

| <b>Sem.</b>                                                                                      | <b>Name of the Courses</b>                      | <b>Title of Course</b>                                                                    | <b>Ins.<br/>Hrs.</b> | <b>Credit</b> | <b>Exam<br/>Hrs.</b> | <b>Marks</b> |            | <b>Total</b> |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------|---------------|----------------------|--------------|------------|--------------|
|                                                                                                  |                                                 |                                                                                           |                      |               |                      | <b>Int</b>   | <b>Ext</b> |              |
| I                                                                                                | Core Course-1(CC- 1)                            | Indian Civilization and Culture up to 1206 C.E.                                           | 6                    | 4             | 3                    | 30           | 70         | 100          |
|                                                                                                  | Core Course-2 (CC- 2)                           | Indian Civilization and Culture 1206 C.E to 1707 C.E.                                     | 6                    | 4             | 3                    | 30           | 70         | 100          |
|                                                                                                  | Core Course-3(CC- 3)                            | Socio - Cultural History of Tamil Nadu From Sangam Age to 1800 C.E                        | 6                    | 4             | 3                    | 30           | 70         | 100          |
|                                                                                                  | Discipline Centric Elective Course -1 (DCEC- 1) | History of World Civilizations Excluding India (OR) Principles and Methods of Archaeology | 5                    | 4             | 3                    | 30           | 70         | 100          |
|                                                                                                  | Generic Elective Course-1 (GEC-1)               | Archives Keeping (or) Journalism and Mass Communication                                   | 5                    | 3             | 3                    | 30           | 70         | 100          |
|                                                                                                  | Skill Enhancement Course-1 (SEC-1)              | Epigraphy and Numismatics                                                                 | 2                    | 2             | 3                    | 30           | 70         | 100          |
|                                                                                                  | Value Added Course-1 (VAC-1)*                   | History for Competitive Examinations                                                      | -                    | 2*            | 3                    | 30           | 70         | 100*         |
|                                                                                                  | <b>Total</b>                                    |                                                                                           | <b>30</b>            | <b>21</b>     |                      |              |            | <b>600</b>   |
| II                                                                                               | Core Course- 4(CC- 4)                           | Socio - Cultural History of India 1707 - 1857 C.E                                         | 6                    | 4             | 3                    | 30           | 70         | 100          |
|                                                                                                  | Core Course-5(CC- 5)                            | Socio - Cultural History of Tamil Nadu 1800-1947 C.E                                      | 6                    | 4             | 3                    | 30           | 70         | 100          |
|                                                                                                  | Core Course-6(CC- 6)                            | Freedom Struggle in India                                                                 | 6                    | 4             | 3                    | 30           | 70         | 100          |
|                                                                                                  | Discipline Centric Elective Course –2 (DCEC-2)  | Economic History of Modern India (or) India and Her Neighbours                            | 4                    | 4             | 3                    | 30           | 70         | 100          |
|                                                                                                  | Generic Elective Course-2 (GEC-2)               | Introduction to Museology (or) Indian Art and Architecture                                | 4                    | 3             | 3                    | 30           | 70         | 100          |
|                                                                                                  | Skill Enhancement course-2 (SEC-2)              | British Administration in India 1757-1947C.E.                                             | 2                    | 2             | 3                    | 30           | 70         | 100          |
|                                                                                                  | Non Major Elective Course-1 (NMEC- 1)           | One Course from Outside Department                                                        | 2                    | 2             | 3                    | 30           | 70         | 100          |
|                                                                                                  | <b>Total</b>                                    |                                                                                           | <b>30</b>            | <b>23</b>     |                      |              |            | <b>700</b>   |
| <b>Summer Internship/Industrial Activity during the Summer Vacation after 1<sup>st</sup>Year</b> |                                                 |                                                                                           |                      |               |                      |              |            |              |

|     |                                                |                                                                          |            |           |    |    |    |             |
|-----|------------------------------------------------|--------------------------------------------------------------------------|------------|-----------|----|----|----|-------------|
| III | Core Course-7 (CC- 7)                          | History of Europe 1453-1789 C.E                                          | 6          | 4         | 3  | 30 | 70 | 100         |
|     | Core Course-8(CC- 8)                           | Constitutional History of India 1773-1935C.E                             | 6          | 4         | 3  | 30 | 70 | 100         |
|     | Core Course-9(CC- 9)                           | Historiography and Research Methodology                                  | 6          | 4         | 3  | 30 | 70 | 100         |
|     | Discipline Centric Elective Course -3 (DCEC-3) | History of Science and Technology (OR) Environmental Studies             | 5          | 4         | 3  | 30 | 70 | 100         |
|     | Generic Elective Course-3(GEC-3)               | Human Rights (or) Intellectual History of India & West                   | 5          | 3         | 3  | 30 | 70 | 100         |
|     | Non-Major Elective Course-2 (NMEC- 2)          | One Course from Outside Department                                       | 2          | 2         | 3  | 30 | 70 | 100         |
|     | Internship/Industrial Activity @               |                                                                          | --         | 2         | -- | 20 | 80 | 100         |
|     | <b>Total</b>                                   |                                                                          | <b>30</b>  | <b>23</b> |    |    |    | <b>700</b>  |
| IV  | Core Course-X(CC- 10)                          | India Since 1947 C.E                                                     | 6          | 4         | 3  | 30 | 70 | 100         |
|     | Core Course-XI(CC-11)                          | International Relations Since 1945 C.E.                                  | 6          | 4         | 3  | 30 | 70 | 100         |
|     | Core Course-XII(CC-12)                         | History of Europe 1789-1945 C.E                                          | 6          | 4         | 3  | 30 | 70 | 100         |
|     | Discipline Centric Elective Course -4 (DCEC-4) | History of Tamil Nadu 1947-2000 C.E (or) Women in India Through the Ages | 4          | 4         | 3  | 30 | 70 | 100         |
|     | Entrepreneurship/Industry Based Course @       | General Studies for Competitive Examinations                             | 3          | 3         | 3  | 30 | 70 | 100         |
|     | Project@                                       |                                                                          | 5          | 5         | -- | 20 | 80 | 100         |
|     | Value Added Course-2 (VAC- 2)*                 | Introduction to Indian Polity                                            | -          | 2*        | 3  | 30 | 70 | 100*        |
|     | <b>Total</b>                                   |                                                                          | <b>30</b>  | <b>24</b> |    |    |    | <b>600</b>  |
|     | <b>Grand Total</b>                             |                                                                          | <b>120</b> | <b>91</b> |    |    |    | <b>2600</b> |

**LIST OF DISCIPLINE CENTRIC ELECTIVE COURSE**

| <b>Discipline Centric Elective Course - 1 (DCEC - 1)</b> |                                                |
|----------------------------------------------------------|------------------------------------------------|
| 1.                                                       | History of World Civilizations Excluding India |
| 2.                                                       | Principles and Methods of Archaeology          |
| <b>Discipline Centric Elective Course - 2 (DCEC - 2)</b> |                                                |
| 1.                                                       | Economic History of Modern India               |
| 2.                                                       | India and Her Neighbours                       |
| <b>Discipline Centric Elective Course - 3 (DCEC - 3)</b> |                                                |
| 1.                                                       | History of Science and Technology              |
| 2.                                                       | Environmental Studies                          |
| <b>Discipline Centric Elective Course - 4 (DCEC - 4)</b> |                                                |
| 1.                                                       | History of Tamil Nadu 1947-2000 C.E            |
| 2.                                                       | Women in India Through the Ages                |

**LIST OF GENERIC ELECTIVE COURSE (GEC)**

| <b>GENERIC ELECTIVE COURSE - 1 (GEC - 1)</b>                                        |                                      |
|-------------------------------------------------------------------------------------|--------------------------------------|
| 1. A                                                                                | Archives Keeping                     |
| 2. B                                                                                | Journalism and Mass Communication    |
| <b>GENERIC ELECTIVE COURSE - 2 (GEC - 2)</b>                                        |                                      |
| 1. A                                                                                | . Introduction to Museology          |
| 2. B                                                                                | Indian Art and Architecture          |
| <b>GENERIC ELECTIVE COURSE - 3 (GEC - 3)</b>                                        |                                      |
| 1. A                                                                                | Human Rights                         |
| 2. B                                                                                | Intellectual History of Modern India |
| <b>NON MAJOR ELECTIVE COURSE (NMEC-1&amp;2)<br/>(FOR OTHER DEPARTMENT STUDENTS)</b> |                                      |
| 1.                                                                                  | The Constitution of India            |
| 2.                                                                                  | India's March towards Freedom        |

## SUMMARY OF CURRICULUM STRUCTURE OF PG PROGRAMMES – ARTS

| Sl. No. | Types of the Courses                     | No. of Courses | Total Credits | Marks       |
|---------|------------------------------------------|----------------|---------------|-------------|
| 1.      | Core Courses                             | 12             | 48            | 1200        |
| 2.      | Discipline Centric Elective Course       | 4              | 16            | 400         |
| 3.      | Generic Elective Course                  | 3              | 9             | 300         |
| 4.      | Industry / Entrepreneurship@             | 1              | 3             | 100         |
| 5.      | Summer Internship/ Industrial Activity @ | 1              | 2             | 100         |
| 6.      | Project@                                 | 1              | 5             | 100         |
| 7.      | Non-Major Elective Courses               | 2              | 4             | 200         |
| 8.      | Skill Enhancement Course                 | 2              | 4             | 200         |
|         | <b>Total</b>                             | <b>26</b>      | <b>91</b>     | <b>2600</b> |
|         | Value Added Courses*                     | 2*             | 4*            | 200*        |

| *           | <p>The value added courses credit will not be included in the total CGPA. These courses are extra-credit courses.<br/>Instruction hours for these courses is 30 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             |       |        |    |      |    |       |     |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------|--------|----|------|----|-------|-----|
| @           | <p>Summer Internship will be carried out during the summer vacation after the First year. Viva Voce will be conducted by the college and Marks shall be sent to the University and the same will be included in the 3<sup>rd</sup> semester Mark Statement.</p> <p><b>Summer Internship / Industrial Activity &amp; Project</b></p> <p><b>Scheme of Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">Description</th><th style="text-align: left;">Marks</th></tr> <tr> <td>Report</td><td>80</td></tr> <tr> <td>Viva</td><td>20</td></tr> <tr> <td>Total</td><td>100</td></tr> </table> | Description | Marks | Report | 80 | Viva | 20 | Total | 100 |
| Description | Marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |       |        |    |      |    |       |     |
| Report      | 80                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |       |        |    |      |    |       |     |
| Viva        | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |       |        |    |      |    |       |     |
| Total       | 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |       |        |    |      |    |       |     |

## **PROGRAMME OUTCOMES**

- The professionally competent Graduates of Arts/ Humanities buoy up with the right mix of knowledge – bank, skill- set, Mind set and pragmatic wisdom in their chosen fields.
- The seasoned and spiritedness Granduands of Arts/ Humanities exhibit sense of commitment to fruitful contribution to society and nation with benchmark quality contours.
- The leadership latitude exuberant Granduands of Arts / Humanities are mentored such that they are ready to lead or support emergent leadership in their chosen fields with commitment to nobility and rationality.
- Graduates are directed in understanding of ethical principles and responsibilities, moral and social values in day-to-day life nearby attaining cultural and civilized personality.
- Graduates are able to collate information from different kinds of sources and gain a coherent understanding of the subject.

## **PROGRAMME SPECIFIC OUTCOMES**

- Acquired the ability of understanding culture and society of ancient, medieval and modern India.
- Ability to understanding various issues of contemporary India is acquired.
- Knowledge on Tamil society and culture is being displayed.
- Overall historical knowledge on the history of India is quite visible.
- Acquired the ability of original thinking.

|                    |                                                                               |                     |
|--------------------|-------------------------------------------------------------------------------|---------------------|
| <b>FIRST YEAR</b>  | <b>CORE COURSE – I<br/>INDIAN CIVILIZATION AND<br/>CULTURE UPTO 1206 C.E.</b> | <b>SEMESTER – I</b> |
| <b>COURSE CODE</b> |                                                                               | <b>Credit – 4</b>   |

### **COURSE OBJECTIVES:**

1. To understand the sources of ancient Indian history and civilization.
2. To examine the socio-political and religious developments of the Vedic age.
3. To study the rise and contributions of the Mauryan and Post-Mauryan states.
4. To analyze the political, social, and cultural achievements of the Gupta and Harsha periods.
5. To assess the emergence of regional kingdoms and the impact of foreign invasions up to 1206 C.E.

### **Unit – I**

Sources: Archaeological sources – Literary sources – Foreign accounts; Prehistoric culture: Paleolithic – Mesolithic – Neolithic; Chalcolithic or Bronze age: Indus valley civilization – Town planning – decline.

### **Unit – II**

Early Vedic and Later Vedic period: social- political – economic transformation; Rise of Mahajanapadas – formation of 16 states – Rise of Magadha; Religious awakening: Rise of Buddhism – Jainism – Ajivikas – Principles and Impact; Foreign invasions and their impact: Persians and Alexander invasions.

### **Unit – III**

The Mauryan Imperial state: Chandragupta Maurya – Ashoka – Administration - The policy of Dhamma – Art and Architecture; Post Mauryan period: Rise of Sungas- Kanvas- Satavahanas – Indo Greeks – Kushans.

### **Unit – IV**

Gupta period: polity and administration – society – literature and education; Rise of Harsha: administration – society.

### **Unit - V**

Regional states: rise of Rashtrakutas – Pratiharas- senas of Bengal; Arab conquest of sind; Invasions of Mahmud Ghazni – Muhammad Ghor and its impact.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCES:**

1. Claessen, H.J.M and Skalnik, P, (ed.), The Early State, The Hague, 1978 Jha,
2. Thapar, R., Ancient Indian Social History: Some Interpretations, Orient Longman, reprint, 1996.
3. Thapar, R., From Lineage to State, Oxford India Paperbacks, 1990
4. Thapar, R., Interpreting Early India, Delhi, 1995.
5. Thapar, R., Narratives and the Writing of History, Delhi, 2000.
6. Sastri, K.A.N., History of South India, Oxford University Press, 1975.
7. Sharma. R. S. India's Ancient Past, Oxford University Press. New Delhi: 2006.
8. Majumdar, R.C. Main Currents of Indian History. New Delhi: Sterling Publishers, 1994.
9. Majumdar, A K. Concise History of Ancient India, Vol-I. New Delhi: Munshiram Manoharlal, 1977.
10. Radhey Shyam Chaurasia. History of Ancient India Earliest Times to 1200 A.D. New Delhi: Atlantic Publishers. 2008.

**(COURSE OUTCOMES (WITH MAPPING))**

**Upon successful completion of this course, the students will be able to:**

| CO No. | CO Statements                                                                                   | Cognitive Level (K – Level) |
|--------|-------------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Identify the major sources and features of ancient Indian civilization.                         | K1                          |
| CO2    | Explain the political, social, economic, and religious developments of early India.             | K2                          |
| CO3    | Evaluate the administration and cultural contributions of the Mauryan and Post-Mauryan periods. | K                           |
| CO4    | Analyze the significance of the Gupta and Harsha periods in Indian history.                     | K4                          |
| CO5    | Assess the rise of regional states and the impact of foreign invasions up to 1206 C.E.          | K5                          |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)**

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 1   | 1   | 1   | 3   | 3    | 1    | 1    | 3                  | 1    | 1.8                  |
| CO2 | 3   | 2   | 1   | 2   | 3   | 3    | 2    | 1    | 3                  | 1    | 2.1                  |
| CO3 | 3   | 2   | 2   | 2   | 3   | 3    | 1    | 1    | 3                  | 2    | 2.2                  |
| CO4 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 1    | 3                  | 2    | 2.1                  |
| CO5 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 1    | 3                  | 3    | 2.4                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.12                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

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|--------------------|----------------------------------------------------------------------------------|---------------------|
| <b>FIRST YEAR</b>  | <b>CORE COURSE – II<br/>INDIAN CIVILIZATION AND<br/>CULTURE 1206 - 1707 C.E.</b> | <b>SEMESTER – I</b> |
| <b>COURSE CODE</b> |                                                                                  | <b>Credit – 4</b>   |

### **COURSE OBJECTIVES:**

1. To study the establishment and administration of the Delhi Sultanate.
2. To understand the political and economic developments under the Tughlaq, Sayyid, and Lodi dynasties.
3. To examine the foundation and expansion of the Mughal Empire.
4. To analyze Mughal administration, religion, art, and architecture.
5. To assess the rise and significance of regional kingdoms including Marathas.

#### **Unit – I**

Delhi sultanate: Formation of slave dynasty- Qutbuddin Aibak – Iltutmish- Raziya sultan – Balban- Iqta system- centralized monarchy- Reorganisation of government – Mongol invasion; Khilji dynasty; Jalaluddin and Alauddin Khilji – regulation of market – southern invasions and annexation of states – art and architecture.

#### **Unit – II**

Tughlaq dynasty – Ghiyasuddin and Muhammad bin Tughlaq- administration – economic and agrarian reforms – Feroz shah Tughlaq -public reforms; and military expeditions & impact of sayyids and Lodhis

#### **Unit- III**

Foundation of Mughal empire; Babur -Aurangzeb-consolidation of state-rise of Sher sur-shah Jahan & his contribution-Akbar -Jahangir

#### **Unit-IV**

Mughal's administration -Mansabdari system-din Ilahi-art & architecture -Mansabdari system -din-Ilahi-art & architecture-paintings -religious policy of Aurangzeb -disintegration of Mughal empire.

#### **Unit-V**

Rise of regional kingdoms in deccan: Vijayanagar and Bahmani kingdom – aftermath – rise of Marathas under Shivaji- Shivaji and his administration – Anglo- Maratha relations – Marathas under peshwas.

#### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCES:**

1. Chitnis, K.N., Aspects of Society and Economy in Medieval India, Pune, 1979.
2. Hasan, S. Nurul, Religion, State and society in Medieval India, Oxford University Press, 2005
3. Sharma, R.S., Early Medieval Indian Society: A Study in Feudalisation, Sangam Books Ltd., 2001.
4. Mehta, J L. Advanced Study in the History of Medieval India. New Delhi: Sterling Publishers, 1986.
5. Pandey, A.B, Early Medieval India. Allahabad: Central Book Depot, 1960.
6. Rizvi S A, Wonder That Was India. New Delhi: Rupa & Co, 1987.
7. Satish Chandra, Essays on Medieval Indian History. New Delhi: Oxford University Press, 2005.
8. Srivastava. M.P. The Mughal Administration. Allahabad. Chugh Publications, 1995.

