

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the basic concepts of Human Rights and Kinds	K1
CO-2	learn the contributions of Revolutions to the world	K2
CO-3	utilise the Legal skill to enrich the Fundamental and Human Rights	K3
CO-4	analyse the rights guaranteed by the Constitution	K4
CO-5	estimate the ways and means for the challenges and threats in global scenario to evolve holistic approach	K5

Semester III			
Discipline Specific Elective V		Human Rights	
Course Code: 23PHIE32	Hrs/Week: 4	Hrs/Semester: 60	Credits:3

UNIT I Definition of Human Rights – Kinds of Human Rights – Natural – Political – Social – Economic – Cultural – Legitimacy: Natural – Historical – Moral – Legal.

UNIT II French Revolution – Declaration of the Rights of Man – Chartist Movement – Reform Bills – England.

UNIT III UN Declaration on Human Rights – Fundamental Rights and Duties – Directive Principles of State Policy.

UNIT IV Women’s Rights – Child Rights – Labour Rights – Refugee Rights - Prisoner’s Rights

UNIT V Threats to Human Rights – Industrialization – Globalization – Consumerism –Terrorism

Learning Resources

1. Baland, Jean-Marie (ed.). *Inequality, Cooperation and Environmental Sustainability*. New Delhi: Oxford University Press, 2007.

Recommended Readings:

1. Basu. L.N. *Human Rights Practice and Limitations*. Jaipur: Printers Publishers, 2006.
2. Bhumali. Anil. *Globalization and Human Rights*, New Delhi: Serials Publications, 2006.
3. Ishay. R. Micheline. *The History of Human Rights*. Hyderabad: Orient Longman, 2004.
4. Sharma. S.K. *World Crisis in Human Rights*. Jaipur: Sublime Publications, 2007.
5. Srivastava. Deep Kumar. *Human Rights in India*. Allahabad: Anubhav Publishing House, 2009.

Journals:

1. <https://journal.humanrights.uconn.edu/#:~:text=Welcome%20to%20the%20Journal%20of,and%20practice%20of%20human%20rights.> 2. <https://harvardhrj.com/>

Web Sources:

1. <https://youtu.be/NtNSPpafQHE>
2. <https://youtu.be/w-uEJT85O84>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	2	2
CO-2	2	3	2	2	2	3	3	2	2	2
CO-3	2	3	3	2	2	2	2	3	3	2
CO-4	3	2	2	3	2	2	3	2	3	3
CO-5	2	3	2	2	3	2	3	2	2	3
Ave.	2.4	2.6	2.2	2.2	2	2.4	2.6	2.2	2.4	2.4
Mapping	<40%				≥ 40% and < 70%			≥ 70%		
Relation	Low Level				Medium Level			High Level		
Scale	1				2			3		

Semester III			
Skill Enhancement Course II		Archives and Museums	
Course Code: 23PHISE2	Hrs/Week: 4	Hrs/Semester: 60	Credits:3

Learning Objectives

1. Present the Fundamental Concepts of Archives and Museums
2. Understand the role of Archives and Museums in History
3. Appreciate the significance of Archives and Museums
4. Learn the functions of National and State Archives and Museums
5. Acquire the repository of Sources in Archives and Museums

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the basic concepts and evolution of Archives and Museums in world	K1
CO-2	learn the research aptitude and skills for historical writings	K2
CO-3	utilise the Archival skill to enrich the historical writings	K3
CO-4	analyse the functions of Archives and Museums	K4
CO-5	estimate the role of Archives and Museums in history to obtain the holistic development	K5

Semester III			
Skill Enhancement Course II		Archives and Museums	
Course Code: 23PHISE2	Hrs/Week: 4	Hrs/Semester: 60	Credits:3

- UNIT I** Meaning – Definition – Etymology – Significance.
- UNIT II** Archaeology Museum – Architecture Museum – Biographical Museum - Palace Museum – Private Archives – Public Archives.
- UNIT III** Indian Museums, Calcutta – Salar Jung Museum, Hyderabad National Museum, Delhi, Chhatrapati Shivaji Maharaj Vastu Sangrahalaya – Mumbai, Gandhi Museum -Madurai, Saraswathy Mahal Museums – Tanjore.
- UNIT IV** National Archives of India, Delhi – Tamil Nadu Archives, Chennai – Shenbaganoor Archives - Kodaikanal, Kerala State Archives – Trivandrum.
- UNIT V** Uses of Archives and Museums – Functions of Archives and Museums – Report Writing - A visit to a Museum and Archives a part of this course

Learning Resources

Recommended Readings:

1. *A Guide to the National Museum*. New Delhi: National Museum, 1997.
2. Agarwal, O.P. *Essentials of Conservation and Museology*, Delhi: Sundeep Prakasan, 2007.
3. Edson & David Routledge. *Handbook for Museum*. 1986.
4. Thiyagarajan, J. *Archives Keeping*. Madurai: Prabha Publications, 2007.
5. Macdonald Sharon(ed). *A Companion to Museum Studies*. UK: Blackwell Publishing Ltd, 2006.

