

**SCOTT CHRISTIAN COLLEGE (AUTONOMOUS)
NAGERCOIL**



(Estd. 1893)

CURRICULUM AND SYLLABUS

DEPARTMENT OF HISTORY

**(Approved by the Standing Committee of the Academic Councils
held on 21.10.2023 & 13.01.2024)**

POSTGRADUATE PROGRAMME

CBCS-SEMESTER SYSTEM

(For those who join from 2023 to 2026)

An evolution towards revolution ...

Education is crucial for attaining full human potential, developing an unbiased and evenhanded society and promoting national and global development. The education sector in India is witnessing a sweeping wave of change. The very first policy for education, *National Policy on Education* (NPE-1968) was promulgated in 1968, with the National Policy on Education (NPE- 1986) following in 1986. The National Policy on Education (NPE- 1992) and the Programme of Action 1992 (POA-1992) refined and implemented the NPE-1986. The National Education Policy 2020 (NEP 2020) is a landmark document and an evolution towards revolution in the Indian educational sector. It presents the vision for greater access, equity, excellence, inclusion, multiple entry and exit and affordability to help India emerge as the global knowledge superpower.

Providing access to quality education is the key to the curriculum and syllabus of Scott Christian College (Autonomous), in terms of social justice and equality, scientific advancement, cultural preservation and national and global integration. Students should have the freedom and flexibility in choosing their courses, skills, and capacities to become moral, successful, innovative, adaptable, and productive human beings.

Higher education plays an important role in promoting human as well as societal wellbeing and in contributing towards sustainable livelihoods and economic development. The present Outcome-Based Education (OBE) curriculum and syllabus, provides valuable insights and recommendations on aspects of education that include moving towards multidisciplinary and holistic education, mastery and high-order learning and promotion of quality research.

The current curriculum has been designed based on NEP 2020, the National Credit Framework (NCrF), the National Higher Education Qualifications Framework (NHEQF) and Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) which envisage that students must develop into good, thoughtful, well-rounded, creative individuals with a standard of achievement. The themed curriculum aims to support teachers and students in developing their understanding of the curriculum design and delivery process as per the requirement of the world of work.



Dr. Sidney Shirley
Dean of Arts
Scott Christian College
(Autonomous)
Nagercoil



Dr. V. Robin Perinba Smith
Dean of Science
Scott Christian College
(Autonomous)
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Dr. B. Shamina Ross
Dean of IT and Technical Education
Scott Christian College
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DEPARTMENT OF HISTORY

Introduction

Scott Christian College (autonomous) established in 1873 is one of the oldest coeducational Institutions in south India by the missionaries of the London Missionary Society; The College has its motto, “Truth shall make you free” and serves as a model of academic excellence and social harmony. Scott Christian College offers (Autonomous) diversified Undergraduate, Post Graduate, M.Phil, and PhD courses. Among the available departments, Department of History is one of the well-recognized departments, much known for its excellence in teaching and research. It was established in 1950, upgraded as a PG department in 1992 and became a fully fledged research centre in 2006. It celebrated its diamond jubilee in 2010-2011. It has highly qualified and dedicated team of faculty members. The department has library for UG, PG and Research students

The Department is well known for its research in thrust areas like global history, social history, cultural history, public history, art history, geography, political science, international relations and Archaeological studies etc., in history. It is credited with scores of publications in reputed National and International journals and several ongoing minor and major projects from UGC, More than 50 PhD scholars and an equal number of M.phil scholars are currently pursuing their research activities. Our former students are working in prestigious institutions. Besides these our students have entered into Indian Administrative and foreign services also.

VISION

The Department seeks to educate students in the complexities of historical inquiry, to develop their critical thinking skills, and to improve their understanding of the world around them. We also seek to impart essential workforce skills, such as writing, reading, comprehension, and communication. Our research-active faculty teaches students about the latest discoveries and theoretical approaches in a range of historical subjects, including: colonial through modern US history, as well as ancient, medieval, early modern and modern European history, and Latin America. Our faculty

also teach a range of thematic fields, including gender and sexuality, race and ethnicity, global history, public history, science and medicine, and comparative empires.