**COURSE OUTCOMES (WITH MAPPING)**

Upon successful completion of this course, the students will be able to:

| CO No. | CO Statements                                                                                       | Cognitive Level (K – Level) |
|--------|-----------------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Recall the formation and administrative features of the Delhi Sultanate.                            | K1                          |
| CO2    | Evaluate the reforms and policies of the Tughlaq, Sayyid, and Lodi rulers.                          | K2                          |
| CO3    | Analyze the growth and consolidation of the Mughal Empire.                                          | K3                          |
| CO4    | Assess the administrative, cultural, and religious developments of the Mughal period.               | K4                          |
| CO5    | Examine the rise of the Vijayanagar, Bahmani, and Maratha states and their historical significance. | K5                          |

**RELATIONSHIP MATRIX:**

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4              | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|-------------------|------|----------------------|
| CO1 | 3   | 1   | 1   | 2   | 3   | 3    | 1    | 1    | 3                 | 1    | 1.9                  |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 1    | 1    | 3                 | 2    | 2.2                  |
| CO3 | 3   | 2   | 2   | 2   | 3   | 3    | 1    | 1    | 3                 | 2    | 2.2                  |
| CO4 | 3   | 2   | 2   | 2   | 3   | 3    | 1    | 1    | 3                 | 2    | 2.2                  |
| CO5 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 1    | 3                 | 3    | 2.4                  |
|     |     |     |     |     |     |      |      |      |                   |      |                      |
|     |     |     |     |     |     |      |      |      | MeanOverall score |      | 2.18                 |
|     |     |     |     |     |     |      |      |      | Correlation       |      | Moderate Correlation |

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|--------------------|---------------------------------------------------------------------------------------------------------|---------------------|
| <b>FIRST YEAR</b>  | <b>CORE COURSE – III<br/>SOCIO - CULTURAL HISTORY OF<br/>TAMIL NADU FROM SANGAM<br/>AGE TO 1800 C.E</b> | <b>SEMESTER – I</b> |
| <b>COURSE CODE</b> |                                                                                                         | <b>Credit – 4</b>   |

### **COURSE OBJECTIVES:**

1. To understand the sources for the study of Tamil society and culture.
2. To examine the social and cultural developments during the Sangam, Kalabhra, and Pallava periods.
3. To analyze the society, economy, religion, and cultural achievements of the Cholas.
4. To study the social, economic, and cultural life under the Pandyas.
5. To assess the contributions of the Vijayanagar and Nayak rulers to Tamil society and culture.

### **UNIT-I SOURCES:**

Archaeology- Epigraphy-Literature and Numismatics- Ethnography-Geography [for the entire period] Sangam Age: Tamil Society and Culture-social institutions- Position of Women Religious Life-Trade and Commerce.

### **UNIT-II SOCIAL AND CULTURAL LIFE UNDER KALABHRAS AND PALLAVAS:**

Kalabhra Interregnum - Influence of Jainism and Buddhism - Pallavas: Social life under the Pallavas, Progress of Education, Contribution of Pallavas to Art and Architecture - Cave Temples: Mamallapuram - Bhakti Movement: Alvars and Nayanmars.

### **UNIT-III SOCIETY AND CULTURE UNDER CHOLAS:**

Society and Culture - Idankai Valankai divisions - Religion-Art and Architecture: Brahadiswara Temple, Gangai Konda cholapuram, Airavatesvara temple, Role of Temple in Society, Economic Life - Segmentation of lands Inland and Foreign Trade-Trade Guilds-Markets-Monetary System– Coinage-Features of Feudalism-Urbanization.

### **UNIT-IV SOCIETY AND CULTURE UNDER PANDIYAS:**

Society- Art and Architecture-Economic life: Land Classification, Ownership of Land, Features of Feudalism, Coinage and Urbanization - Accounts of Marco polo - Social and cultural impact of Muslim invasion

### **UNIT-V TAMILAGAM UNDER VIJAYANAGAR AND NAYAKS:**

Social and Religious condition- Economic Life: Agriculture and Trade- Contribution to Art and Architecture-Growth of Literature.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCE:**

1. Burton Stein, Peasant state and society in Medieval South India, Oxford University Press, Delhi, 1999.
2. Mahalingam T.V., Economic life in the Vijayanagar Empire, Madras University, Madras, 1951.
3. Minakshi C., Administration and social life under the Pallavas, Madras, 1977.
4. Neelakanta Sastri K.A., The Colas, University of Madras, 1975
5. Neelakanta Sastri K.A., Social History of South India, Oxford university press Madras, 1980.
6. Sathyanatha Aiyar R., - History of the Tamils, Madras University, Madras, 1975.
7. Shanmugam P., The Revenue System under the Cholas, New Era, Madras, 1924.
8. Meenakshi, Administration and Social Life Under the Pallavas Madras University, Madras, 1977
9. A, Nilakanta Sastri, Social History of South India, Oxford University Press, Madras, 1980.

**COURSE OUTCOMES (WITH MAPPING)**

**Upon successful completion of this course, the students will be able to:**

| CO No.     | CO Statements                                                                                                              | Cognitive Level (K – Level) |
|------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>CO1</b> | Identify the major sources of Tamil history and culture.                                                                   | <b>K1</b>                   |
| <b>CO2</b> | Point out the social, religious, and cultural developments of the Sangam, Kalabhra, and Pallava periods.                   | <b>K2</b>                   |
| <b>CO3</b> | Analyze the socio-economic and cultural features of Chola society.                                                         | <b>K3</b>                   |
| <b>CO4</b> | Evaluate the social, economic, and cultural developments under the Pandyas.                                                | <b>K4</b>                   |
| <b>CO5</b> | Assess the contributions of the Vijayanagar and Nayak rulers to Tamil society, religion, art, architecture, and literature | <b>K5</b>                   |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)**

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4                      | PSO5 | Means Score COS             |
|-----|-----|-----|-----|-----|-----|------|------|------|---------------------------|------|-----------------------------|
| CO1 | 3   | 1   | 1   | 2   | 3   | 3    | 1    | 3    | 3                         | 1    | 2.1                         |
| CO2 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 3    | 3                         | 1    | 2.2                         |
| CO3 | 3   | 2   | 2   | 2   | 3   | 3    | 1    | 3    | 3                         | 2    | 2.4                         |
| CO4 | 3   | 2   | 2   | 2   | 3   | 3    | 1    | 3    | 3                         | 2    | 2.4                         |
| CO5 | 3   | 2   | 2   | 2   | 3   | 3    | 1    | 3    | 3                         | 3    | 2.5                         |
|     |     |     |     |     |     |      |      |      | <b>Mean Overall score</b> |      | <b>2.32</b>                 |
|     |     |     |     |     |     |      |      |      | <b>Correlation</b>        |      | <b>Moderate Correlation</b> |

|                    |                                                                                                              |                     |
|--------------------|--------------------------------------------------------------------------------------------------------------|---------------------|
| <b>FIRST YEAR</b>  | <b>DISCIPLINE CENTRIC ELECTIVE<br/>COURSE – I<br/>HISTORY OF WORLD<br/>CIVILAZATIONS EXCLUDING<br/>INDIA</b> | <b>SEMESTER – I</b> |
| <b>COURSE CODE</b> |                                                                                                              | <b>Credit – 4</b>   |

### **COURSE OBJECTIVES:**

1. To understand the origin and development of early human civilization.
2. To study the political, social, and cultural features of Mesopotamian civilization.
3. To examine the contributions of Egyptian civilization to world history.
4. To analyze the political, economic, social, and cultural developments of Chinese civilization.
5. To assess the achievements and contributions of Iranian, Greek, and Roman civilizations.

### **UNIT-I**

The Origin of Life –development of civilization-Pre Historic Man – Palaeolithic Age – Neolithic Age – Bronze Age – Iron Age – Human Races and their movement.

### **UNIT-II**

Mesopotamian Civilization: Important cities– Babylon and its Empire’s: The code of Hammurabi.

### **UNIT-III**

Egyptian civilization: The first king or pharaohs – Contribution to religion, art, architecture, Maths and Medicine

### **UNIT-IV**

Chinese civilization – The land and the People – Political Institutions – Economic and Social Developments – Arts – Religion and Philosophy – Literature.

### **UNIT-V**

The Iranian Civilization: Cyrus the Great – Darius the Great – Social – Economic and Religious condition – Art and Architecture- The Greek Civilization: City States – War between Athens and Sparta – Contribution to World Civilization – The Roman Civilization: Monarchy – Early Republic – Rise of Dictatorship – Julius Caesar – The Golden Age of Augustus – Contribution of the Romans.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCE:**

1. J.E Swain- "A History of World Civilization"-Eurasia Publishing House pvt, Ramnagar, New Delhi
2. Majumdar R.K – "History of World Civilization.
3. H.A.L.Fisher, A History of Europe, Vol.I
4. V.G. Gordan Childe, what happened in History?
5. M.I.Finely, Studies in Ancient Societies
6. W. Watson, Early Civilization in China.
7. J.E. Swain, The world Civilization
8. Wall Bank Taylor, History of World Civilization
9. H.G.Wells A Short History of the World.

**COURSE OUTCOMES (WITH MAPPING)**

**Upon successful completion of this course, the students will be able to:**

| CO No. | CO Statements                                                                                     | Cognitive Level (K – Level) |
|--------|---------------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Students can explain the origin of life and the evolution of early human societies.               | K2                          |
| CO2    | Analyze the major features of Mesopotamian civilization and the significance of Hammurabi's Code. | K2                          |
| CO3    | Evaluate the contributions of Egyptian civilization to religion, science, art, and architecture.  | K3                          |
| CO4    | Examine the political, economic, social, and cultural developments of Chinese civilization.       | K4                          |
| CO5    | Assess the contributions of Iranian, Greek, and Roman civilizations to world history and culture. | K5                          |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)**

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 1   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 1    | 2.0                  |
| CO2 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 2    | 2.2                  |
| CO3 | 3   | 2   | 2   | 2   | 3   | 3    | 1    | 2    | 3                  | 2    | 2.3                  |
| CO4 | 3   | 2   | 2   | 2   | 3   | 3    | 1    | 2    | 3                  | 2    | 2.3                  |
| CO5 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.5                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.26                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

|                    |                                                                                                 |                     |
|--------------------|-------------------------------------------------------------------------------------------------|---------------------|
| <b>FIRST YEAR</b>  | <b>DISCIPLINE CENTRIC ELECTIVE<br/>COURSE – I<br/>PRINCIPLES AND METHODS OF<br/>ARCHAEOLOGY</b> | <b>SEMESTER – I</b> |
| <b>COURSE CODE</b> |                                                                                                 | <b>Credit – 4</b>   |

### **COURSE OBJECTIVES:**

1. To trace the basic concepts, goals, and interdisciplinary nature of archaeology.
2. To understand the various branches and approaches of archaeological studies.
3. To examine the historical development of archaeology and the contributions of pioneering scholars.
4. To study the scientific dating methods used in archaeological research.
5. To analyze the significance of major archaeological excavations in India.

### **Unit I**

Introduction – Definition – Goals of Archaeology – Archaeology and other disciplines: Archaeology and History - Archaeology and Anthropology - Archaeology and Geology –

### **Unit II**

Kinds of Archaeology: Classical Archaeology – Prehistoric Archaeology – Historical Archaeology – Environmental Archaeology – Underwater Archaeology – Ethnoarchaeology – Linguistic Archaeology – Salvage Archaeology

### **Unit III**

History of Archaeology: Classical Archaeology – Antiquarianism – Three Age Theory – Three Age System — Sir William Jones – Establishment of Asiatic Society – James Prinsep – Alexander Cunningham.

### **Unit IV**

Dating Methods in Archaeology: Dating System – Radio Carbon dating (C14 Dating) – Thermoluminescence (TL Dating) – Potassium Argon – Uranium series – Fission Track – Obsidian-hydration – Archaeomagnetism – Dendrochronology (Tree-Ring Analysis) – Amino acid – Fluorine method – Nitrogen Method – Stratigraphy.

### **Unit V**

Major archaeological excavation sites in India: Adichanallur - Arikamedu – konthagai – keeladi – Dholavira.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCE:**

1. Mahalingam, T.V., Early South Indian Palaeography, University of Madras, Madras.
- Mahalingam, T.V., 1988, Inscriptions of the Pallavas, Indian Council of Historical Research, New Delhi.
2. Mangalam, S.J., 1990 Kharoshthi Script, Eastern Book Linkers, Delhi.
3. Pandey, R., 1957 Indian Palaeography, Motilal Banarsidass, Delhi.
4. Ramesh, K.V., 1984, Indian Epigraphy, Vol. 1, Sundeep Prakashan, Delhi.
5. Satya Murthy, K., 1992 Text Book of Indian Epigraphy, Price Publications, Delhi.
6. Shastri, A.M., 1999 The Age of Satavahanas, 2vols., New Delhi.
7. Sircar, D.C., Inscriptions of Asoka, Publication Division, New Delhi.
8. Sircar, D.C., 1965, Indian Epigraphy, Motilal Banarsidass, Delhi
9. Sircar, D.C., 1983, Select Inscriptions, Vol. I&II, Motilal Banarsidass, Delhi.
10. Rajan K., 2002, Archaeology: Principles and Methods, Manoo Pathippakam, Thanjavur
11. Raman, K.V., 1986, Principles and Methods of Archaeology, Parthajan Publications, Madras.

**COURSE OUTCOMES (WITH MAPPING)**

Upon successful completion of this course, the students will be able to:

| CO No. | CO Statements                                                                            | Cognitive Level (K – Level) |
|--------|------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Explain the nature, scope, and objectives of archaeology.                                | K1                          |
| CO2    | Identify and differentiate the various branches of archaeology.                          | K2                          |
| CO3    | Assess the contributions of key scholars to the development of archaeology.              | K3                          |
| CO4    | Evaluate the importance of different dating methods in archaeological studies.           | K4                          |
| CO5    | Examine the findings and historical significance of major archaeological sites in India. | K5                          |

**RELATIONSHIP MATRIX:**

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 1   | 1   | 2   | 3   | 3    | 1    | 3    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 3    | 3                  | 1    | 2.2                  |
| CO3 | 3   | 2   | 2   | 2   | 3   | 3    | 1    | 3    | 3                  | 2    | 2.4                  |
| CO4 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                  | 2    | 2.5                  |
| CO5 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.36                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

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|--------------------|---------------------------------------------------------|---------------------|
| <b>FIRST YEAR</b>  | <b>GENERIC ELECTIVE COURSE – I<br/>ARCHIVES KEEPING</b> | <b>SEMESTER – I</b> |
| <b>COURSE CODE</b> |                                                         | <b>Credit – 3</b>   |

### **COURSE OBJECTIVES:**

1. To recall the history and development of archives in India and abroad.
2. To study the creation and organization of archival institutions.
3. To examine the methods and techniques of archival preservation.
4. To understand the administration, functions, and uses of archives.
5. To analyze the role and significance of national, state, and private archives.

### **Unit I**

History of Archives – Archives keeping Europe through the ages – International Archives – Archives in India: Ancient, Medieval and Modern.

### **Unit II**

Creation of Archives: Establishment of registry – Racking – Shelves and other materials – Archives and Libraries - Organization of Archives in India: Court Archives – Public Department – Revenue Department – Secret Department – Central Government Archives – Organization of Archives in European Countries: France, England – Archives in U.S.A., Canada.

### **Unit III**

Preservation of Archives – Methods of Preservation – Preliminary and precautionary measures – Preventive measures – Factors of deterioration – Repair of Archival material.

### **Unit IV**

Administration of Archives - Functions of Archives - Uses of Archives.

### **Unit V**

National Archives and Tamil Nadu Archives: Its origin, growth and activities - Private Archives: Definition – Difference between private and public archives – Categories of Private Archives – Nehru Memorial Museum – IUCIS, Hyderabad – Parry and Company, Chennai – Asiatic Society of Bengal – Bengal Club – Vishva Bharathi – Sringeri Mutt – Indo-Portuguese Archive, Goa – Archives of Shenbaganoor, Kodaikanal – Problem of private archives – Roja Muthiah Research Library - Visveswaraiah Museum Bangalore- Field Visits.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCES:**

1. B.S. Baliga, A Guide to the records preserved in the Madras Record Office, Superintendent, Government Press, Madras, 1936.
2. A Guide to the Archival Care of Architectural Records: 19th-20th Centuries, International Council on Archives Section on Architectural Records, ICA, Paris, 2000.
3. Purendu Basu, Archives and Records: What are they? National Archives of India, New Delhi, 1960.
4. R.H. Phillimore, Historical Records of Survey of India, Vols. 1-3, Survey of India, Dehra Dun, 1945.
5. H. Dodwell, Report on the Madras Records, Madras, 1916.
6. C.L. Prajapathi, Conservation of Documents: Problems and Solutions, A Mittal Publication, New Delhi, 2005.
7. N. Harinarayana, Science of Archives Keeping, State Archives, Hyderabad, 1969.
8. Sir Hilary Jenkinson, A manual of archives administration including the problems of war archives and archive making, The Clarendon Press, Oxford, 1922.
9. F.L. Marsh, Problems of Archival Book Restoration, UNESCO, Paris, 1985.
10. B.B. Mukherjee, Preservation of Library Materials, Archives and Documents, World Press, Calcutta, 1973.