PSO Relation Matrix -

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	3	3	3	3	2	2	2
CO-2	2	3	3	2	1	3	3	2	3	2
CO-3	2	3	3	2	2	2	3	3	3	2
CO-4	2	3	2	3	2	2	3	2	3	3
CO-5	3	2	3	3	3	3	2	3	3	2
Ave.	2.4	2.6	2.6	2.6	2	2.6	2.8	2.4	2.8	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester III	
Internship/Self Study (Optional) Understanding Popular Culture	
Course Code: 23PHII31 / 23PHISS1	Credits: +2

Learning Objectives:

1. Define the concept of popular culture
2. Understand the importance of paintings
3. Appreciate the significance of music and cinema
4. Learn about the important festivals
5. Knowledge of the impact of internet in popular culture

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the basic concepts of popular culture	K1
CO-2	learn about modern paintings and enrich creative skills	K2
CO-3	utilise the knowledge of music and cinema to enrich the understanding of popular culture	K3
CO-4	analyse the importance of festivals in popular culture	K4
CO-5	estimate the importance of popular culture in a globalized world	K5

Semester III	
Internship/Self Study (Optional) Understanding Popular Culture	
Course Code: 23PHII31 / 23PHISS1	Credits: +2

- UNIT I** Introduction – Defining Popular Culture - Evolution of Popular Culture.
- UNIT II** Folk Art – Calendar Art – Photography – Modern Paintings – Modern Art
- UNIT III** Music – Carnatic - Modern Techniques – Hip Pop- Rap – Indian Pop – Folk Dance Cinema: Mapping the influence of the National Struggle for independence – M.K.Gandhi – Mangal Pandey – Baji Rao – Urumi
- UNIT IV** Tamil New Year – Float Festival, Madurai – Boat Festival, Kerala –Summer Festival, Nilgris – Car Festival, Tiruvarur – Jallikattu – Fair Exhibitions
- UNIT V** Popular Culture in a Globalized World - The impact of the Internet and Audio -Visual Media

Learning Resources

1. Mitter. Partha. Indian Art. New Delhi: Oxford University Press 2001.

Recommended Readings:

1. Beach. M. C. The New Cambridge History of India. London: Cambridge University Press, 1992.
2. Edith Tomory. A History of Fine Arts in India and the West. New Delhi: Orient Longman, 1982.
3. Manohar Bharadwaj. Cultural and Traditional History of India. New Delh: Cyber Tech Publications, 2008.
4. Sumit Sarkar. Modern Times: India: Environment, Economy, Culture. Delhi: Orient Blackswan, 2015.

Journals:

1. <https://www.tandfonline.com/toc/rcus20/current>
2. <https://journals.sagepub.com/home/ics>
3. <https://journals.sagepub.com/home/ecs>

Web Sources:

1. <https://youtu.be/mt23ZkovEvo>
2. <https://youtu.be/vTHfAcomaKs>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	2	2
CO-2	2	3	3	2	2	3	3	3	2	2
CO-3	2	3	3	2	2	2	3	3	3	2
CO-4	3	2	2	3	2	2	3	2	3	3
CO-5	2	3	2	2	3	2	3	2	2	3
Ave.	2.4	2.6	2.4	2.2	2	2.4	2.8	2.4	2.4	2.4
Mapping	<40%				≥ 40% and < 70%			≥ 70%		
Relation	Low Level				Medium Level			High Level		
Scale	1				2			3		

Semester IV			
Core XI Contemporary History of India 1947 - 2014 C.E			
Course Code:23PHIC41	Hrs/Week: 6	Hrs/Semester:90	Credits:5

Learning Objectives

1. Learn the making of the Constitution and Linguistic Reorganisation of States
2. Understand the legacy of Prime Ministers through the Ages
3. Appreciate the role of India in International arena
4. Know about the domestic and foreign policies of India
5. Acquire the knowledge of Contemporary History of India