**COURSE OUTCOMES (WITH MAPPING)**

**Upon successful completion of this course, the students will be able to:**

| CO No. | CO Statements                                                                              | Cognitive Level (K – Level) |
|--------|--------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Explain the origin and development of archives in India and other countries.               | K1                          |
| CO2    | Describe the procedures involved in the creation and organization of archives.             | K2                          |
| CO3    | Evaluate the methods used for the preservation and maintenance of archival records.        | K3                          |
| CO4    | Assess the functions and administrative structure of archival institutions.                | K4                          |
| CO5    | Examine the significance of national, state, and private archives for historical research. | K5                          |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)**

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 1   | 1   | 2   | 3   | 3    | 1    | 3    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 3    | 3                  | 1    | 2.2                  |
| CO3 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                  | 2    | 2.5                  |
| CO4 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                  | 2    | 2.5                  |
| CO5 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.38                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

|                    |                                                                              |                     |
|--------------------|------------------------------------------------------------------------------|---------------------|
| <b>FIRST YEAR</b>  | <b>GENERIC ELECTIVE COURSE – I<br/>JOURNALISM AND MASS<br/>COMMUNICATION</b> | <b>SEMESTER – I</b> |
| <b>COURSE CODE</b> |                                                                              | <b>Credit – 3</b>   |

## **COURSE OBJECTIVES**

1. To identify the concepts and development of journalism and mass communication.
2. To understand the principles and practices of news reporting.
3. To examine the techniques and functions of news editing.
4. To study newspaper production, printing technology, and advertising.
5. To understand press laws, media ethics, and the role of journalism in society.

### **Unit I**

Introduction to Journalism- Impact of Mass Media – Fourth Estate - Development of Press in colonial India – journalism and mass communication in contemporary India.

### **Unit II**

Reporting – Kinds of news – News Value - Reporters - News Agencies – beat – Reporting of public meeting, crime and sports.

### **Unit III**

Editing – use of Editing marks – Functions and qualifications of Editor – Sub editors – Inverted pyramid form of writing - Page make up – Head line – lead - feature – Editorial – Letters to the Editor.

### **Unit IV**

Rotary – Letter press – offset printing – Role of computers and communication techniques – structure and functioning of newspaper office – Advertisement.

### **Unit V**

Indian Press Laws – Defamation – Contempt of Court – Official secrets Act - Indian constitution and Press Freedom – Press Council – Prachar Bharathi – Investigative Journalism

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCES:**

1. Ahuja – Introduction to Journalism
2. Kamath, M.V. - Professional Journalism
3. Rangasamy Parthasarathy – Journalism in India
4. Nadig Krishnamoorthy, Indian Journalism
5. D.S. Metha, Mass Communication and Journalism in India
6. S. Nagarajan, A History of Press in India
7. Reddick, R., & King, E. (2000). The online journalist. Wadsworth Publishing.
8. Ray, T. (2006). Online Journalism: a basic text. Cambridge India. Stovall, J. G. (2004). Web journalism: Practice and promise of a new medium. Allyn and Bacon.

**COURSE OUTCOMES (WITH MAPPING)**

**Upon successful completion of this course, the students will be able to:**

| <b>CO No.</b> | <b>CO Statements</b>                                                                        | <b>Cognitive Level (K – Level)</b> |
|---------------|---------------------------------------------------------------------------------------------|------------------------------------|
| <b>CO1</b>    | Explain the growth and significance of journalism and mass communication in India.          | <b>K1</b>                          |
| <b>CO2</b>    | Identify the principles and methods of news reporting.                                      | <b>K2</b>                          |
| <b>CO3</b>    | Analyze the functions and techniques of editing and newspaper production                    | <b>K3</b>                          |
| <b>CO4</b>    | Assess the role of printing technology, communication tools, and advertising in journalism. | <b>K4</b>                          |
| <b>CO5</b>    | Evaluate press laws, press freedom, and the importance of investigative journalism.         | <b>K5</b>                          |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)**

| <b>COS</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b>               | <b>PSO5</b> | <b>Means Score COS</b>      |
|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|---------------------------|-------------|-----------------------------|
| <b>CO1</b> | 3          | 2          | 1          | 2          | 3          | 3           | 1           | 2           | 3                         | 1           | 2.1                         |
| <b>CO2</b> | 3          | 2          | 2          | 2          | 3          | 3           | 1           | 2           | 3                         | 1           | 2.2                         |
| <b>CO3</b> | 3          | 2          | 2          | 2          | 3          | 3           | 2           | 2           | 3                         | 2           | 2.4                         |
| <b>CO4</b> | 3          | 2          | 2          | 2          | 3          | 3           | 2           | 2           | 3                         | 2           | 2.4                         |
| <b>CO5</b> | 3          | 2          | 2          | 3          | 3          | 3           | 2           | 2           | 3                         | 3           | 2.6                         |
|            |            |            |            |            |            |             |             |             | <b>Mean Overall score</b> |             | <b>2.34</b>                 |
|            |            |            |            |            |            |             |             |             | <b>Correlation</b>        |             | <b>Moderate Correlation</b> |

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|------------------------|-----------------------------------------------------------------|---------------------|
| <b>FIRST YEAR</b>      | <b>SKILL ENHANCEMENT COURSE I<br/>EPIGRAPHY AND NUMISMATICS</b> | <b>SEMESTER – I</b> |
| <b>COURSE<br/>CODE</b> |                                                                 | <b>Credit – 2</b>   |

### **COURSE OBJECTIVES:**

1. To Outline the nature and significance of epigraphy in historical studies.
2. To understand the origin and development of ancient Indian scripts and inscriptions.
3. To examine the evolution of Tamil scripts and various scripts.
4. To study the nature and classification of ancient Indian coins.
5. To assess the historical importance of inscriptions and coins in reconstructing ancient Indian history.

### **Unit – I**

Introduction – definition – nature of epigraphy – major inscription in ancient India.

### **Unit – II**

Value of Inscriptions for historical reconstruction - Origin and antiquity of the art of writing in India - Indus Script - Brahmi script - Kharosthi script - Asokan Edicts - Graffiti marks.

### **Unit – III**

Tamil-Brahmi script - Mangulam, Jambai, Pugalur inscriptions- Evolution of Tamil-Brahmi script - Vatteluttu Script - Tamil Script - Grantha script - Structure of inscription - Types of Inscriptions - Hero stones - Land grants.

### **Unit – IV**

Introduction – definition – nature of coins (gold, silver, copper coins) – punch marked coins

### **Unit – V**

Coins in ancient India: Nishka – Mauryas – Kushans – Guptas – Pallavas & cholas – role of coins to determine the history of ancient India.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCE:**

1. Ramesh, K.V., 1984, Indian Epigraphy, Vol. 1, Sundeep Prakashan, Delhi.
2. Sircar, D.C., 1965, Indian Epigraphy, Motilal Banarsidass, Delhi
3. Siva Ramamurthy, C., 1952, Indian Epigraphy and South Indian Scripts, Bulletin of the Madras Government Museum Vol.III No.4, Madras.
4. Velupillai. A., 1980, Epigraphical Evidences for Tamil Studies, International Institute of Tamil Studies, Madras.
5. Mahalingam, T. V., Early South Indian Palaeography, University of Madras, Chennai, 1967.

**COURSE OUTCOMES (WITH MAPPING)**

Upon successful completion of this course, the students will be able to:

| CO No.     | CO Statements                                                                                     | Cognitive Level (K – Level) |
|------------|---------------------------------------------------------------------------------------------------|-----------------------------|
| <b>CO1</b> | Identify the nature and importance of epigraphy and inscriptions.                                 | <b>K1</b>                   |
| <b>CO2</b> | Explain the major scripts and inscriptions of ancient India.                                      | <b>K2</b>                   |
| <b>CO3</b> | Analyze the evolution of Tamil scripts and the various scripts.                                   | <b>K3</b>                   |
| <b>CO4</b> | Examine the characteristics and types of ancient Indian coins.                                    | <b>K4</b>                   |
| <b>CO5</b> | Evaluate the role of inscriptions and coins as sources for reconstructing ancient Indian history. | <b>K5</b>                   |

**RELATIONSHIP MATRIX:**

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 1   | 1   | 2   | 3   | 3    | 1    | 3    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 3    | 3                  | 1    | 2.2                  |
| CO3 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                  | 2    | 2.5                  |
| CO4 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                  | 2    | 2.5                  |
| CO5 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.38                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

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|--------------------|----------------------------------------------------------------------------|---------------------|
| <b>FIRST YEAR</b>  | <b>VALUE ADDED COURSE – I<br/>HISTORY FOR COMPETITIVE<br/>EXAMINATIONS</b> | <b>SEMESTER – I</b> |
| <b>COURSE CODE</b> |                                                                            | <b>Credit – 2</b>   |

**COURSE OBJECTIVES:**

1. To understand the major developments in ancient Indian history.
2. To examine the political, social, and cultural features of medieval India.
3. To study the administration, and cultural contributions of the Mughal Empire.
4. To analyze the advent of Europeans and the expansion of British rule in India.
5. To assess the growth of Indian nationalism and the freedom movement leading to Independence.

**UNIT-I ANCIENT HISTORY:**

Sources – Prehistoric Age - Indus Valley Civilization - Vedic Age- Sangam Age – Alexander’s Invasion- Religions in 6th century BC – Rise of Magada - Mauryas – Guptas- Harshavardhana

**UNIT- II MEDIEVAL HISTORY:**

Muhammeden Invasions - Delhi Sultanate – Vijayanagar – Bahmini - Pallavas – Cholas - Bhakthi Movement.

**UNIT- III MUGHAL EMPIRE:**

Condition of India on the eve of Babar’s invasion – Sher Shah – Akbar – Shahjahan – Aurangzeb – Decline of the Mughals – Contribution to culture.

**UNIT –IV ADVENT OF THE EUROPEANS:**

Robert Clive –Warren Hastings – Cornwallis – Wellesley – Bentinck – Dalhousie – Sepoy Mutiny.

**UNIT –V PRE AND POST GANDHIAN ERA:**

Nationalism- Moderates - Extremists - Gandhian Era – Indian Independence Act of 1947 - Indian Constitution.

**UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCE:**

1. Krishna Reddy, Indian Histories for Civil Service Examination, Mc Graw Hill.
2. Manohar Pandey, General To knowledge, Arihant, 2019.
3. Sheelwant Singh, Kriti Rastogi & Sarika, NCERT General Studies for Civil Services & Preliminary Examinations, Mc Graw Hill India, 2020.
4. Year Books, Journals and News Paper: Manorama Year Book, General Studies, Competition Success Review, Science Today, India Today, News Papers, Current Affairs Quarterly issue, Made Easy Publication, General To knowledge Today, India's Daily E-Magazine etc.

**COURSE OUTCOMES (WITH MAPPING)**

**Upon successful completion of this course, the students will be able to:**

| <b>CO No.</b> | <b>CO Statements</b>                                                                            | <b>Cognitive Level (K – Level)</b> |
|---------------|-------------------------------------------------------------------------------------------------|------------------------------------|
| <b>CO1</b>    | Explain the major political, social, and cultural developments of ancient India.                | <b>K1</b>                          |
| <b>CO2</b>    | Outline the important features of medieval Indian society and polity.                           | <b>K2</b>                          |
| <b>CO3</b>    | Evaluate the administration and cultural contributions of the Mughal rulers.                    | <b>K3</b>                          |
| <b>CO4</b>    | Assess the impact of European expansion and British policies in India.                          | <b>K4</b>                          |
| <b>CO5</b>    | Summarize the growth of nationalism, the Gandhian movement, and the making of independent India | <b>K5</b>                          |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)**

| <b>COS</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b>               | <b>PSO5</b> | <b>Means Score COS</b>      |
|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|---------------------------|-------------|-----------------------------|
| <b>CO1</b> | 3          | 2          | 1          | 2          | 3          | 3           | 1           | 2           | 3                         | 1           | 2.1                         |
| <b>CO2</b> | 3          | 2          | 2          | 2          | 3          | 3           | 1           | 2           | 3                         | 2           | 2.3                         |
| <b>CO3</b> | 3          | 2          | 2          | 2          | 3          | 3           | 1           | 2           | 3                         | 2           | 2.3                         |
| <b>CO4</b> | 3          | 2          | 2          | 2          | 3          | 3           | 2           | 2           | 3                         | 2           | 2.4                         |
| <b>CO5</b> | 3          | 2          | 2          | 3          | 3          | 3           | 2           | 2           | 3                         | 3           | 2.6                         |
|            |            |            |            |            |            |             |             |             | <b>Mean Overall score</b> |             | <b>2.34</b>                 |
|            |            |            |            |            |            |             |             |             | <b>Correlation</b>        |             | <b>Moderate Correlation</b> |

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|--------------------|---------------------------------------------------------------------------------|----------------------|
| <b>FIRST YEAR</b>  | <b>CORE COURSE – IV<br/>SOCIO-CULTURAL HISTORY OF<br/>INDIA 1707 – 1857 C.E</b> | <b>SEMESTER – II</b> |
| <b>COURSE CODE</b> |                                                                                 | <b>Credit – 4</b>    |

### **COURSE OBJECTIVES:**

1. To understand the disintegration of the Mughal Empire and the rise of British power in India.
2. To examine the major wars that facilitated British territorial expansion.
3. To study the administration and reforms of the Governor-Generals of British India.
4. To analyze the constitutional and legislative developments under British rule.
5. To assess the role and impact of socio-religious reform movements in nineteenth-century India.

### **UNIT-I DISINTEGRATION OF THE MUGHAL EMPIRE:**

Advent of the Europeans-Trading Centers of European companies in India-Portuguese, Dutch and French in India -Competition and Rivalry-British Supremacy in Bengal-The Battle of Plassey and Buxar-The Treaty of Allahabad (1765)- Dual System.

### **UNIT-II THE WARS:**

Rohilla war -Anglo-Mysore Wars (1766-1799)-Anglo Maratha Wars (1775-1818) Gurka war - Pindari war -Anglo Burmese wars – Anglo Afghan wars and Anglo Afghan relations - Annexation of Sind and Punjab- Anglo-Sikh wars (1845-1849).

### **UNIT-III GOVERNOR GENERAL AND THEIR REFORMS:**

Warren Hastings (1773-1785)-Cornwallis (1786-1793)- Lord Wellesley (1798-1805)- Lord Hastings (1813-1823)- Bentinck (1828-35)-Lord Dalhousie (1848-56) and their Reforms.

### **UNIT-IV LEGISLATIONS IN BRITISH INDIA:**

Regulating Act of 1773-Pitt's India Act of 1784-Charter Act of 1793- Charter Act of 1813- Charter Act of 1833-Charter Act of 1853.

### **UNIT-V SOCIO-RELIGIOUS MOVEMENTS OF THE 19TH CENTURY:**

Reformist Movements: Brahmo Samaj-Aligarh Movement-Prarthana Samaj-Revivalist Movements- Arya Samaj-The Theosophical Movement - Ramakrishna Mission Satyashodhak Samaj-Young Bengal Movement-Widow Remarriage Association-Akali Movement -The Impact of Socio-Religious Movements on Indians -The negative aspects of the Socio-Religious movements in India.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCE:**

1. Mahajan. V.D., An Advanced History of India, Mac Milan, New Delhi, 2002.
2. G.S. Chhabra, Advanced Study in the History of Modern India: 1707-1813, Sterling Publisher, Mumbai, 1971.
3. A.R. Desai, Social Background of India Nationalism, Popular Prakashan, Mumbai, 2010.
4. B.L. Grover and R.R. Sethi, A New Look on Modern Indian History: From 1707 to the Present Day, S, Chand Publishing, Dhera Dun, 1979.
5. John Keay, India: A History, Grove Press, New York, 2000.
6. R.C. Majumdar, Hemchandra Ray Chaudhuri and Kalikinkar Datta, An Advanced History of India, Macmillan India, 1973.
7. B.R. Nanda, and V.C. Joshi, Studies in Modern Indian History, Issue 1, Lawrence Verry Incorporated, 1973.

**COURSE OUTCOMES (WITH MAPPING)**

Upon successful completion of this course, the students will be able to:

| CO No.     | CO Statements                                                                                   | Cognitive Level (K – Level) |
|------------|-------------------------------------------------------------------------------------------------|-----------------------------|
| <b>CO1</b> | Point out the decline of the Mughal Empire and the establishment of British supremacy in India. | <b>K1</b>                   |
| <b>CO2</b> | Discuss the causes and consequences of the major wars fought by the British in India.           | <b>K2</b>                   |
| <b>CO3</b> | Demonstrate the reforms and administrative policies of the Governor-Generals.                   | <b>K3</b>                   |
| <b>CO4</b> | Estimate the significance of major legislative measures enacted during British rule.            | <b>K4</b>                   |
| <b>CO5</b> | Review the contributions and impact of socio-religious reform movements on Indian society.      | <b>K5</b>                   |

**RELATIONSHIP MATRIX:**

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS        | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4                      | PSO5 | Means Score COS             |
|------------|-----|-----|-----|-----|-----|------|------|------|---------------------------|------|-----------------------------|
| <b>CO1</b> | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                         | 1    | 2.1                         |
| <b>CO2</b> | 3   | 2   | 2   | 2   | 3   | 3    | 1    | 2    | 3                         | 2    | 2.3                         |
| <b>CO3</b> | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                         | 2    | 2.4                         |
| <b>CO4</b> | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                         | 2    | 2.4                         |
| <b>CO5</b> | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                         | 3    | 2.6                         |
|            |     |     |     |     |     |      |      |      | <b>Mean Overall score</b> |      | <b>2.36</b>                 |
|            |     |     |     |     |     |      |      |      | <b>Correlation</b>        |      | <b>Moderate Correlation</b> |

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|--------------------|-------------------------------------------------------------------------------------|----------------------|
| <b>FIRST YEAR</b>  | <b>CORE COURSE – V<br/>SOCIO-CULTURAL HISTORY OF<br/>TAMIL NADU 1800 -1947 C.E.</b> | <b>SEMESTER – II</b> |
| <b>COURSE CODE</b> |                                                                                     | <b>Credit – 4</b>    |

### **COURSE OBJECTIVES:**

1. To outline the various sources to know about the modern Tamil Nadu.
2. To examine the social and religious conditions of Tamil society during the nineteenth and twentieth century's.
3. To study the land systems and economic changes in Tamil Nadu under colonial rule.
4. To analyze the development of education and literature in Tamil Nadu.
5. To assess the emergence and impact of socio-political movements in Tamil Nadu.

### **UNIT-I SOURCES:**

Archival – Institutional papers - Private papers- literature- folklore – newspapers and journals.

### **UNIT-II SOCIAL CONDITIONS:**

Caste system origin and growth-Castes conflicts- Family system - position of women-sati-child marriage- Devadasi system-infanticide changes in the 19th and 20<sup>th</sup> centuries-Social beliefs and social practices - Religion: Saivism-Vaishnavism – Christianity and Islam: growth and impact.

### **UNIT-III LAND SYSTEMS:**

Zamindari and Ryotwari Systems - Rise of Indigenous Commercial Elite - Commercialization of Agriculture - Famine of 1876 and its impact.

### **UNIT-IV EDUCATION IN TAMIL NADU:**

Indigenous Institutions of to learning – Introduction of Western Education –Munro's Scheme of Education – Contribution of Christian Missionaries in field of Education -Education of Depressed classes –Growth of Literature - Growth of Universities.

### **UNIT- V SOCIO AND POLITICAL ASSOCIATIONS:**

Emergence of political Association- Madras Native Association-Madras Mahajana Sabha. Causes Concept of Dravidian Culture –Justice Party and its achievements-Non –Brahmin Movement - The Self –Respect Movement-Temple Entry Movement-The Dravida Kazhagam-Dalit movement - Abolition of Devadasi system-Home Rule Movement in Madras Presidency-Prohibition movement - Rise of regional politics and it impact-Anti Hindi Agitations.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCE:**

1. Swaminathan, A., Social and Cultural History of Tamil Nadu, Deepa Pathippagam, 1984. Venkatesan. G., History of Modern Tamil Nadu, 2011.
2. Devanesan, A., History of Tamil Nadu, Renu Publication, Marthandam, 1997.
3. Jayabalan, N., Social and Cultural History of Tamil Nadu.
4. Nadarajan.C., Social History of Modern Tamil Nadu, Ulaga Tamizhppadaippalar Nool Veliyeetagam, Trichy, 2013.
5. Nilakanta Sastri, K.A., A History of South India: From Prehistoric Times to the Fall of Vijayanagar, New Delhi: Oxford University Press, 2000.
6. Rajjayan, K., A Real History of Tamil Nadu, Upto 2004 A.D., Trivandrum, 2005.
7. Subramanian, N., Social and Cultural History of Tamil Nadu, 1336 to 1984, Ennes Publication, Udumalpet.
8. V.T.Chellam, History and Culture of Tamil Nadu, Manivasagar Publication, Chennai, 2006.
9. Rajendran,N., Agitation Politics and State Coercion, National Movement in Tamil Nadu,1905-1914, Oxford University Press, Madras, 1994.

**COURSE OUTCOMES (WITH MAPPING)**

Upon successful completion of this course, the students will be able to:

| CO No. | CO Statements                                                                                 | Cognitive Level (K – Level) |
|--------|-----------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Identify and explain the major sources for the study of modern Tamil Nadu history.            | K1                          |
| CO2    | Indicate the social, religious, and cultural changes in Tamil society.                        | K2                          |
| CO3    | Explain the impact of land systems and economic transformations in Tamil Nadu.                | K3                          |
| CO4    | Appraise the growth of education, literature, and universities in Tamil Nadu.                 | K4                          |
| CO5    | Examine the role of socio-political movements and their impact on Tamil society and politics. | K5                          |

**RELATIONSHIP MATRIX:**

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 1   | 1   | 2   | 3   | 3    | 1    | 3    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 1    | 3    | 3                  | 2    | 2.4                  |
| CO3 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                  | 2    | 2.5                  |
| CO4 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                  | 2    | 2.5                  |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 3    | 3                  | 3    | 2.7                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.44                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

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|--------------------|-------------------------------------------------------|----------------------|
| <b>FIRST YEAR</b>  | <b>CORE COURSE - VI<br/>FREEDOM STRUGGLE IN INDIA</b> | <b>SEMESTER – II</b> |
| <b>COURSE CODE</b> |                                                       | <b>Credit – 4</b>    |

#### **COURSE OBJECTIVES:**

1. To understand the emergence and growth of Indian nationalism.
2. To examine the role of early political associations in the development of the national movement.
3. To study the growth of the Indian National Congress and the evolution of nationalist politics.
4. To analyze the major movements and constitutional developments in the struggle for independence.
5. To assess the events leading to Indian independence and partition.

#### **UNIT-I NATIONALISM:**

Emergence of Indian Nationalism-The first war of Indian Independence 1857 – Political, Social, Religious, Economic and Military causes – Proclamation of Queen Victoria - Act of 1858.

#### **UNIT-II PREDECESSORS OF THE CONGRESS:**

Causes of the Nationalist Movement - Predecessors of the congress – Landholders' Society - Bengal British Indian Society -British India society- British Indian Association – Bombay Association – Madras Native Association – The Indian Association – Madras Mahajana Sabha – Bombay Presidency Association -Indian Association of Calcutta.

#### **UNIT-III GROWTH AND DEVELOPMENT OF INDIAN NATIONALIST MOVEMENT:**

Indian National Congress - Rise of Moderates and Extremists - Surat Split - Swedish Movement -Minto-Morley Reforms 1909 - Lucknow Pact 1916 – Home Rule Movement - Montague Chelmsford Reforms 1919.

#### **UNIT-IV STRUGGLE FOR INDEPENDENCE:**

Non-Cooperation Movement 1920-1922 – Chauri Chaura- Swaraj party Simon Commission1927- Dandi March1930 - Gandhi-Irwin Pact 1931-Round Table Conferences 1930- 1932– Civil Disobedience Movement1930-1934-Government of India Act 1935 - Provincial Autonomy –1937 elections – Tripuri Crisis – Cripps Mission- – Muslim League 1906-Khilafat movement- Two Nation theory – Role of Jinnah.

#### **UNIT-V WAY TO INDEPENDENCE:**

August Offer 1940 - INA - RIN Strike - Cripps Mission 1942 – Quit India Movement 1942 – Wavell Plan 1945 5.3 Cabinet Mission Plan 1946 – The Mountbatten Plan - The Indian Independence Act, 1947- Partition of India and its impact on Indian History.

#### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCE:**

1. Sen, S.N, History of Freedom Movement In India (1857-1947), (New Delhi, 2009).
2. Agarwal, R.C., Constitutional Development and national Movement of India, (Calcutta, 2005).
3. Ahluwalia, M.M, Freedom Struggle in India, 1858 to 1909, (Delhi, 1965).
4. Heehs, Peter, India's Freedom Struggle, 1857-1947: A Short History, (London, 1988).
5. Spear, Percival: The Oxford History of Modern India, (New Delhi, 2002)
6. Mahajan V.D., Constitutional History of India. (New Delhi, 1998).
7. Chandra, Bipan., India's Struggle for Independence, (London, 1989).

**COURSE OUTCOMES (WITH MAPPING)**

**Upon successful completion of this course, the students will be able to:**

| CO No. | CO Statements                                                                                           | Cognitive Level (K – Level) |
|--------|---------------------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Enumerate the causes and significance of the rise of Indian nationalism.                                | K1                          |
| CO2    | Trace the contribution of early political associations to the national movement.                        | K2                          |
| CO3    | Illustrate the role of the Indian National Congress, Moderates, and Extremists in the freedom struggle. | K3                          |
| CO4    | Point out the impact of major nationalist movements and constitutional reforms.                         | K4                          |
| CO5    | Assess the events that led to Indian independence and the partition of India.                           | K5                          |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)**

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 1    | 2    | 3                  | 2    | 2.3                  |
| CO3 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO4 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.40                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

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|------------------------|---------------------------------------------------------------------------------------------|----------------------|
| <b>FIRST YEAR</b>      | <b>DISCIPLINE CENTRIC ELECTIVE<br/>COURSE – II<br/>ECONOMIC HISTORY OF MODERN<br/>INDIA</b> | <b>SEMESTER – II</b> |
| <b>COURSE<br/>CODE</b> |                                                                                             | <b>Credit – 4</b>    |

### **COURSE OBJECTIVES:**

**This Course imparts following skills and knowledge to the students:**

1. To understand the concepts, theories, and growth of economic history.
2. To examine patterns of trade, globalization, and public finance.
3. To study agricultural development, land systems, and rural economic structures.
4. To analyze the growth of industries and the process of industrialization.
5. To assess the role of infrastructure, fiscal policies, and population in economic development.

### **Unit I**

Economic Growth and Economic History- Theories of Economic History- Economic Conditions in the Seventeenth and Eighteenth Centuries- Transition to Colonialism.

### **Unit II**

Globalization and Patterns of Trade- Public Finance: Government Capacity to Investment- Balance of Payments.

### **Unit III**

Agriculture in major regions-Land, Labour, and Credit Markets- Growth and Stagnation- Types of Common Land- Forests- the ‘Tribal’ Milieu: Economic History of Forest-dependent Peoples- Village Commons and Pastures- Land-use Patterns.

### **Unit IV**

Types of Industry - Long-term Pattern of Industrialization- Handloom Weaving- Other Industries- Stages of Industrialization- Major Industries- Large-scale Industry in the States- Tea Plantations- Coal Mining- Banking- Banking and Development.

### **UNIT- V**

Irrigation-Railways- Roads and Inland Waterways- Ports- Posts and Telegraph- Power-Fiscal System- Monetary System- Population- Famines.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

## REFERENCE:

1. Roy Tirthankar, The Economic History of India 1857-1947. Delhi: Oxford University Press, 2000.
2. Dutt, Romesh, The Economic History of India Under Early British Rule, London: Routledge, 2000.
3. Raychaudhuri Tapan, The Cambridge Economic history of India, Vol II, Longmans, Hyderabad ,1982
4. Dharma Kumar and Meghnad Desai, The Cambridge Economic History of India c. 1757–c. 1970, Vol. 2. Cambridge University Press, 1983.
5. Pandey, S.N. Economic History of Modern India 1757 to 1947, New Delhi: Eastern Book Corporation, 2008.
6. Nanda S.P: Economic and Social History of Modern India, Anmol Publications Pvt. Ltd., New Delhi, 1999.
7. Dharma Kumar and T. Ray Chaudhuri,ed(1982), The Cambridge Economic History of India, Vol II, 1757-1970) Orient Longman & Cambridge Univ. Press, Hyderabad.

## COURSE OUTCOMES (WITH MAPPING)

Upon successful completion of this course, the students will be able to:

| CO No. | CO Statements                                                                                         | Cognitive Level (K – Level) |
|--------|-------------------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Illustrate the concepts and theories of economic history and the transition to colonialism.           | K1                          |
| CO2    | Examine the patterns of trade, globalization, and public finance.                                     | K2                          |
| CO3    | Summarize the role of agriculture, land, labour, and forest resources in economic development.        | K3                          |
| CO4    | Analyze the growth of industries, banking, and industrialization.                                     | K4                          |
| CO5    | Evaluate the impact of infrastructure, fiscal systems, population growth, and famines on the economy. | K5                          |

## Relationship Matrix:

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO3 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO4 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.38                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

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|--------------------|--------------------------------------------------------------------------------|----------------------|
| <b>FIRST YEAR</b>  | <b>DISCIPLINE CENTRIC ELECTIVE<br/>COURSE –II<br/>INDIA AND HER NEIGHBOURS</b> | <b>SEMESTER – II</b> |
| <b>COURSE CODE</b> |                                                                                | <b>Credit – 4</b>    |

**COURSE OBJECTIVES:**

1. To understand the determinants and principles of India's foreign policy.
2. To examine the significance of Pancha sheel.
3. To study India's relations with Pakistan, China, and Bangladesh.
4. To analyze India's relations with Nepal, Bhutan, Sri Lanka, and Maldives.
5. To assess India's role in SAARC and issues related to nuclear weapons and disarmament.

**Unit - I**

Determinants of India& foreign policy: National Interest, Ideology, elements of National Power - Pancha Sheel.

**Unit – II**

India and Pakistan: Areas of Conflict- Indo-Pak Wars- Issues between India – Pakistan; India and China: Strains in Sino-Indian Relations- Sino-Indian War 1962- India and Bangladesh: Birth of Bangladesh- Issues in Indo-Bangladesh relation.

**Unit - III**

India and Nepal: Economic Cooperation-India's role in Nepal's development; India and Bhutan: Insurgency in the North Eastern States; India and Maldives: Political and Cultural ties.

**Unit - IV**

Indo-Sri Lankan Relations: Tamil Ethnic Problem – India's Intervention – Indian Peace Keeping Force.

**Unit - V**

India and SAARC - the question of nuclear weapons-Arms race, disarmament and arms control; conventional and nuclear- arms trade, its impact on South Asia.

**UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCES:**

1. Agwani, M.S. South Asia, Stability & Regional Co-operation, New Delhi, 1983.
2. Frankel, Joseph, International Relations in the Changing World, New Delhi; Oxford, 1993.
3. Gupta, Bhaban I Sen, The fulcrum of Asia, Relations among China, India, Pakistan and the U.S.S.R. New Delhi, 1988.
4. Hussain, T. Karki. Sino-Indian Conflict and International Politics in the Indian Sub-Continent, Haryana, Delhi, 1977.

**COURSE OUTCOMES (WITH MAPPING)**

Upon successful completion of this course, the students will be able to:

| CO No. | CO Statements                                                                                                | Cognitive Level (K – Level) |
|--------|--------------------------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Outline the determinants and guiding principles of India's foreign policy.                                   | K1                          |
| CO2    | Demonstrate the significance of Non-Alignment and India's role in international relations.                   | K2                          |
| CO3    | Examine the India's bilateral relations with Pakistan, China, and Bangladesh.                                | K3                          |
| CO4    | Point out India's relations with neighbouring countries and regional issues in South Asia.                   | K4                          |
| CO5    | Summarize India's role in SAARC and the impact of nuclear weapons, arms race, and disarmament on South Asia. | K5                          |

**RELATIONSHIP MATIX:**

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO3 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO4 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.38                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

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|--------------------|-------------------------------------------------------------------|----------------------|
| <b>FIRST YEAR</b>  | <b>GENERIC ELECTIVE COURSE – II<br/>INTRODUCTION TO MUSEOLOGY</b> | <b>SEMESTER – II</b> |
| <b>COURSE CODE</b> |                                                                   | <b>Credit – 3</b>    |

### **COURSE OBJECTIVES:**

1. To introduce the concepts, functions, and types of museums.
2. To understand the methods of collection, documentation, and digital record management in museums.
3. To examine the principles and practices of preventive conservation of museum objects.
4. To study the techniques of museum display and exhibition management.
5. To assess the educational role of museums and the contribution of professional museum organizations.

### **UNIT-I INTRODUCTION TO MUSEUMS:**

Definitions and Concepts of Museum- Classification and Types of Museums- Eco Museum, Community Museum, Virtual Museum, Neighbourhood Museum-Functions and role of Museums - Important International and Indian Museums.

### **UNIT-II COLLECTION AND DOCUMENTATION:**

Collection- Types of Collection- Tangible and Intangible Cultural Heritage Modes of Collection: Fieldwork, purchase, donation/gift, loan, exchange. Specific issues related to collection - Types of documents – entry, accession, classified, and movement registers; Index and Catalogue cards. Digital documentation-- Numbering the objects – numbering systems, procedure of applying numbers on objects-Bar coding.

### **UNIT-III PREVENTIVE CONSERVATION:**

Traditional methods of preventive Conservation --Preventive Conservation measures of inorganic, organic and composite objects: -Monitoring Museum Environment- Relative Humidity and temperature, light, air pollution, and biological agents-Guidelines for handling museum object Good housekeeping practices-Professional organizations related to conservation.

### **UNIT-IV DISPLAY AND EXHIBITIONS:**

Purpose and principles - Display furniture and fixtures, Visual & verbal aids: charts, graphs/graphics, photographs, film/video, CDROM/DVD - Types of exhibitions: object-oriented/concept-oriented, thematic, contextual, chronological, geographical, integral, comparative, natural.

### **UNIT-V EDUCATION AND PROFESSIONAL ORGANIZATIONS:**

Education programmes and publications related to exhibitions for various audiences- Provisions for people with disabilities. Promotion of exhibitions. -Role of national and international professional organizations – Museums Association (U.K.), Museums Association of India, UNESCO, ICOM, ICCROM, Commonwealth Association of Museums, American Alliance of Museums, IASC, IIC, IUCN, UNESCO-ICOM Museum Information Centre.

**UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCES:**

1. Agrawal, O.P., Care and Preservation of Museum Objects, NRLC, New Delhi, 1977.
2. Nigam M.L., Fundamentals of Museology, Navahind Prakashan, 1966.
3. Agarwal. V.S. - Museum studies, Prithivi Prakashan, Varanashi, 1978 2. Grace "Morley - "Museum today, Lucknow, 1981.
4. H. Sarkar - Museum and Museology, Sundeepr Prakashan, New Delhi, 1981.
5. Dr. V. Jayaraj - Museology - Heritage Management – Seawaves Printers, Chennai - 86, 2005
6. M.L Nigam - Fundamentals of Museology, Deva Publications, Hyderabad, 1987.
7. Grace Morley - The Museum and arts functions, Ed. Saifur Rahmandar, Lahore Museum, Lahore, 1981.

**COURSE OUTCOMES (WITH MAPPING)**

**Upon successful completion of this course, the students will be able to:**

| CO No. | CO Statements                                                                                                   | Cognitive Level (K – Level) |
|--------|-----------------------------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Define the concepts, functions, and various types of museums.                                                   | K1                          |
| CO2    | Demonstrate the procedures involved in museum collections, documentation, and cataloguing.                      | K2                          |
| CO3    | Examine the methods of preventive conservation and preservation of museum objects.                              | K3                          |
| CO4    | Estimate the principles and techniques of museum display and exhibition design.                                 | K4                          |
| CO5    | Assess the educational role of museums and the significance of national and international museum organizations. | K5                          |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)**

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 3    | 3                  | 1    | 2.2                  |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                  | 2    | 2.5                  |
| CO3 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                  | 2    | 2.5                  |
| CO4 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                  | 2    | 2.5                  |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 3    | 3                  | 3    | 2.7                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.48                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

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|--------------------|---------------------------------------------------------------------|----------------------|
| <b>FIRST YEAR</b>  | <b>GENERIC ELECTIVE COURSE – II<br/>INDIAN ART AND ARCHITECTURE</b> | <b>SEMESTER – II</b> |
| <b>COURSE CODE</b> |                                                                     | <b>Credit – 3</b>    |

### **COURSE OBJECTIVES:**

1. To understand the sources for the study of Indian art and architecture.
2. To examine the development of art and architecture under ancient Indian dynasties.
3. To study the distinctive features of Pallava, Chola, Vijayanagar, and Nayak architecture.
4. To analyze the characteristics of Indo-Turkish architecture during the Delhi Sultanate.
5. To assess the evolution and contributions of Mughal and British architecture in India.