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the basic concepts of making of the Constitution and its salient features	K1
CO-2	learn the contributions of all the Prime Ministers since Independence for the progress of the nation in the global scenario	K2
CO-3	utilise the analytical skills in the Contemporary issues of global Communalism, Regionalism and Linguism	K3
CO-4	analyse the policies and Governance of all the Prime Ministers	K4
CO-5	estimate the status of India at the International level towards holistic development	K5

Semester IV			
Core XI Contemporary History of India 1947 - 2014 CE			
Course Code:23PHIC41	Hrs/Week: 6	Hrs/Semester:90	Credits:5

- UNIT I** Making of the Indian Constitution – Language policy – Linguistic states – Jawaharlal Nehru – Foreign policy–Five Year plan – Panchasheel
- UNIT II** Lal Bahadur Sastri – Indo-Pak war – Tashkent agreement – Anti - Hindi agitation – Indira Gandhi era – Bangladesh crisis – Indo - Russian Friendship Treaty of 1971 - Proclamation of Emergency
- UNIT III** Jeya Prakash Narayan - Janata Government – Second Ministry of Indira Gandhi – 1979 Pokaran Test – Nationalisation of Bank –Operation Blue Star – Assassination.
- UNIT IV** Rajiv Gandhi – New Educational Policy – Bofors Scandal – Foreign policy – Indo – Sri Lanka Accord – V.P. Singh – Mandal Commission –P.V. Narasimha Rao – New Economic policy – Demolition of Babri Masjid – Foreign policy.
- UNIT V** Deva Gowda – I. K. Gujaral – BJP Government – Vajpayee – Kargil war – Operation Vijay – National Democratic Alliance Government 1999 - 2004 – Terrorist attack on Parliament – Red Fort attack –Godhra tragedy – POTA – Suffronisation of Education – SSA –Manmohan Singh Government – Foreign policy – Demonitisation – Jammu Kashmir Re-organisation Act 2019.

Learning Resources

Recommended Readings:

1. S.C. Dube (Ed) : India since Independence (1947-1977)
2. S. Gopal : Jawaharlal Nerhu: Foreign policy of India 1960's, Vol. III.
3. M.J. Akbar : The Siege within: Problems of Modern India
4. A. Appadurai : Foreign policy (Consumer Library)
5. V.D. Mahajan : History of Modern India up to 1980's

References:

1. B. Kuppaswamy : Social Change in India
2. R.N. Sharma : Social problems in India
3. Ronald Segal : The Crisis of India
4. 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)

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	1	1	1
CO-2	2	3	2	1	3	2	3	2	2	3
CO-3	1	2	3	2	2	2	2	3	2	1
CO-4	2	1	1	3	2	2	1	1	3	3
CO-5	2	3	3	2	3	1	3	3	2	3
Ave.	2	2	2	2	2.5	2	2	2	2	2.5

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester IV			
Core XII		Colonialism and Nationalism in Tamil Nadu	
Course Code:23PHIC42	Hrs/Week: 6	Hrs/Semester:90	Credits:5

Learning Objectives

1. Present the Colonial Era and the Rise of Nationalism of Tamil Nadu
2. Understand the social, political and economic life in the Colonial period
3. Acquire the knowledge of Freedom struggle in Tamil Nadu
4. Learn the historical milestones of Freedom struggle
5. Knowledge of the history of the journey towards Independence in Tamil Nadu

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the history of Colonialism and Nationalism in Tamil Nadu	K1
CO-2	learn the various historical transformation in chronological sequences and their impact	K2
CO-3	appreciate the Ahimsa and Non-violence in the Freedom struggle of Tamil Nadu	K3
CO-4	examine the reminiscences of history to appreciate the noble ideals values of freedom fighters	K4
CO-5	evaluate the leadership qualities of Indians in Freedom struggle	K5

Semester IV			
Core XII	Colonialism and Nationalism in Tamil Nadu		
Course Code:23PHIC42	Hrs/Week: 6	Hrs/Semester:90	Credits:5

- UNIT I** Sources: Archival – Literature - Folklore - Newspapers - Journals
- UNIT II** Early Challenges of Colonialism: Carnatic Wars - Poligar revolt – Vellore Mutiny — Early Modern Nationalist Movement in Tamil Nadu – Madras Mahajana Sabha – Madras Provincial Conference
- UNIT III** Role of Tamil Nadu during the freedom struggle, 1885-1919: First Phase of the Congress, 1885-1905 – Impact of Partition of Bengal- Swadeshi Movement- Bharathi – V.O. Chidambaram Pillai – Subramania Siva - Home Rule Movement and its impact
- UNIT IV** Role of Tamil Nadu during the freedom struggle, 1919-1947: Non Co-operation Movement – Simon Commission – Civil Disobedience Movement – Vedaranyam Satyagraha
- UNIT V** Government India Act, 1935 Act – Formation of Congress Government, 1937 under C. Rajagopalachari– Impact of World War II- Role of Tamil People in INA- Quit India Movement – Independence.