### **UNIT-I SOURCES:**

Sources for the study of Art and Architecture: Excavations, Silpa Sastras, Numismatics, Monuments, Agamas and Inscriptions – Early Indian Architecture – Harappan Architecture – Terracotta Art – Art and Architecture under the Mauryas – caves, stupas, Pillars and Sculpture -Buddhist Architecture – Origin, classification and essential elements, stupas at Sarnath, Bharhut and Sanchi-Jain Architecture – Techniques, Temples of Mount Abu and Statute of Mahavira at Shravanabelagola.

### **UNIT-II ARCHITECTURES OF VARIOUS DYNASTIES:**

Architecture under Sungas, Kanvas, Satavahanas and Kushans -Architecture, Sculptures and paintings under the Guptas - Gandhara and Mathura school of Arts – locations, specimen and features – Amaravathi and Ajanta paintings – Rashtrakutas Art- Ellora and Elephanta – Chalukya art- Badami, Pattadakal and Aihole.

### **UNIT-III PALLAVA AND CHOLA ART AND ARCHITECTURE:**

Caves, Monolithic Rathas and structural temples – Mahabalipuram - Cholas Temple Architecture –features, Temples at Thanjavur, Gangai Konda Cholapuram and Darasuram and Chidambaram Temple- Architecture under Vijayanagar rulers and Nayaks- Hambli, Madurai Meenakshi Temple, Thirumalai Nayakar Mahal, Srivilliputhur Andal Temple and Sri Rangam Temple.

### **UNIT-IV INDO – TURKISH ARCHITECTURE:**

Features – Delhi Sultanate Qutubminar, Monuments in Qutub Complex – Quwatul Islam Mosque and Tomb of Iltutmish – Alai Darwaza and Fort of Siri.

### **UNIT-V MUGHAL ARCHITECTURE:**

Origin, Development and Architectural features – Humayun's Tomb, Agra fort, Fatehpur Sikri and its Architectural specimen, Taj Mahal, Red fort and Jumma Masjid of Delhi – Mughal Paintings – Technical features and specimen – British Architecture.

**UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCES:**

1. BasilGrac, (ed.) The Art of India, 1981. Edith Tomory A History of fine Arts in India and West, Orient Longman, New Delhi, 1989.
2. Harle, J.C. Art and Architecture of the Indian subcontinents, Penguin Books, 1990. Mahalingam, A(Ed) Land Society and Art in Tamil Nadu, New Delhi, 2016.
3. R.N. Vijayanagar Art Havell, E.B. Indian Architecture through the Ages, Chap X New Delhi, 1978.
4. Nath R History of Mughal Architecture Rizvi @Vincent, S.A.A Fatehpur Sikri, New Delhi, 1972.
5. Ebba Koch Mughal Architecture an outline of its history and development, 1526-1858, Munich, 1991.

**COURSE OUTCOMES (WITH MAPPING)**

Upon successful completion of this course, the students will be able to:

| CO No.     | CO Statements                                                                                                                     | Cognitive Level (K – Level) |
|------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>CO1</b> | Identify and explain the major sources for the study of Indian art and architecture.                                              | <b>K1</b>                   |
| <b>CO2</b> | Discuss the architectural and artistic contributions of ancient Indian dynasties.                                                 | <b>K2</b>                   |
| <b>CO3</b> | Illustrate the features and significance of Pallava, Chola, Vijayanagar, and Nayak monuments.                                     | <b>K3</b>                   |
| <b>CO4</b> | Estimate the characteristics and achievements of Indo-Turkish architecture.                                                       | <b>K4</b>                   |
| <b>CO5</b> | Review the development and contributions of Mughal paintings, Mughal architecture, and British architectural traditions in India. | <b>K5</b>                   |

**RELATIONSHIP MATRIX:**

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS        | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4                      | PSO5 | Means Score COS |
|------------|-----|-----|-----|-----|-----|------|------|------|---------------------------|------|-----------------|
| <b>CO1</b> | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 3    | 3                         | 1    | 2.2             |
| <b>CO2</b> | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                         | 2    | 2.5             |
| <b>CO3</b> | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                         | 3    | 2.6             |
| <b>CO4</b> | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                         | 2    | 2.5             |
| <b>CO5</b> | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 3    | 3                         | 3    | 2.7             |
|            |     |     |     |     |     |      |      |      | <b>Mean Overall score</b> |      | <b>2.50</b>     |
|            |     |     |     |     |     |      |      |      | <b>Correlation</b>        |      | <b>High</b>     |

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| <b>FIRST YEAR</b>  | <b>SKILL ENHANCEMENT COURSE-II<br/>BRITISH ADMINISTRATION IN<br/>INDIA 1757-1947 C.E.</b> | <b>SEMESTER – II</b> |
| <b>COURSE CODE</b> |                                                                                           | <b>Credit – 2</b>    |

### **COURSES OBJECTIVES:**

1. To study the administrative policies of the British Viceroys in India.
2. To understand the constitutional developments introduced after 1858.
3. To examine the major constitutional reforms leading to Indian independence.
4. To analyze the growth of local self-government under British rule.
5. To assess the impact and legacy of British administration on Indian society and economy.

### **UNIT I**

British Administration under Viceroys (1857-1947): Lord Canning - - Lord Lytton - Lord Ripon - Lord Curzon.

### **UNIT II**

Constitutional Developments after 1858: Indian Councils Act, 1858 or Government of India Act, 1858 - Queen's Proclamation of 1858 - Indian Councils Act, 1861 - Indian Councils Act, 1892.

### **UNIT III**

Indian Councils Act, 1909 - The Government of India Act, 1919 - Government of India Act, 1935 - Indian Independence Act, 1947.

### **UNIT IV**

The Growth of Local Self-Government in India: Mayo's Resolution of 1870 - Ripon's Resolution of 1882 - The Decentralization Commission Report, 1908 - The Resolution of May 1918.

### **UNIT V**

The Impact and Legacy of British Rule in India: British Impact on Law and Administration - British Impact on Education, Socio- religious reform movements- Economic Impact and Society.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

## REFERENCES:

1. Micheal Edward. British India 1772-1947, Rupa & Co, 2006.
2. Thirthankar Roy. The Economic History of India, 1857-1947. OUP, 2007.
3. Sumit Sarkar, Modern India 1857-1947. Delhi: MacMillan, 1985.
4. Gupta, Murrai Lal. History of British Rule in India. New Delhi: Reliance Publishing House, 1993.
5. Bipan Chandra, Nationalism and Colonialism in Modern India (Delhi, Orient Longman, 1981).
6. Chakravarty, Suhash, The Raj Syndrome: A Study in imperial Perception (Delhi, Penguin Overseas, 1991).
7. Desai, A.R., Social Background of Indian Nationalism (Mumbai, Popular Prakashan, 1986).
8. Tapan Raychaudhuri and Irfan Habib (eds.) Cambridge Economic History of India, Vol.1 (Delhi, S. Chand, 1984).
9. Guha, Ranajit, Elementary Aspects of Peasant Insurgency in Colonial India (Delhi, OUP, 1983).

## COURSE OUTCOMES (WITH MAPPING)

Upon successful completion of this course, the students will be able to:

| CO No. | CO Statements                                                                                 | Cognitive Level (K – Level) |
|--------|-----------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Recall the administrative contributions of major British Viceroys.                            | K1                          |
| CO2    | Trace the constitutional developments introduced after 1858.                                  | K2                          |
| CO3    | Explain the significance of major constitutional reforms leading to independence.             | K3                          |
| CO4    | Evaluate the evolution of local self-government in colonial India.                            | K4                          |
| CO5    | Summarize the impact of British rule on law, administration, education, society, and economy. | K5                          |

## RELATIONSHIP MATRIX:

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO3 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO4 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.42                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

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| <b>FIRST YEAR</b>  | <b>NON-MAJOR ELECTIVE COURSE-I<br/>THE CONSTITUTION OF INDIA</b> | <b>SEMESTER – II</b> |
| <b>COURSE CODE</b> |                                                                  | <b>Credit – 2</b>    |

### **COURSE OBJECTIVES:**

1. To understand the constitutional development of India and the making of the Indian Constitution.
2. To study the fundamental rights, duties, directive principles, and emergency provisions of the Constitution.
3. To examine the structure and functions of the Union and State Governments.
4. To analyze the role and functions of the Indian judiciary.
5. To assess the significance of constitutional bodies and institutions in Indian governance.

### **UNIT I**

Constitutional Development and making of the Constitution: Regulating Act, 1773- Pitt's India Act, 1784- Charter Acts 1793, 1813, 1833 and 1853- Government of India Act of 1858- First Council Act of 1861- Second Council Act of 1892-Morley- Minto Act, 1909- Montagu-Chelmsford Act, 1919- Nehru Report- Round Table Conferences- Government India Act of 1935- Making of the Constitution: Constituent Assembly - Preamble-Salient features of the Constitution.

### **UNIT II**

Rights and Duties: Fundamental Rights - Directive Principles of State Policy – Fundamental Duties-Emergency Provision.

### **UNIT-III**

Constitution and Governance: Union Government: President, Vice- President, Cabinet-Parliament. State Government: Governor- Cabinet- State Assembly- Centre-State Relationship.

### **UNIT-IV**

Judiciary: Supreme Court- High Court.

### **UNIT-V**

Miscellaneous: Election Commission - Language Issues - Finance Commission- Contingency Fund of India- Consolidate Fund of India- UPSC- Panchayat Raj- Constitutional Amendments.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned.

## REFERENCES:

1. Agarwal, R.C.: Constitutional Development and National Movement, S. Chand & Company Ltd., New Delhi, 2005.
2. Basu, D.D.: Introduction to the Constitution of India, Wadhwa and Company, Agra, 2005.
3. Grover, B.L. & Grover, S.: The Evolution of Indian Constitution and Freedom Struggle, S. Chand & Company Ltd., New Delhi, 1985.
3. Johari, J.C.: The Constitution of India, Sterling Publishers Private Limited, New Delhi, 2004.
4. Pylee, M.V.: India's Constitution, S. Chand & Company Ltd., New Delhi, 2005.
5. Rao, B Shiva., (Ed)., The Framing of India's Constitution: Select Documents, Volume 1, Delhi, Universal Law Publishing Company, 1967.
6. Vishnu Bhagavan, Indian Constitutional Development: 1600 to 1947, Sterling Publishers, Pvt.Ltd, New Delhi, 2001.
7. Basu D. D., An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994.

## COURSE OUTCOMES (WITH MAPPING)

Upon successful completion of this course, the students will be able to:

| CO No. | CO Statements                                                                                  | Cognitive Level (K – Level) |
|--------|------------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Recall the constitutional development of India and the salient features of the Constitution.   | K1                          |
| CO2    | Illustrate the fundamental rights, duties, directive principles, and emergency provisions.     | K2                          |
| CO3    | Examine the structure and functions of the Union and State Governments.                        | K3                          |
| CO4    | Point out the role of the Supreme Court and High Courts in the Indian judicial system.         | K4                          |
| CO5    | Summarize the functions of constitutional bodies and the process of constitutional amendments. | K5                          |

## RELATIONSHIP MATRIX:

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.5                  |
| CO3 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO4 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.48                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

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|--------------------|-------------------------------------------------------------------|---------------------------|
| <b>SECOND YEAR</b> | <b>CORE COURSE – VII<br/>HISTORY OF EUROPE 1453-1789<br/>C.E.</b> | <b>SEMESTER –<br/>III</b> |
| <b>COURSE CODE</b> |                                                                   | <b>Credit – 4</b>         |

### **COURSE OBJECTIVES:**

1. To understand the major political and economic changes in Europe during the transition from the medieval to the modern age.
2. To examine the impact of geographical discoveries, the decline of feudalism, and the rise of capitalism.
3. To study the Commercial Revolution, Renaissance, Reformation, and major religious conflicts in Europe.
4. To analyze the emergence of nation-states, absolute monarchies, and parliamentary institutions.
5. To assess the significance of the Enlightenment and the growth of scientific thought.

### **UNIT I**

Fall of Eastern Roman Empire – Ottoman Turks – Geographical Discoveries – Decline of feudalism – Beginning of Capitalism.

### **UNIT II**

Commercial Revolution in Western Europe – Mercantilism – Renaissance and Reformation – Counter Reformation – Thirty Years War in Europe.

### **UNIT III**

Emergence of the Nation States – The rise of new absolute monarchies – Louis XIV.

### **UNIT IV**

Growth of Parliamentary institutions in England.

### **UNIT V**

The Age of Enlightenment – The emergence of a scientific view of the world.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

## REFERENCES:

1. Euan Cameron. Early Modern Europe. New Delhi: Oxford University Press, 1999.
2. Ketelbey. C.D.M. A History of Modern Times From 1789, Oxford University Press, New Delhi, 2005.
3. Fisher, H A L. History of Europe. New Delhi: Omsons Publications, 1997.
4. Rao, B.V. History of Europe (1450-1815), Sterling Publishers, New Delhi, 1993.
5. Swain,J.E.(1970) A History of World Civilization New Delhi:Eurasia Publishers,2nd Reprint.
6. Thomson,David. (1966) Europe since Napoleon.London:Penguin,Reprint.
7. Davis,H.A. Revised by D.H.C. Blount. (1968) An Outline History of the World. New Delhi:OUP.
8. Ketelbey,C.D.M.(1973) A History of Modern Times [from 1789] London: OUP, 5th edition.

## COURSE OUTCOMES (WITH MAPPING)

Upon successful completion of this course, the students will be able to:

| CO No. | CO Statements                                                                                  | Cognitive Level (K – Level) |
|--------|------------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Identify the factors that contributed to the transition from medieval to modern Europe.        | K1                          |
| CO2    | Explain the impact of geographical discoveries, capitalism, and the Commercial Revolution.     | K2                          |
| CO3    | Evaluate the significance of the Renaissance, Reformation, and religious conflicts in Europe.  | K3                          |
| CO4    | Analyze the rise of nation-states, absolute monarchies, and parliamentary government.          | K4                          |
| CO5    | Assess the contributions of the Enlightenment and the Scientific Revolution to modern society. | K5                          |

## RELATIONSHIP MATRIX:

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO3 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO4 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.46                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

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|--------------------|------------------------------------------------------------------------------------|-----------------------|
| <b>SECOND YEAR</b> | <b>CORE COURSE – VIII<br/>CONSTITUTIONAL HISTORY OF<br/>INDIA 1773 – 1935 C.E.</b> | <b>SEMESTER – III</b> |
| <b>COURSE CODE</b> |                                                                                    | <b>Credit – 4</b>     |

### **COURSE OBJECTIVES:**

1. To understand the early constitutional developments under British rule in India.
2. To examine the significance of the Charter Acts and their impact on Indian administration.
3. To study the evolution of representative institutions through the Council Acts and constitutional reforms.
4. To analyze the provisions and implementation of the Government of India Act of 1919.
5. To assess the circumstances, features, and impact of the Government of India Act of 1935.

#### **Unit I**

Initial Years: Regulating Act, 1773 – Circumstances towards the act – Salient Features - implementation – Pitt's India Act, 1784 - Salient Features – implementation.

#### **Unit II**

Charter Acts: Causes - Charter Act (1793) - Charter Act (1813) - Charter Act (1833) and Charter Act (1853) - salient features – impacts.

#### **Unit-III**

Government of India Act of 1858 - Salient features - Popular Representation – Council Acts - First Council Act of 1861- Second Council Act of 1892 - Political importance of Council Acts - Minto - Morley Act, 1909.

#### **Unit-IV**

Government of India Act of 1919 (Montagu - Chelmsford Act) - Causes - Salient Features – implementation of bicameral Legislature – Introduction of diarchy in the British Provinces – Election.

#### **Unit-V**

Government of India Act of 1935 – circumstances towards the act - Simon Commission - Nehru Report- Round Table Conferences- Salient features of 1935 Act – introduction of Provincial Autonomy – Federation at the Centre and other features – impact of 1935 Act.

#### **UNIT- VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCES:**

1. Basu D. D., An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994. Dept. Lib Acc. No.2987
2. Gyanender Singh. Indian Constitution and Government. New Delhi : Omega Publications. 2008.. Dept. Lib Acc. No.2360.
3. Kashyap, Subash, C. Our Constitution: An Introduction to India's Constitution and Constitutional Law. New Delhi: National Book Trust, 1995, Dept. Lib Acc. No. 887.
4. L. N. Sharma, The Indian Prime Minister: Office and Powers of India, New Delhi, Macmillan, 1976.
5. S. R. Sharma, The Indian Federal Structure, Allahabad, Central Book Depot, 1967.
6. R.N. Aggarwala, National Movement and Constitutional Development of India, Metropolitan Book Co. Private Ltd, 1956.
7. Ray, Tension Areas in India's Federal System, Calcutta, The World Press, 1970.
8. Sibarajan Chatterjee, The Governor in the Indian Constitution, Mittal Publication, Calcutta, 1973.
9. Pon Thangamani, Indian Constitutional History – A.D. 1773 to 1950, Ponnaiah Pathipakam, Chennai, 2001.

**COURSE OUTCOMES (WITH MAPPING)**

**Upon successful completion of this course, the students will be able to:**

| CO No.     | CO Statements                                                                                                | Cognitive Level (K – Level) |
|------------|--------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>CO1</b> | Point out the significance of the Regulating Act of 1773 and Pitt's India Act of 1784.                       | <b>K1</b>                   |
| <b>CO2</b> | Examine the features and impact of the Charter Acts on British Indian administration                         | <b>K2</b>                   |
| <b>CO3</b> | Summarize the constitutional reforms introduced through the Council Acts and the Minto-Morley Reforms.       | <b>K3</b>                   |
| <b>CO4</b> | Demonstrate the implementation and significance of the Government of India Act of 1919.                      | <b>K4</b>                   |
| <b>CO5</b> | Review the features and impact of the Government of India Act of 1935 on India's constitutional development. | <b>K5</b>                   |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)**

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4                      | PSO5 | Means Score COS             |
|-----|-----|-----|-----|-----|-----|------|------|------|---------------------------|------|-----------------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                         | 1    | 2.1                         |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                         | 2    | 2.4                         |
| CO3 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                         | 3    | 2.6                         |
| CO4 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                         | 3    | 2.6                         |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                         | 3    | 2.6                         |
|     |     |     |     |     |     |      |      |      | <b>Mean Overall score</b> |      | <b>2.46</b>                 |
|     |     |     |     |     |     |      |      |      | <b>Correlation</b>        |      | <b>Moderate Correlation</b> |

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|--------------------|------------------------------------------------------------------------|-----------------------|
| <b>SECOND YEAR</b> | <b>CORE COURSE –IX<br/>HISTORIOGRAPHY AND<br/>RESEARCH METHODOLOGY</b> | <b>SEMESTER – III</b> |
| <b>COURSE CODE</b> |                                                                        | <b>Credit – 4</b>     |

### **COURSE OBJECTIVES:**

1. To understand the evolution of historiography from ancient to modern times.
2. To examine the contributions of major Western, Arab, and Indian historians.
3. To study the principles and requirements of historical research.
4. To analyze the methods and techniques of historical research and source criticism.
5. To understand the procedures of documentation and thesis preparation.

### **UNIT-I**

Evolution of the discipline of History: Greco-Roman History – Herodotus Thucydides –Livy  
- Church Historiography - St. Augustine -Medieval Arab Historiography: Ibn Khaldun.

### **UNIT –II**

Indian Historiographers: From Ancient Historians to Modern Historians

### **UNIT-III**

Historical Research: Essential Qualities- Choice of Research Topic-Criteria for Selecting a Topic – Scientific Enquiry-Limitations of Historical Research-Requisites for a Research Scholar.

### **UNIT - IV**

Methods of Historical Research: Research Procedures-Collection of Evidences- Critical Evaluation of Sources-Methods of Criticism–External Criticism-Internal Criticism.

### **UNIT-V**

Documentation – Footnotes – Bibliography – Tables and Charts – Preparation of Thesis.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCES:**

1. Barracclough, G, Main Trends in History, Holmes & Meier, New York, 1979.
2. Carr, E.H, what is History, Penguin Publishers, 2008 Fritz Stern , The Varieties of History: From Voltaire to the Present, Macmillan , 1970
3. Haggis Jane, Gendering Colonialism and Feminist Historiography, University of Waikato, 1992 5. Hock.H.Homer , The critical method in Historical Writing, Penguin, 1955.
4. Philips.C.H, Historians of India, Pakistan and Ceylon, Oxford University Press, 1961
5. Sen. S. P, Historians and Historiography in Modern India, New Delhi, 1973.
6. Walsh W.H, Philosophy of History, Universal Library, 1961 . Khurana K.L, Concepts and Methods of Historiography, LNA Publications, 2001
7. Chakravarty, History, Historical Thought and Historiography, Pearson Education India publishers, Delhi, 2012.
8. Ernst Breisach, Historiography, Chicago: The University of Chicago Press, New Delhi, 2007
9. Gorge,H. S. Research Methodology in History Alpha Publishing Corporation, New Delhi, 2011
10. Sreedharan, E, A Text Book of Historiography (500 B.C. – A.D. 2000), Orient Black Swan publishers, Delhi, 2004.
11. Venkatesan, G. Historiography, Narmatha Publication, Chennai, 2017.

**COURSE OUTCOMES (WITH MAPPING)**

**Upon successful completion of this course, the students will be able to:**

| CO No.     | CO Statements                                                                                         | Cognitive Level (K – Level) |
|------------|-------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>CO1</b> | Recall the evolution of historiography and the contributions of major historians.                     | <b>K1</b>                   |
| <b>CO2</b> | Explain the contributions of Indian historians to historical writing.                                 | <b>K2</b>                   |
| <b>CO3</b> | Examine the principles, scope, and limitations of historical research.                                | <b>K3</b>                   |
| <b>CO4</b> | Analyze the methods of historical research and source criticism.                                      | <b>K4</b>                   |
| <b>CO5</b> | Summarize the research documentation, footnotes, bibliographies, tables, charts, and academic theses. | <b>K5</b>                   |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)**

| COS        | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4                      | PSO5 | Means Score COS |
|------------|-----|-----|-----|-----|-----|------|------|------|---------------------------|------|-----------------|
| <b>CO1</b> | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 3    | 3                         | 1    | 2.2             |
| <b>CO2</b> | 3   | 2   | 2   | 2   | 3   | 3    | 1    | 3    | 3                         | 2    | 2.4             |
| <b>CO3</b> | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                         | 2    | 2.5             |
| <b>CO4</b> | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 3    | 3                         | 3    | 2.7             |
| <b>CO5</b> | 3   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 3                         | 3    | 2.8             |
|            |     |     |     |     |     |      |      |      | <b>Mean Overall score</b> |      | <b>2.52</b>     |
|            |     |     |     |     |     |      |      |      | <b>Correlation</b>        |      | <b>High</b>     |

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|--------------------|-------------------------------------------------------------------------------------------|-----------------------|
| <b>SECOND YEAR</b> | <b>DISCIPLINE CENTRIC ELECTIVE<br/>COURSE – III<br/>HISTORY OF SCIENCE AND TECHNOLOGY</b> | <b>SEMESTER – III</b> |
| <b>COURSE CODE</b> |                                                                                           | <b>Credit – 4</b>     |

### **COURSE OBJECTIVES:**

1. To understand the methods, and nature of science and its impact.
2. To examine the development of science and technology in ancient civilizations, particularly Greece, Rome, and India.
3. To study the growth of science during the medieval and early modern periods.
4. To analyze the emergence of modern science and its relationship with the Industrial Revolution.
5. To assess the development of science and technology in colonial and contemporary India.

### **UNIT – I**

Science as an Institution: The Emergence and Character of Science - The Methods of Science – The Cumulative Tradition of Science – Interactions of Science and Society.

### **UNIT – II**

Early Greek Science - Rome and the Decadence of Classical Science - History of Science and Technology in Ancient India - Astronomy, Medicine and Metallurgy.

### **UNIT – III**

Science in the Age of Faith: Dogma and Science - Islamic Science - Medieval Science -The Revolutions in Science and Society - Science and Ideas in an Age of Transition.

### **UNIT – IV**

The Birth of Modern Science: The Renaissance (1440-1540) - The New Philosophy - The Character of Science in the Industrial Revolution -The Nineteenth- Century Advances of Science.

### **UNIT – V**

Science in Colonial India: Colonial Science Policy - Indian response– People’s Movement on Science and Technology- Science and technology in contemporary India.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCES:**

1. Anthony H.D. (1963) Science and its Back ground, Macmillan & Co. Ltd.,
2. Chant, Colin, John Fauvel (1980) eds., Darwin to Einstein Historical Studies on Science and Belief (New York, Longman).
3. Egon Larsen, (1975), History of Inventions, Horst Erdmann Verlag Thomson Press, Faridabad.
4. Growther J.G. Routledge & KeganPaul (1959), Discoveries and Inventions of the Twentieth Century, London
5. Kalpana Rajaram (1993), Science and Technology in India, Spectrum India, NewDelhi.
6. Kumar, Deepak (1995) Science and the Raj, Oxford University Press, Delhi
7. Lawrence M.Levin(ed), (1956) The Book of Popular Science, Vols1 to10, The Crolrier Society INC, NewYork
8. Patrick Pringle, (1956), Great Discoveries in Modern Science, George H.Harrap &Co.Ltd., London.
9. Philip Lenard, Stafford Hateld H. Dac AndradeE.N.(1950), Great Men of Science, G.Belland Sons Ltd., London.
10. Varghese Jeyaraj, S. (1997) History of Science and Technology, AnnsPub., Uthamapalayam.
11. Chattopadhyaya, Debiprasad (1991) History of Science and Technology in India, Firma KLM, Calcutta.

**COURSE OUTCOMES (WITH MAPPING)**

**Upon successful completion of this course, the students will be able to:**

| <b>CO No.</b> | <b>CO Statements</b>                                                                             | <b>Cognitive Level (K – Level)</b> |
|---------------|--------------------------------------------------------------------------------------------------|------------------------------------|
| <b>CO1</b>    | Point out the nature, methods, and societal significance of science.                             | <b>K1</b>                          |
| <b>CO2</b>    | Discuss the contributions of ancient civilizations to the development of science and technology. | <b>K2</b>                          |
| <b>CO3</b>    | Estimate the role of medieval, Islamic, and early modern scientific traditions.                  | <b>K3</b>                          |
| <b>CO4</b>    | Analyse the impact of the Renaissance, modern science, and the Industrial Revolution on society. | <b>K4</b>                          |
| <b>CO5</b>    | Assess the evolution of science and technology in colonial and contemporary India.               | <b>K5</b>                          |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes(PSOs)**

| <b>COS</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b>               | <b>PSO5</b> | <b>Means Score COS</b>       |
|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|---------------------------|-------------|------------------------------|
| <b>CO1</b> | 3          | 2          | 1          | 2          | 3          | 3           | 1           | 2           | 3                         | 1           | 2.1                          |
| <b>CO2</b> | 3          | 2          | 2          | 2          | 3          | 3           | 2           | 2           | 3                         | 2           | 2.4                          |
| <b>CO3</b> | 3          | 2          | 2          | 2          | 3          | 3           | 2           | 2           | 3                         | 2           | 2.4                          |
| <b>CO4</b> | 3          | 2          | 2          | 3          | 3          | 3           | 2           | 2           | 3                         | 3           | 2.6                          |
| <b>CO5</b> | 3          | 2          | 2          | 3          | 3          | 3           | 2           | 2           | 3                         | 3           | 2.6                          |
|            |            |            |            |            |            |             |             |             | <b>Mean Overall score</b> |             | <b>2.42</b>                  |
|            |            |            |            |            |            |             |             |             | <b>Correlation</b>        |             | <b>Moderate Correlatio n</b> |

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|--------------------|-------------------------------------------------------------------------------|-----------------------|
| <b>SECOND YEAR</b> | <b>DISCIPLINE CENTRIC ELECTIVE<br/>COURSE – III<br/>ENVIRONMENTAL STUDIES</b> | <b>SEMESTER – III</b> |
| <b>COURSE CODE</b> |                                                                               | <b>Credit – 4</b>     |

#### **COURSE OBJECTIVES:**

1. To understand the concepts of ecology, biodiversity, and environmental conservation.
2. To examine the relationship between environment and Indian cultural traditions.
3. To study forest policies and resistance movements against colonial forest management.
4. To analyze major environmental challenges and their impact on society.
5. To assess the role of environmental movements and activists in environmental protection.

#### **UNIT I**

Definition - Scope - Bondage between human civilization and Ecology, Bio- diversity - Preservation - Conservation –Global warming.

#### **UNIT II**

Environment in the Indian Cultural Tradition: - Colonial environment policy - Forest Management.

#### **UNIT III**

Resistance to Forest Management: Kumaun and Garhwar's region - The Ugar and forest Movements of 1921 - Social Protest in U.P., 1921-42 - Impact on Nationalism – Forest satyagraha – Karnataka.

#### **UNIT IV**

Environmental threats: Water Pollution - Air Pollution- Land Degradation Hazardous Wastes management

#### **UNIT V**

Environmental Movements –Chipko Movement – Protest against Narmada Project – Activists: Babha Amte -Metha Patkar.

#### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

## REFERENCES:

1. Pravin Seth, Environmentalism, Policies, Ecology and Development, Rawat Publications, New Delhi, 1997.
2. Environmental Studies, Text Book for Environmental Studies for Undergraduate courses and of all branches of Higher Education, UGC.
3. Madhav Gadgil & Ramachandra Guha. Ecology and Equality. New Delhi: Penguin Publications, 1997 Dept. Acc. No. 1295.
4. Armin Rosencraaz et.al., Environmental Law and Policy in India: Cases, Materials and Status, Bombay, Tripathi, 1991.
5. Chauhan I.S. and Arun Chauhan, Environmental Degradation: Rawat Pub., New Delhi, 1998.
6. Deependar Basu(Ed.,) Environment and Ecology: The Global Challenge, Jaipur, Printwell, 1995.
7. Krantadarshi Yuva Sanga, Chilika: The Voice of the People, Puri, 1992 Le Roy Ladurie, Emmanuel. Times of Feast, Times of Famine: A History of climate since the year 1000 (New York: Doubleday, 1971).
8. Madhav Gadgil and Ramachandra Guha, The Fissured Land: An Ecological History of India, Oxford, 1992.

### COURSE OUTCOMES (WITH MAPPING)

Upon successful completion of this course, the students will be able to:

| CO No. | CO Statements                                                                                      | Cognitive Level (K – Level) |
|--------|----------------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Recall the concepts of ecology, biodiversity, conservation, and global warming.                    | K1                          |
| CO2    | Explain environmental traditions and forest policies in India.                                     | K2                          |
| CO3    | Demonstrate the significance of forest-based resistance movements and their impact on nationalism. | K3                          |
| CO4    | Summarize the causes and consequences of major environmental threats.                              | K4                          |
| CO5    | Review the contributions of environmental movements and activists to environmental conservation.   | K5                          |

### RELATIONSHIP MATRIX:

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO3 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO4 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.46                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

|                    |                                                     |                           |
|--------------------|-----------------------------------------------------|---------------------------|
| <b>SECOND YEAR</b> | <b>GENERIC ELECTIVE COURSE III<br/>HUMAN RIGHTS</b> | <b>SEMESTER –<br/>III</b> |
| <b>COURSE CODE</b> |                                                     | <b>Credit – 3</b>         |

**COURSE OBJECTIVES:**

1. To understand the concepts, theories, and historical development of human rights.
2. To examine the evolution of international human rights institutions and declarations.
3. To study regional human rights conventions and their significance.
4. To analyze the constitutional and institutional framework of human rights in India.
5. To assess contemporary human rights issues and the role of various commissions in protecting rights.

**UNIT I**

Definition of Human Rights- Theories on Human Rights- Historical Development of Human Rights- National Law and National Rights in ancient, medieval and modern periods.

**UNIT II**

The emergence of Human Rights on to the world stage- Human Rights and the U.N.O - Universal Declaration of Human Rights- International Covenants on Civil and Political, Economic, social and cultural Rights - U.N. Human Rights Commission.

**UNIT III**

European Convention on Human Rights - Helsinki Charter, African Convention.

**UNIT IV**

India and Human Rights: Constitutional provisions- Evolution of Fundamental Rights during Freedom Struggle-Nature of Fundamental Rights-Directive Principles of State Policy- National Human Rights Commission- Main recommendations of the National Human Rights Commission – State Human Rights Commission.

**UNIT V**

Contemporary Human Rights Issues: Women's rights- children's rights- bonded labour – refugees - capital punishment – National Commission for Women – National Commission for SC & ST – National Commission for Minorities.

**UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCES:**

1. Robertson, A.H. Human Rights in Europe. Manchester: Manchester University Press, 1993.
2. Bajwa G.S. Human Rights in India: Implementation and Violations, New Delhi: Anmol Publications, ,1995.
3. Sharma, R S. Perspectives in Human Right Development. New Delhi: Commonwealth Publishers, 1996.
4. Perry, Michael J. Idea of Human Rights: Four Inquiries. New York: Oxford University Press, 1998.
5. Micheline R. Ishay. The History of Human Rights, New Delhi: Orient Long Man,2004.
6. Gupta U.N. The woman rights convention and Indian Law, Atlantic Publishers, 2004.
7. Sinha. R.K. Human Rights of the World.Vol.2 .New Delhi: Indian Publishers Distributors.1998.
8. Andrews, J.A. & Hines, W.D. International Protection of Human Rights. London : Mansell Publishing Ltd.1987.
9. Carnston, Maurice, What are Human Rights ? London: The Bodley Head Ltd, 1973.

**COURSE OUTCOMES (WITH MAPPING)**

**Upon successful completion of this course, the students will be able to:**

| CO No.     | CO Statements                                                                                                       | Cognitive Level (K – Level) |
|------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>CO1</b> | Trace the concepts, theories, and historical development of human rights.                                           | <b>K1</b>                   |
| <b>CO2</b> | Describe the role of the United Nations and international human rights instruments.                                 | <b>K2</b>                   |
| <b>CO3</b> | Point out the significance of regional human rights conventions.                                                    | <b>K3</b>                   |
| <b>CO4</b> | Estimate the constitutional provisions and human rights institutions in India.                                      | <b>K4</b>                   |
| <b>CO5</b> | Assess the contemporary human rights issues and the functions of national commissions for the protection of rights. | <b>K5</b>                   |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)**

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4                      | PSO5 | Means Score COS             |
|-----|-----|-----|-----|-----|-----|------|------|------|---------------------------|------|-----------------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                         | 1    | 2.1                         |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                         | 2    | 2.4                         |
| CO3 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                         | 2    | 2.4                         |
| CO4 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                         | 3    | 2.6                         |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                         | 3    | 2.6                         |
|     |     |     |     |     |     |      |      |      | <b>Mean Overall score</b> |      | <b>2.42</b>                 |
|     |     |     |     |     |     |      |      |      | <b>Correlation</b>        |      | <b>Moderate Correlation</b> |

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|--------------------|---------------------------------------------------------------------------------|---------------------------|
| <b>SECOND YEAR</b> | <b>GENERIC ELECTIVE COURSE-III<br/>INTELLECTUAL HISTORY OF INDIA &amp; WEST</b> | <b>SEMESTER –<br/>III</b> |
| <b>COURSE CODE</b> |                                                                                 | <b>Credit – 3</b>         |

### **COURSE OBJECTIVES:**

1. To understand the concepts of state and governance in ancient political thought.
2. To examine the political ideas of Greek philosophers and their theories of the state.
3. To study major political theories developed in modern Europe.
4. To analyze the contributions of socio-economic reformers in modern India.
5. To assess the political ideas and contributions of modern Indian thinkers.

### **UNIT I**

Ancient India: Concept of State and art of governance: Kautilya.

### **UNIT II**

Ancient Greece: Plato and Aristotle: Ideal Theories of State

### **UNIT III**

Modern Europe: Theories of Nation-state: Machiavelli - Theory of Separation of Power: Montesquieu - Theory of Absolute state: Hegel - Marxist state: Marx

### **UNIT IV**

Modern India: Socio Economic Reformers: Raja Ram mohan Roy- Sir Syed Ahmed Khan- B.R. Ambedkar- Vinoba Bhave - Jyotiba Phule - Ram Manohar Lohia- S.A. Dange- M.N.Roy- Periyar E.V.R.