Learning Resources:

1. Ganeshram, S. Pathways to national Hem: Social Transformation and Nationalist Consciousness in Colonial Tamil Nadu, 1858-1918. London: Routledge, 2017.
2. Rajayyan K. History of Tamil Nadu, 1565-1982, Raj Publishers, 1982.
3. Rajendran, N. (1994) Agitational Politics and State Coercion, National Movement in Tamil Nadu, 1905-1914. Oxford University Press, Madras.
4. Subramanian. P, (1995) Social History of the Tamils. B.I. Publications, New Delhi,
5. Sundaralingam, R. (1974) Politics and Nationalists Awakending in South India 1852 - 1891, Tucson, University of Arizona Press. Arizona. Siverberg, J. (ed). (1968)
6. Sundararajan, Saroja. March to Freedom in Madras Presidency, 1916-1947, Madras: Lalitha Publications, 1989.
7. Washbrook, DA (1977), The Emergence of Provincial Politics: The Madras Presidency 1870-1920. New Delhi.

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	2	1
CO-2	3	3	2	2	2	3	3	2	2	2
CO-3	2	3	3	2	2	2	2	3	3	2
CO-4	3	2	2	3	2	2	3	2	3	3
CO-5	2	2	2	2	3	2	3	2	2	3
Ave.	2.6	2.4	2.2	2.2	2	2.4	2.6	2.2	2.4	2.2
Mapping	<40%				≥ 40% and < 70%			≥ 70%		
Relation	Low Level				Medium Level			High Level		
Scale	1				2			3		

Semester IV			
Core XIII		International Relations 1945 - 2011 CE	
Course Code:23PHIC43	Hrs/Week: 6	Hrs/Semester:90	Credits:4

Learning Objectives

1. Present the Fundamental Concepts of International Relations
2. Understand the phases of Cold War and UNO
3. Learn the World Organisations role in International affairs
4. Appreciate the role of India in International Relations
5. Acquire the knowledge of Nuclear politics in global scenario

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the basic concepts of State, Nation, Balance of Power and Sovereignty	K1
CO-2	learn the various chronological sequences of Cold War, NAM, UNO, ASEAN, SAARC	K2
CO-3	appreciate the diplomatic skills of different nations in the international arena	K3
CO-4	analyse the role of foreign policy of India and world	K4
CO-5	estimate the diplomatic strategies of Nations to evolve as a super power in the world	K5

Semester IV			
Core XIII	International Relations 1945 - 2011 CE		
Course Code:23PHIC43	Hrs/Week: 6	Hrs/Semester:90	Credits:4

- UNIT I** 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 – Types – 9/11 – US War on Terrorism – Indian Perspective- Environmental Concerns: Rio – Kyoto – Green Peace

Learning Resources

Recommended Readings:

1. Palmer and Perkins ., International Relations: World Community in Transition
2. Hans J. Morgenthau., Politics among Nations
3. Peter Calvocoressi., World Politics since 1945
4. AsitSen ., International Politics
5. Prakash Chandra., International Relations: Foreign Policy of Major Powers and Regional Systems

References:

1. Joseph Frankel : International Relations in a Changing World
2. Michael Dockrill : The Cold War: 1945-196
3. K.P. Misra & K.R. Narayanan, ed. : Non-Alignment in Contemporary International Relations
4. Rasul B. Rais : The Indian Ocean and the Superpowers
5. K.R. Singh : The Indian Ocean: Big Power Presence and Local Response

Web Sources:

1. <https://www.britannica.com/topic/international-relations>
2. <https://www.futurelearn.com/experttracks/global-studies-international-relations>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	1	2	2	1	3	2	2	2	1
CO-2	3	3	2	2	2	3	3	2	2	2
CO-3	2	3	3	2	2	2	2	3	3	2
CO-4	2	2	2	3	2	2	3	2	3	3
CO-5	2	2	2	2	3	2	3	2	2	3
Ave.	2.4	2.2	2.2	2.2	2	2.4	2.6	2.2	2.4	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester IV			
Core XIV		Women in India Through the Ages	
Course Code:23PHIC44	Hrs/Week: 6	Hrs/Semester:90	Credits:4