### **UNIT V**

Modern India: Political Thinkers: -Aurobindo-Tilak- Gandhi- Rabindranath Tagore- Jawaharlal Nehru- Jayaprakash Narayan- Bharatiyar-Bharathidasan.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCES:**

1. Ramachandra guha, Makers of Modern India, Penguin books, New Delhi, 2010, Dept. Lib Acc. No.2853
2. Ghoshal H D ,Political Sciences, Unique Publication,New Delhi 1996, Dept. Lib Acc. No:344
3. Bhandari,D.R. (1993,Reprint) History of European Political Philosophy.Banglore:Bappco.
4. Duverger,Maurice. (1967) The Idea of Politics: The Use of Power in Society. London:Methuen & Co.
5. Dunning,William Archibald. (1966) A History of Political Theories: From Luther to Montesquieu. Allahabad: Central Book Depot.
6. Nayak,G.C. (1994) Indian Political Tradition. Ludhiana: Kalyani Publishers.
7. Prasad,Beni.(1968)Theory of Government in Ancient India. Allahabad: Central Book Depot.
8. Singh,Sukhbir. (1987) History of Political Thought Vol 1 &2. Meerut: Rastogi & Co.
9. Suda,J.P. (1986) Ancient Political Thought and Institutions. Meerut: K.Nath & Co.
10. Venkata Rao,V. (1990) Ancient Political Thought. New Delhi: Chand and Co.
11. Vesey,Godfrey. (1987) Philosophers Ancient and Modern. Cambridge: Cambridge University Press.

**COURSE OUTCOMES (WITH MAPPING)**

**Upon successful completion of this course, the students will be able to:**

| CO No.     | CO Statements                                                                          | Cognitive Level (K – Level) |
|------------|----------------------------------------------------------------------------------------|-----------------------------|
| <b>CO1</b> | Define the concepts of state and governance in ancient Indian political thought.       | <b>K1</b>                   |
| <b>CO2</b> | Examine the political theories of Plato and Aristotle.                                 | <b>K2</b>                   |
| <b>CO3</b> | Demonstrate the major political theories of modern European thinkers.                  | <b>K3</b>                   |
| <b>CO4</b> | Appraise the contributions of socio-economic reformers to modern Indian society.       | <b>K4</b>                   |
| <b>CO5</b> | Summarize the political ideas and contributions of modern Indian thinkers and leaders. | <b>K5</b>                   |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)**

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO3 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO4 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.46                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

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|--------------------|---------------------------------------------------------------------------|---------------------------|
| <b>SECOND YEAR</b> | <b>NON – MAJOR ELECTIVE COURSE – II<br/>INDIA’S MARCH TOWARDS FREEDOM</b> | <b>SEMESTER<br/>– III</b> |
| <b>COURSE CODE</b> |                                                                           | <b>Credit – 2</b>         |

**COURSE OBJECTIVES:**

1. To Trace the nature of colonialism and its various stages
2. To examine the emergence of early nationalist and revolutionary movements.
3. To study the rise of mass nationalism under Mahatma Gandhi.
4. To analyze the role of social, labour, peasant, and tribal movements in the freedom struggle.
5. To assess the events leading to Indian independence and partition.

**Unit I**

Colonialism and Nationalism Colonial State – Stage of Colonialism - Representation for Indians in Council 1858 1919-. Extension of Government 1919-1939.

**Unit II**

Early Nationalism and Agitational Politics: 1799-1916 Poligar Mutiny in Tamil Nadu - Vellore Mutiny in 1806- Foundation of the Congress- Congress and Communalism – Swadesi Movement – Emergence of Communalism - Revolutionary Movement.

**Unit III**

Gandhian Era – Mass Nationalism 1917-1925 Gandhi’s initial Movements – Non-Cooperation and Hindu – Muslim rupture – Swaraj Party – Temple entry Movements.

**Unit IV**

Nationalist Advances: 1928-1939. Simon Commission and Nehru Report - Labour upsurge and the Peasant Movement – Tribal Movement – Left in the Congress.

**Unit V**

Towards Freedom and Partition 1939-1947. The Tripuri Crisis 1939 -1942. The Muslim League and demand for Pakistan -Quit India Movement - Communists and people’s War 1945-1946 - INA - RIN Mutiny-1946-Communal Holocaust - Calcutta Noakhali, Bihar, Punjab - Partition and Independence.

**UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCES:**

1. Bipin Chandra, Mridula, Aditya Mukerjee and Sucheta Mahajan, India's Struggle for Independence. Penguin Books India, 1989.
2. Bipan Chandra, Communalism in Modern India, Vikas Publishing House, New Delhi, 1993.
3. Kumar Raj. Popular Resistance Movement against the British rule, New Delhi: Anmol Publications, 1999.
4. Low.D.A.. British and Indian Nationalism. New Delhi: Cambridge University Press, 1999.
5. Panikar. K.N. Colonialism, Culture, and Resistance. New Delhi: Oxford University Press, 2007.
6. Nanda, B.R. and V.C. Joshi. Studies in Modern Indian History, Bombay: Orient Longman, 1972.
7. Rajendran, N. Nationalist Movement in Tamil Nadu, 1905-1914. OUP, 1994.
8. Seal, Anil. The Emergence of Indian Nationalism. Cambridge, 1968.
9. McLane J.R. Indian Nationalism and the Early Congress Princeton, 1977.
10. Mehrotra, S.R. The Emergence of the Indian National Congress. Delhi, 1971.

**COURSE OUTCOMES (WITH MAPPING)**

**Upon successful completion of this course, the students will be able to:**

| CO No. | CO Statements                                                                        | Cognitive Level (K – Level) |
|--------|--------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Point out the nature of colonial rule and the growth of Indian nationalism.          | K1                          |
| CO2    | Explain the significance of early nationalist and revolutionary movements.           | K2                          |
| CO3    | Evaluate the impact of Gandhian movements on the freedom struggle.                   | K3                          |
| CO4    | Analyze the role of labour, peasant, tribal, and left-wing movements in nationalism. | K4                          |
| CO5    | Examine the developments leading to independence and partition in 1947.              | K5                          |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)**

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO3 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO4 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.46                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

|                    |                                                |                     |
|--------------------|------------------------------------------------|---------------------|
| <b>SECOND YEAR</b> | <b>CORE COURSE X<br/>INDIA SINCE 1947 C.E.</b> | <b>SEMESTER -IV</b> |
| <b>COURSE CODE</b> |                                                | <b>Credit – 4</b>   |

### **COURSE OBJECTIVES:**

1. To the contribution of Nehru for the growth of modern India
2. To study the rule of Lal Bahadur Sastri, Indira Gandhi
3. To understand economy of India from planning commission to New Economic Policy.
4. To assess the history of education in contemporary India
5. To evaluate Panchayat raj system reservation policy and its importance.

### **UNIT – I**

Partition and its impact - The integration of Indian States - The role of Sardar Patel - Constituent Assembly and the making of the constitution - Reorganisation of states - Architects of Modern India: Jawaharlal Nehru, Lal Bahadur Sastri and Indira Gandhi- India's Foreign Policy.

### **UNIT – II**

Emergency- General Elections of 1977 - J. Prakash Narayanan - Janata government -the elections of 1980 - Coalition Politics and Governance – Conflict Zones: Punjab- Kashmir- Jharkhand- Telangana – North East.

### **UNIT – III**

Five Year Planning - Agrarian Reform- Industrial Development- Green Revolution - White Revolution - Rolling plan - New Economic Policy and Globalisation.

### **UNIT – IV**

Educational Policy in India since independence - Literacy Movement - Formal and Non-Formal Education - Population Policy.

### **UNIT – V**

Panchayat Raj – Reservation Policy and Mandal Commission.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCE:**

1. K.R. Acharya, (et.al.), Perspectives on Indian Government and Politics, Chand & Co., New Delhi, 1993.
2. D.D. Basu, Contemporary on the Constitution of India. Vol.1&2, Tata-Mcgraw Hill, New Delhi, 1990.
3. D.M. Bose, S.N. Sen and B.V. Subbarayappa.(eds.), A Concise History of Science in India. Indian National Science Academy, New Delhi, 1989.
4. Bipan Chandra (et.al.), India After Independence. Penguin, New Delhi, 1997.
5. Bipan Chandra, History of Modern India, Orient Blackswan, New Delhi, 2009
6. G. John Gilbert, Contemporary History of India, Anmol Publications, New Delhi, 2006
6. Satish Saberwal, Roots of Crisis: Interpreting Contemporary Indian Society. Sage, New Delhi, 1996.
7. Ramesh Thakur, The Government and Politics of India. Macmillan, Houndenville, 1995.
8. G. Venkatesan, History of Contemporary India 1947-2007, V.C. Publication, Sivakasi, 2010.
9. Bipan Chandra, History of Modern India, Orient Blackswan, First Edition, 2009.
10. S.B. Jain, India's Foreign Policy and Non-Alignment, Anamika Publishers, New Delhi, 2000.
11. Jayantanuja Bandyopadhyaya, The Making of India's Foreign Policy, Third Edition, Allied publishers Pvt. Limited, Bangalore, 2003.
12. Hoveyda Abbas,, Ranjay Kumar and Mohammed Aftab Alam, Indian Government and Politics, Pearson Education India, New Delhi, 2010.

**COURSE OUTCOMES (WITH MAPPING)**

Upon successful completion of this course, the students will be able to:

| CO No. | CO Statements                                                                            | Cognitive Level (K – Level) |
|--------|------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Recall the partition process and its impact.                                             | K1                          |
| CO2    | Explain about the election system in India                                               | K2                          |
| CO3    | Summarize the importance of Five year plan and New Economic Policy                       | K3                          |
| CO4    | Trace the history of education in contemporary India and its influence in India society. | K4                          |
| CO5    | Assess the functions of local body.                                                      | K5                          |

**RELATIONSHIP MATRIX:**

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|-----------------|
| CO1 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6             |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4             |
| CO3 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6             |
| CO4 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4             |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6             |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.52            |
|     |     |     |     |     |     |      |      |      | Correlation        |      | High            |

|                    |                                                                    |                          |
|--------------------|--------------------------------------------------------------------|--------------------------|
| <b>SECOND YEAR</b> | <b>CORE COURSE _ XI<br/>INTERNATIONAL RELATIONS SINCE 1945 C.E</b> | <b>SEMESTER<br/>– IV</b> |
| <b>COURSE CODE</b> |                                                                    | <b>Credit – 4</b>        |

### **COURSE OBJECTIVES:**

1. To understand the nature, scope, and theories of international politics.
2. To examine the concepts of national power, collective security, and foreign policy.
3. To study major international issues such as oil diplomacy, arms control, and terrorism.
4. To analyze the impact of globalization and international economic institutions.
5. To assess the role of regional and international organizations in global affairs.

### **UNIT – I**

Definition and Scope - Theories of international Politics: The Realist Theory, Systems Theory, Decision Making-Game Theory.

### **UNIT – II**

Concepts of international Politics: National Power - Collective Security: NATO, CENTO, Warsaw Pact, SEATO, ANZUS – Foreign Policy of Super Powers.

### **UNIT - III**

Oil Diplomacy and its implications – Political condition in West Asia after Second World War - Arms race, disarmament and arms control – Origin of Conflict: Terrorism and its impact.

### **UNIT- IV**

New International Economic order; GATT/WTO and its implications. The North-South "Dialogue"– Impact of Globalisation.

### **UNIT – V**

Origin and Development of International Organizations: ASEAN, EEC, IBSA, BRICS, SAARC their role in international relations.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCE:**

1. Sharma, U. International Relations, Lakshmin Narain Agarwal publications, New Delhi. Ninen Joshi. Under the Empire: India's New foreign Policy,
2. Prakash Chandra. International Relations: Foreign Policies of Major Powers and Regional Systems New Delhi: Vikas Publishing House, 1994, Dept. Acc. No. 07.
3. Rajan Kumar Mishra'. India and International Relations. New Delhi: Kanak Publications, 1996, Dept. Lib. Acc. No 95.
4. Vidya Dhar Mahajan. International Relations since 1900. New Delhi: S. Chand & Co, 1993, Dept. Lib. Acc. No. 124.
5. Pierre Marie Martin, Introduction to International Relations, (Translated from the French by Arti Sharma), ed. J.C. Johari, Sterling Publication, Pvt. Ltd, New Delhi, 1981.
6. Robert E Asher, United Nations and Promotion of the General Welfare, Washington, 1957.
7. V.P. Dutt, India's Foreign Policy, Vani Educational Books, New Delhi, 1984.
8. David S. McLellan, William C. Olson and Fred A. Sondermann, The Theory and Practice of International Relations. Printice - Hall of India, New Delhi, 1977.
9. Harold Sprout and Margaret Sprout, Foundations of International Politics. Affiliated East West Press Pvt. Ltd, New Delhi, 1964.
10. Pushpesh Pant, International Relations in the 21st Century, McGraw Hill Education (India) Pvt. Ltd., New Delhi, 2014.

**COURSE OUTCOMES (WITH MAPPING)**

**Upon successful completion of this course, the students will be able to:**

| CO No. | CO Statements                                                                                          | Cognitive Level (K – Level) |
|--------|--------------------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Define the nature, scope, and major theories of international politics.                                | K1                          |
| CO2    | Point out the concepts of national power, collective security, and foreign policy.                     | K2                          |
| CO3    | Explain the impact of oil diplomacy, arms race, disarmament, and terrorism on international relations. | K3                          |
| CO4    | Estimate the significance of globalization and international economic organizations.                   | K4                          |
| CO5    | Review the role of regional and international organizations in promoting international cooperation.    | K5                          |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)**

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO3 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO4 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.46                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

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|                    |                                                               |                          |
|--------------------|---------------------------------------------------------------|--------------------------|
| <b>SECOND YEAR</b> | <b>CORE COURSE XII<br/>HISTORY OF EUROPE 1789 – 1945 C.E.</b> | <b>SEMESTER<br/>– IV</b> |
| <b>COURSE CODE</b> |                                                               | <b>Credit – 4</b>        |

### **COURSE OBJECTIVES:**

1. To understand the major political transformations in Europe from the French Revolution to the Napoleonic era.
2. To examine the causes and consequences of the Industrial Revolution and socialist movements.
3. To study the processes of national unification and political developments in nineteenth-century Europe.
4. To analyze the causes, course, and impact of the First World War and the Russian Revolution.
5. To assess the origins and consequences of the Great Depression, totalitarianism, the Second World War, and the establishment of the United Nations.

### **UNIT-I**

The French Revolution and Napoleonic Era (1789-1815). Their significance in World History- Vienna Congress, 1815- Revolutions of 1830 and 1848.

### **UNIT-II**

Industrial Revolution-Stages of Industrial Revolution in Europe- Socialist and Labour Movements in Europe.

### **UNIT-III**

Napoleon III--The Unification of Italy and the founding of the German Empire – The European powers and the Ottoman Empire (1815-1914).

### **UNIT-IV**

The Russian Revolution, 1917 - The First World War - The Economic and Social impact of the War - The Peace of Paris, 1919- League of Nations-- Collective Security.

### **UNIT-V**

Great Depression of 1929-32.- Totalitarianism in Europe: - Fascism in Italy, Nazism in Germany. Origins and impact of Second World War- UNO.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

## REFERENCE:

1. William Hardy McNeill. The Contemporary World: 1914-Present, Scott Foresman, 1975
2. Thomas Neville Bonner, Duane W. Hill, George L. Wilber, The contemporary world: The Social Sciences in Historical Perspective, University of Michigan, 1960.
3. T. C. W. Blanning (Ed), History of Modern Europe, OUP Oxford, 2001.
4. John Merriman, A History of Modern Europe: From the Renaissance to the Present, W. W. Norton & Company, 2009.
5. Albert S. Lindemann, A History of Modern Europe: From 1815 to the Present, John Wiley & Sons, 2012.
6. Antony Beevor, The Second World War, Hachette UK, 2012.
7. Peter Duignan, World War Two in Europe: Causes, Course, and Consequences, Hoover Press, Stanford University, USA, 1985.
8. Russell William, George Henry Townsend, The History of Modern Europe, Routledge, 1858, T. C. W. Blanning (Ed), History of Modern Europe, OUP Oxford, 2001.

## COURSE OUTCOMES (WITH MAPPING)

Upon successful completion of this course, the students will be able to:

| CO No. | CO Statements                                                                                                                               | Cognitive Level (K – Level) |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Outline the significance of the French Revolution, Napoleonic era, and European revolutions.                                                | K1                          |
| CO2    | Examine the impact of the Industrial Revolution and the growth of socialist and labour movements.                                           | K2                          |
| CO3    | Demonstrate the unification of Italy and Germany and the role of European powers in international politics.                                 | K3                          |
| CO4    | Illustrate the causes and consequences of the Russian Revolution and the First World War.                                                   | K4                          |
| CO5    | Evaluate the impact of the Great Depression, the rise of Fascism and Nazism, the Second World War, and the emergence of the United Nations. | K5                          |

## RELATIONSHIP MATRIX:

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO3 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO4 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.46                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

|                    |                                                                                        |                          |
|--------------------|----------------------------------------------------------------------------------------|--------------------------|
| <b>SECOND YEAR</b> | <b>DISCIPLINE CENTRIC ELECTIVE COURSE IV<br/>HISTORY OF TAMIL NADU 1947 -2000 C.E.</b> | <b>SEMESTER –<br/>IV</b> |
| <b>COURSE CODE</b> |                                                                                        | <b>Credit – 4</b>        |

### **COURSE OBJECTIVES:**

1. To understand the political developments in Tamil Nadu after Independence.
2. To examine the role of major political leaders in shaping modern Tamil Nadu.
3. To study the emergence and growth of Dravidian politics in the state.
4. To analyze the electoral developments and administrative changes in Tamil Nadu.
5. To assess the impact of welfare measures, social legislation, and economic development in the state.

### **UNIT I**

Interim Government-The first Congress Ministry of Tamil Nadu after Independence – C. Rajagopalachari – reconstitution of Madras Presidency as Madras State – demand and formation of Andhra Pradesh – linguistic reorganization and the realignment of borders of Madras State.

### **UNIT II**

K. Kamaraj as the Chief Minister of Madras State - Mid-day Meal Scheme – “Kamaraj Plan” - Dravidian populist mobilisation in the 1960s - Hindi agitation –Dravida Munnetra Kazhagam - 1967 Assembly election and its results – Death of C.N. Annadurai and M. Karunanidhi as Chief Minister.

### **UNIT III**

DMK split 1972 – M.G. Ramachandran (M.G.R.) and the formation of AIADMK - assembly elections in 1977, 1980 and 1984 - re-introduction of the Mid-day Meal Scheme – development in higher education.

### **UNIT IV**

Death of M.G.R. and the split of AIADMK – President Rule – 1989 Assembly elections – return of M. Karunanidhi as Chief Minister Tamil Nadu.

### **UNIT V**

1991 Assembly elections – emergence of J. Jayalalithaa as Chief Minister of Tamil Nadu – major reforms like cradle baby scheme - 1996 Assembly elections and the return of DMK to power. Social legislation- Welfare measures- Economic development- IT Corridors – impact – Educational development.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCE:**

1. Nambi Aroran, Tamil Renaissance and Dravidian Nationalism. Aruna, Alladi: Kamarajar Ore Vazhikati, (In Tamil), Madhivanan Publications Pvt Ltd, Chennai, 2002.
2. Chellam, V.T: Tamilagam History and Culture, Thirumalai Book House, Chennai, 1984.
3. Muthusamy, M.S : K.Kamaraj : A Socio Political Study, Tamil Nadu Academy of Political Science, Madras, 1988.
4. Subramanian, N. : Social and Cultural History of Tamil Nadu, A.D.1336- A.D1984, Ennes Publications, Udumalpet, 1999.
5. Thandavan, R. : All India Anna Dravida Munnetra Kazhagam, Tamil Nadu Academy of Political Science, Madras University, 1987.
6. Pillay, K.K.,(1975) Social History of the Tamils .University of Madras, Madras.

**COURSE OUTCOMES (WITH MAPPING)**

Upon successful completion of this course, the students will be able to:

| CO No.     | CO Statements                                                                                                                             | Cognitive Level (K – Level) |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>CO1</b> | Trace the major political developments in Tamil Nadu after Independence.                                                                  | <b>K1</b>                   |
| <b>CO2</b> | Discuss the contributions of leaders such as C. Rajagopalachari, K. Kamaraj, C.N. Annadurai, M. Karunanidhi, M.G.R., and J. Jayalalithaa. | <b>K2</b>                   |
| <b>CO3</b> | Demonstrate the rise and growth of Dravidian political movements in Tamil Nadu.                                                           | <b>K3</b>                   |
| <b>CO4</b> | Appraise the significance of electoral and administrative changes in the state.                                                           | <b>K4</b>                   |
| <b>CO5</b> | Assess the impact of welfare schemes, social reforms, economic growth, and educational development in Tamil Nadu.                         | <b>K5</b>                   |

**RELATIONSHIP MATRIX:**

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS        | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4                      | PSO5 | Means Score COS |
|------------|-----|-----|-----|-----|-----|------|------|------|---------------------------|------|-----------------|
| <b>CO1</b> | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 3    | 3                         | 1    | 2.2             |
| <b>CO2</b> | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 3    | 3                         | 2    | 2.5             |
| <b>CO3</b> | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 3    | 3                         | 3    | 2.7             |
| <b>CO4</b> | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 3    | 3                         | 3    | 2.7             |
| <b>CO5</b> | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 3    | 3                         | 3    | 2.7             |
|            |     |     |     |     |     |      |      |      | <b>Mean Overall score</b> |      | <b>2.56</b>     |
|            |     |     |     |     |     |      |      |      | <b>Correlation</b>        |      | <b>High</b>     |

|                    |                                                                                    |                          |
|--------------------|------------------------------------------------------------------------------------|--------------------------|
| <b>SECOND YEAR</b> | <b>DISCIPLINE CENTRIC ELECTIVE COURSE – IV<br/>WOMEN IN INDIA THROUGH THE AGES</b> | <b>SEMESTER –<br/>IV</b> |
| <b>COURSE CODE</b> |                                                                                    | <b>Credit –4</b>         |

### **COURSE OBJECTIVES:**

1. To trace the conditions of Women in Ancient India.
2. To discuss condition of women in Ancient Tamil Society.
3. To study about social status of women during the medieval period.
4. To narrate women during the colonial period.
5. To analyze about the women in contemporary India

### **UNIT I**

Indus Valley civilisation – Vedic and Post Vedic Age – Women under Mauryas and Post Mauryas.

### **UNIT II**

Women in Tamil – Sangam and Post Sangam – Kalabharas – Pallavas and Cholas

### **UNIT III**

Women under the Rajputs and Delhi Sultanate – Conditions of Women, economy – Women influence on Politics.

### **UNIT IV**

Women in Mughal and Regional Kingdoms: Gulghutan Begam – Noorjahan – Mumtaz – Jaganara Begum – Condition of women in Bijapur, Golkonda and Marathas.

### **UNIT V**

Women in Modern India: Women education – evils against the women such as Sati, against Widow remarriage, Devadasi system, Upper Cloth Movement – women in politics – role of women in Indian Freedom Struggle – Women in contemporary India.

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCE:**

1. Beteille, A., The Position of Women in Indian Society, Government of India, Ministry of Information and Broadcasting, Publications Division, New Delhi, 1975.
2. Nayar, Sushila and Kamala Manekekar, Women Pioneers of India's Renaissance, (National Book Trust, New Delhi, 2002).
3. Rama Mehta, Socio-legal, Status of Women in India, (Mittal Publications, New Delhi, 1987).

**COURSE OUTCOMES (WITH MAPPING)**

Upon successful completion of this course, the students will be able to:

| CO No. | CO Statements                                                                                                         | Cognitive Level (K – Level) |
|--------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Recall the condition of women very particularly evil practices against themselves.                                    | K1                          |
| CO2    | Describe about the status of women in Ancient Tamil Society.                                                          | K2                          |
| CO3    | Explain the position of women in the medieval period & also they understand scholarly contribution of Medieval women. | K3                          |
| CO4    | Summarize the evil practices such as sati & widow – remarriage that prevail in the modern period.                     | K4                          |
| CO5    | Review about the progress of women in contemporary India.                                                             | K5                          |

**RELATIONSHIP MATRIX:**

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 1    | 2    | 3                  | 2    | 2.3                  |
| CO3 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO4 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.44                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

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|                    |                                                                                                    |                          |
|--------------------|----------------------------------------------------------------------------------------------------|--------------------------|
| <b>SECOND YEAR</b> | <b>ENTERPRENEURSHIP/INDUSTRY BASED COURSE<br/>GENERAL STUDIES FOR<br/>COMPETITIVE EXAMINATIONS</b> | <b>SEMESTER –<br/>IV</b> |
| <b>COURSE CODE</b> |                                                                                                    | <b>Credit – 3</b>        |

### **COURSE OBJECTIVES:**

1. To understand the functions of solar system
2. To trace the significant features of constitution
3. To study the importance of Indian economic plan
4. To explain the impact of science and technology
5. To know about present condition of India and world.

### **UNIT-I SOLAR SYSTEM:**

The Earth – Dimensions of Earth – Earth Motions – Earth ‘s Atmosphere - Indian Geography: Monsoons - Mountain Ranges – Rivers - Types of Soils – Minerals – Crops – Forests — National Highways and Railways – Airports and Harbours – National Wild Life Sanctuaries – Tribes in India.

### **UNIT-II INDIAN CONSTITUTION:**

Framing the Constitution – Preamble – Schedules – Amendments - Salient Features – Fundamental Rights and Duties – Directive Principles of State Policy – The President – Prime Minister - Parliament – Supreme Court – The Attorney General – Comptroller and Auditor General – Governor – State Legislature - Regional Issues.

### **UNIT-III INDIAN ECONOMY:**

Planning Commission – Role of National Development Council – Five Year Plans – Economic Policy – Agricultural and Industrial Development in India.

### **UNIT-IV SCIENCE AND TECHNOLOGY IN INDIA:**

Development – Nuclear Science – Space Research – Information Technology – Every day Science – Hygiene and Physiology.

### **UNIT-V PRESENT DAY INDIA AND WORLD:**

Indian States – Census (2011) – Flag – Emblem – Indian Defence – Indian Labs – River Valley Projects - Art and Music – Awards in India and World – Sports – Major events in India and World –WHO – U.N.O

### **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCE:**

1. Krishna Reddy, Indian Histories for Civil Service Examination, Mc Graw Hill.
2. Manohar Pandey, General To knowledge, Arihant, 2019.
3. Sheelwant Singh, Kriti Rastogi & Sarika, NCERT General Studies for Civil Services & Preliminary Examinations, Mc Graw Hill India, 2020.
4. Ashok Singh, Science and Technology, McGraw Hill Education India Pvt. Ltd, New Delhi, 2007.
5. Maniram Agarwal and Mohan K., General To knowledge Digest and General Studies, S.Chand & Company Ltd, New Delhi, 2014.
6. Madhav Khosla, The Indian Constitution, Jain Book Agencies, New Delhi, 2014.
7. M.V. Pylee, Our Constitution Government & Politics, Universal Law Publishing Co. Pvt. Ltd. Delhi, 2002.
8. Ramesh Singh, Indian Economy, Sixth Edition, McGraw Hill Education India Pvt. Ltd, New Delhi, 2015.
9. Year Books, Journals and News Paper: Manorama Year Book, General Studies, Competition Success Review, Science Today, India Today, News Papers, Current Affairs Quarterly issue, Made Easy Publication, General To knowledge Today, India's Daily E-Magazine etc.

**COURSE OUTCOMES (WITH MAPPING)**

Upon successful completion of this course, the students will be able to:

| CO No. | CO Statements                                                                                                                                                      | Cognitive Level (K – Level) |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| CO1    | Point out the properties of different planets and classify them into rocky and gassy. Students will be able to name the planets in order of distance from the Sun. | K1                          |
| CO2    | Explain economic planning in India is to increase national and per capita incomes                                                                                  | K2                          |
| CO3    | Examine the salient feature of constitution.                                                                                                                       | K3                          |
| CO4    | Analyze the basic aspect of the science and technology                                                                                                             | K4                          |
| CO5    | Evaluate the condition of present India and world                                                                                                                  | K5                          |

**RELATIONSHIP MATRIX:**

Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)

| COS | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4               | PSO5 | Means Score COS      |
|-----|-----|-----|-----|-----|-----|------|------|------|--------------------|------|----------------------|
| CO1 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 1    | 2.1                  |
| CO2 | 3   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 3                  | 2    | 2.4                  |
| CO3 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
| CO4 | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                  | 1    | 2.1                  |
| CO5 | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                  | 3    | 2.6                  |
|     |     |     |     |     |     |      |      |      | Mean Overall score |      | 2.36                 |
|     |     |     |     |     |     |      |      |      | Correlation        |      | Moderate Correlation |

|                    |                |                    |
|--------------------|----------------|--------------------|
| <b>Second Year</b> | <b>PROJECT</b> | <b>SEMESTER IV</b> |
| <b>Course Code</b> |                | <b>CREDIT 5</b>    |

Each candidate shall be required to take up a Project Work and submit it at the end of the final year. The Head of the Department shall assign the Guide who, in turn, will suggest the Project Work to the student in the beginning of the final year. A copy of the Project Report will be submitted to the University through the Head of the Department on or before the date fixed by the University.

The Project will be evaluated by an internal and an external examiner nominated by the University. The candidate concerned will have to defend his/her Project through a Viva-voce.

#### **ASSESSMENT / EVALUATION/ VIVA-VOCE:**

##### **1. PROJECT REPORT VALUATION (Both Internal & External):**

- |                                                                                                                                              |            |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------|
| I. Plan of the Project                                                                                                                       | - 20 marks |
| II. Execution of the Plan/collection of Data /<br>Organization of Materials /<br>Hypothesis, Testing etc. and<br>presentation of the report. | - 45 marks |
| III. Individual initiative                                                                                                                   | - 15marks  |

##### **2. VIVA-VOCE / INTERNAL & EXTERNAL** - 20marks

**TOTAL** - 100 marks

#### **PASSING MINIMUM:**

|         |                                                          |                                                              |
|---------|----------------------------------------------------------|--------------------------------------------------------------|
| Project | Vivo-Voce 20 Marks<br>40% out of 20 Marks (i.e. 8 Marks) | Dissertation 80 Marks<br>40% out of 80 marks (i.e. 32 marks) |
|---------|----------------------------------------------------------|--------------------------------------------------------------|

A candidate shall be declared to have passed in the Project work if he/she gets not less than 40% in each of the Project Report and Viva-voce but not less than 50% in the aggregate of both the marks for Project Report and Viva-voce.

A candidate who gets less than 40% in the Project must resubmit the Project Report. Such candidates need to defend the resubmitted Project at the Viva-voce within a month. A maximum of 2 chances will be given to the candidate.

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|--------------------|------------------------------------------------------------------|--------------------------|
| <b>SECOND YEAR</b> | <b>VALUE ADDED COURSE – II<br/>INTRODUCTION TO INDIAN POLITY</b> | <b>SEMESTER<br/>– IV</b> |
| <b>COURSE CODE</b> |                                                                  | <b>Credit – 2</b>        |

**COURSE OBJECTIVES:**

1. To understand the basic features and principles of the Constitution of India.
2. To examine the structure and functions of the Union Government.
3. To study the organization and functioning of the State Government.
4. To analyze the federal system and Centre–State relations in India.
5. To assess the role of constitutional and non-constitutional bodies in Indian governance.

**UNIT-I INTRODUCTION OF CONSTITUTION OF INDIA:**

The Preamble- Basic Structure of the Constitution- Territory and Citizenship- Fundamental Rights and Fundamental Duties of Citizens- Directive Principles of State Policy.

**UNIT –II UNION GOVERNMENT:**

The President and the Vice-President-Election, Powers and Functions- The Prime Minister and Council of Ministers; -The Lok Sabha and the Speaker-The Rajya Sabha and the Chairperson- The Supreme Court of India- Independence of the Judiciary and Judicial Review- Amendment Procedures of the Constitution.

**UNIT –III STATE GOVERNMENT:**

The Governor- Appointment, Powers and Functions; Chief Minister and the Council of Ministers; The Legislative Assembly and Speaker; The Legislative Council and the Chairperson; The High Court.

**UNIT –IV FEDERALISM IN INDIA:**

Nature of federation and Federal features of the Indian Constitution-Union-State Legislative Relations-Administrative Relations and Judicial Relations- Division of Powers- Union List, State List, Concurrent List; Residual Powers-Control of All India Services over State Services- Inter-State Council.

**UNIT -V INTERNATIONAL & REGIONAL ORGANIZATIONS**

Finance Commission- Comptroller and Auditor General of India- Attorney General of India Union Public Service Commission (UPSC)- State Public Service Commission (SPSC)- Joint State Public Service Commission (JSPSC)- National Commission for SCs- National Commission for STs- Special Officer for Linguistic Minority- The Advocate General- Non Constitutional Bodies - Special officer for linguistic Minorities, Central Information Commission- State Information Commission- Lokpal and Lok Ayukta, National Human Rights Commission, State Human Right Commission, CVC (Central Vigilance Commission)- Other bodies.

**UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**REFERENCE:**

1. Avasthi and Avasthi (2002), Indian Administration, Laxmi Narain Aggarwal, Agra.
2. Basu, D.D. (2000), Introduction to the Constitution of India, Wadhwa and Company, New Delhi.
3. Fadia and Fadia, (2012), Indian Administration, Sahitya Bhavan Publications, Agra.
4. Granville Austin (1999), The Indian Constitution – Corner Stone of a Nation, OUP, New Delhi.
5. Laxmikanth M. (2020), Indian Polity, Sixth Ed., McGraw Hill India.
6. Maheswari, S.R. (2001), Indian Administration, Orient Blackswan, Hyderabad Pylee, M.V (2009),
7. An Introduction to the Constitution of India, Vikas, New Delhi Ramesh K. Arora and Rajni Goyal (2002), Indian Public Administration, Vishwa Parkashan, New Delhi.
8. Sarkar Jadunath (2009), The Mughal Administration, Six Lectures, BiblioLife, Sathe, S.P. (2002), Judicial Activism in India, New Delhi: Oxford University Press.
9. Sibranjana Chatterjee (1997), Restructuring Centre-State Relations: The Sarkaria Commission and Beyond, Minerva Associates, Calcutta.
10. Subash C. Kashyap (1989), Indian Polity: Retrospect and Prospect, Allahabad University Alumni Association, National Public House
11. Subash C. Kashyap (1994), Our Constitution: An Introduction to India's Constitution and Constitutional Law, National Book Trust, New Delhi.
12. Tummala K. Krishna (1996), Public Administration in India, Allied Publications, New Delhi.

**COURSE OUTCOMES (WITH MAPPING)**

**Upon successful completion of this course, the students will be able to:**

| CO No.     | CO Statements                                                                                    | Cognitive Level (K – Level) |
|------------|--------------------------------------------------------------------------------------------------|-----------------------------|
| <b>CO1</b> | Recall the fundamental features and principles of the Constitution of India.                     | <b>K1</b>                   |
| <b>CO2</b> | Explain the powers and functions of the Union Government and the Judiciary.                      | <b>K2</b>                   |
| <b>CO3</b> | Demonstrate the structure and functions of the State Government.                                 | <b>K3</b>                   |
| <b>CO4</b> | Analyze the nature of Indian federalism and Centre–State relations.                              | <b>K4</b>                   |
| <b>CO5</b> | Assess the role and significance of constitutional and non-constitutional institutions in India. | <b>K5</b>                   |

**RELATIONSHIP MATRIX:**

**Course Outcome (COs) / Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)**

| COS        | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4                      | PSO5 | Means Score COS |
|------------|-----|-----|-----|-----|-----|------|------|------|---------------------------|------|-----------------|
| <b>CO1</b> | 3   | 2   | 1   | 2   | 3   | 3    | 1    | 2    | 3                         | 1    | 2.1             |
| <b>CO2</b> | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                         | 3    | 2.6             |
| <b>CO3</b> | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                         | 3    | 2.6             |
| <b>CO4</b> | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                         | 3    | 2.6             |
| <b>CO5</b> | 3   | 2   | 2   | 3   | 3   | 3    | 2    | 2    | 3                         | 3    | 2.6             |
|            |     |     |     |     |     |      |      |      | <b>Mean Overall score</b> |      | <b>2.50</b>     |
|            |     |     |     |     |     |      |      |      | <b>Correlation</b>        |      | <b>High</b>     |

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