Learning Objectives

1. Present the Status of Women through the ages
2. Understand the legacy of socio and religious reformers
3. Learn the Constitutional laws for Women
4. Appreciate the role of Women Welfare Organisations and Schemes
5. Acquire the role of Women in economic progress

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the fundamental concepts of women's studies and the role of Women through the ages	K1
CO-2	learn the various historical sequences of social evils and reforms and its impact	K2
CO-3	utilise the analytical skills of Constitutional Rights, Women Welfare Schemes and Organisation	K3
CO-4	analyse the role of socio-religious reformers and women activists	K4
CO-5	estimate the significance of Women Entrepreneurs and Self Help Groups to evolve us a successful Entrepreneur	K5

Semester IV			
Core XIV		Women in India Through the Ages	
Course Code:23PHIC44	Hrs/Week: 6	Hrs/Semester:90	Credits:4

- UNIT I** Women in Ancient India – Women in Medieval India – Women in Modern India – Role of women in India’s Freedom Struggle.
- UNIT II** Raja Rammohan Roy, Ishwar Chandra Vidhyasagar, Jyotiba Phule and Savitribai Phule, Pandita Rama Bai, Periyar E.V. Ramasamy – Dr. Muthulakshmi Reddy – Moovalur Ramamirtham Ammaiyar
- UNIT III** Women and Political Participation in India - Right to Vote - 73rd and 74th Constitutional Amendment - Participation in Local Governance - Constitutional Safeguards for Women – Law of Inheritance – Dowry Prohibition Act, 1961
- UNIT IV** Women’s Indian Association – National Commission for Women and State Commission for Women – Women Welfare Schemes of the Government of India
- UNIT V** Women and Economic Growth – Women in Unorganised Sector – Impact of Globalisation on Women’s Employment – Women Entrepreneurs –Self Help Groups – Women and Media: Women in Print- Visual and Social Media

Learning Resources

Recommended Readings:

1. Anil Kumar Jha, “Gender Inequality and Women Empowerment”, Axis Books, New Delhi, 2012.
2. NandalSantosh , “Women and Development”, A Mittal Publications, New Delhi, 2012
3. Rani Sandhya, “Development of Women – Issues and Challenges”, Discover Publishing House Pvt Ltd, New Delhi, 2012.

References:

1. Elson Diane, et al. “Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development”, UN Women, 2019
2. Jenny Edwards, Andrea Cornwall, et al., “Feminisms, Empowerment and Development: Changing Women’s Lives”, Kindle Edition, 2014.
3. Priyanka Sharma Gurnani, “Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India” Educreation Publishing House, New Delhi, 2016.
4. 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>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	2	1
CO-2	3	3	2	2	2	3	3	2	2	2
CO-3	2	3	3	2	2	2	2	3	3	2
CO-4	2	2	2	3	2	2	3	2	3	3
CO-5	2	2	2	2	3	2	3	2	2	3
Ave.	2.4	2.4	2.2	2.2	2	2.4	2.6	2.2	2.4	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester IV			
Core XV		Project	
Course Code: 23PHIP41	Hrs/Week: 6	Hrs/Semester:90	Credits:4

Learning Objectives

1. Learn the Methodology in History
2. Understand the basic concepts in Historical Research
3. Learn the phases of project writing
4. Appreciate the importance of the sources of History
5. Acquire the historical skills to present the project

Course Outcomes:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the fundamental concepts of Research Methodology in History	K1
CO-2	learn the various phases of historical writings	K2
CO-3	utilise the research skills for the presentation of the project	K3
CO-4	analyse the importance of the Sources of History	K4
CO-5	evaluate the original work of the Project to evolve holistic approach	K5

Semester IV			
Core XV		Project	
Course Code: 23PHIP41	Hrs/Week: 6	Hrs/Semester:90	Credits:4

Guidelines:

- 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.

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	2	1
CO-2	2	3	2	1	3	2	3	2	1	3
CO-3	2	3	3	3	1	2	2	3	2	1
CO-4	2	2	3	3	2	2	2	3	3	2
CO-5	1	3	2	2	3	3	3	2	2	3
Ave.	2	2.6	2.4	2.2	2	2.4	2.4	2.4	2	2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3