Our curriculum encourages broad interdisciplinary engagement with related disciplines, such as anthropology, English, art history, geography, sociology, political science, and international relations. Methodologically, we are broad and inclusive, and encourage students to explore analog and digital techniques. The department also fosters close interaction between students and teachers. Our small classes and seminars provide students with a level of individual attention that is unusual for a large state institution

Our Faculty is committed to the highest standards of research. our faculty have published in some of the best journals in their field and with some of the top university presses for history. They have also earned research grants, prestigious awards and fellowships, and other recognition for their research. The department has maintained a long tradition of research excellence.

History department faculty provides extensive service not only to the university, college, and department but to the historical profession as well. Faculty serves as referees for journals, presses, awards and granting agencies. They serve on the boards of professional organizations, journals and presses.

MISSION

History is an encompassing discipline that examines the connection between historical events and human experiences. By studying the causes, context, and chronologies of individual events and larger historical developments, history provides an understanding of the nature of continuity and change in human experiences. History also seeks to place contemporary issues, and relationships in historical perspective. A historical perspective gives a sense of both the chronological ordering of events and the relationship of diverse events at a given moment. it also involves sensitivity to cultural differences and awareness of conflicting interpretations of the same occurrence. The Department of History serves under-graduate and post graduate students, the profession, community, and society in general. The undergraduate curriculum is

designed to provide both majors and non majors with

1. An appreciation of the nature and importance of a historical perspective
2. An understanding of the development of specific peoples and societies
3. An awareness of conflicting, interpretations of the past.

Additional goals for majors at the under-graduate and post graduate level include achievement of an understanding of the nature of the discipline of history, and the research, writing, and analytical skills to pursue professional careers or to continue their education in graduate and professional schools. The department also has a strong commitment to the professional development of its faculty through the production of scholarly publications and participation in the programs and offices of professional associations. Finally, the department seeks the community at large through work with local historical and professional organizations, lectures to local groups, and publications focusing on the history of the immediate area. in all these activities the department of history seeks to maintain the integrity of history as a scholarly discipline within the liberal arts and to promote the highest professional standards. The department is closely aligned with the college's mission. our programs are innovative, and include interdisciplinary research and scholarship to help students understand complex global problems, apply critical thinking, and advance the principles of a just and open society.

Eligibility : as per university norms

Duration of Course : Two Years (Four Semesters)

Medium of Instruction : English

FACULTY MEMBERS

Sl. No.	NAME	DESIGNATION
1	Dr. N. Amutha Kumari	Head of the Department Department of History Scott Christian College (Autonomous) Nagercoil
2	Dr. T. Wins Joel	Assistant Professor, Department of History Scott Christian College (Autonomous) Nagercoil
3	Dr. H. Santhosha Kumari	Assistant Professor Department of History Scott Christian College (Autonomous) Nagercoil

MEMBERS OF THE BOARD OF STUDIES

1	CHAIRPERSON	Dr. N. Amutha Kumari Head Of The Department
2	SUBJECT EXPERT (NOMINATED BY THE VC)	Dr. M.S. Thangam Associate Professor & Head Dept of History & Research Centre Sarah Tucker College Tirunelveli
3	SUBJECT EXPERT	Dr P Selvi Associate Professor of History Sri Meenakshi Govt. College for Women Korippalayam, Madurai
4	SUBJECT EXPERT	Dr R Sumesh Assistant Professor of History Iqbal College, Peringammala, Trivandrum District
5	REPRESENTATIVE	Dr. R.R Suresh Kumar Pammam, Marthandam
6	POST GRADUATE MERITORIOUS ALUMNUS	Dr A.W. Giftson Assistant Professor of History Sree Narayana College, Chempazhanth, Trivandrum District

7	FACULTY MEMBERS	<p>Dr. T. Wins Joel Assistant Professor</p> <p>Dr. H. Santhosha Kumari Assistant Professor</p> <p>Dr J Mohan Assistant Professor</p> <p>Dr D Dathi Assistant Professor</p> <p>Dr S Josphin Suja Assistant Professor</p> <p>Mr. K. Zion Assistant Professor</p> <p>Dr. J.Ruth Kanaga Prabha Guest Faculty</p> <p>Dr V Abila Guest Faculty</p> <p>Dr S Ezhil Steffy Guest Faculty</p>
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The Scott Christian College (Autonomous) defines the focus reinforcing its academic programmes and student life experience on campus through the Graduate Attributes (GA), that describe the knowledge, competencies, values and skills students imbibe for holistic development, multidisciplinary development and contribution to society. These attributes comprise characteristics that are transferable beyond the sphere of study into the national and international realm through curricular, co-curricular and extra-curricular engagements. They equip graduates for life long personal development and employment. Every Graduate of Scott Christian College (Autonomous) – (SCC) is desired to possess the following Graduate Attributes:

GA 1: Intellectual Competencies

Graduates of SCC

- have a comprehensive and incisive understanding of their domain of study as well as the ability for cross-disciplinary learning
- have the ability to apply the knowledge acquired through the curriculum as well as self- directed learning to a broad spectrum ranging from analytical thinking to synthesize new knowledge through research
- are able to have critical, independent and individual outlook regarding academic work and socially relevant issues

GA 2: Problem Solving

Graduates of SCC

- have the capacity to extrapolate from what has been learnt, translate concepts to real-life situations and apply acquired competencies in the required contexts to generate solutions to specific problems
- can view a problem or a situation from multiple perspectives and think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts
- are effective problems-solvers, able to apply critical, creative and evidence-based thinking to conceive innovative

responses to challenges

GA 3: Communication Skills

Graduates of SCC

- listen carefully, analyse texts and research papers, and present complex information in a clear and concise manner
- express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media
- confidently express herself/himself and construct logical arguments using correct technical language related to a field of learning and area of professional practice

GA 4: Environmental Awareness

Graduates of SCC

- lessen the effects of environmental degradation, climate change, and pollution
- learn the nuances for cleanliness, conservation and wise use of resources so that it can be used for generations
- know the nuances of waste management, conservation of biological diversity, management of biological resources and biodiversity, and sustainable development and living

GA 5: Professional Ethics

Graduates of SCC

- develop principled and expert behavior, and this will be showcased in their chosen careers and constructive roles as citizens of the world at large
- imbibe intellectual integrity and ethics in scholarly engagement and develop a spirit of inclusiveness through interactions with diverse people at all levels in life
- acquire new knowledge and skills, including ‘learning how to learn’ skills, for pursuing learning activities throughout life and adapting to changing demands of the workplace through knowledge, skill development and reskilling, ethically

GA 6: Leadership Qualities

Graduates of SCC

- inculcate leadership qualities and attitudes, and team behaviour along autonomous lines through curricular, co-curricular and extra-curricular activities
- develop managerial and entrepreneurial skills to create new opportunities for diverse careers and gear up to take up competitive examinations
- act together as a group or a team in the interests of a common cause and work efficiently as a member of a team

GA 7: Holistic Skill Development

Graduates of SCC

- develop critical thinking, problem-solving capacity, effective communication, and social skills
- are self-aware, flexible, resilient and have the capacity to accept and give constructive feedback and cope up with stress
- develop soft skills, e-skills and life skills to live, learn and work in the technically sound society globally and use appropriate digital methods for analysis of data

GA 8: Cross-Cultural Competencies

Graduates of SCC

- gain cross-cultural competencies through engaging with diverse linguistic, ethnic and religious communities and know how to understand, accept and appreciate individuals at local, national and international levels
- develop a global perspective through contemporary curriculum, culture, language and international exchange programmes
- acquire knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, gender sensitivity and adopt gender-neutral approach and show empathy to the less advantaged

and the differently-abled

GA 9: Community Engagement

Graduates of SCC

- are sensitive to social concerns and have conviction toward social justice through active social engagement
- are endowed with a strong sense of environmental awareness through the curriculum and a friendly and serene campus eco-system.
- formulate an inspiring vision and build a team that can help achieve the vision, and motivate people to the right destination

GA 10: Value-Based Ethical Competency

Graduates of SCC

- are rooted in the principles of ethical responsibility and integrity permeated with Christian values leading to the building of character and constitutional values
- develop virtues such as truth, love, courage, unity, integrity, brotherhood, industry and uprightness
- practise responsible national and global citizenship required for responding to contemporary challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies

Learning Outcomes Descriptors for a Higher Education Qualification at Level 6 on the NHEQF

The Bachelor's degree (Honours / Honours with Research) or the Post-Graduate Diploma is awarded to students who have demonstrated the achievement of the outcomes located at level 6 on the NHEQF.

Descriptors for qualifications at levels 6 on the NHEQF

Element of the Descriptor	NHEQF Level Descriptors
Knowledge and understanding	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad interdisciplinary context. • a coherent understanding and awareness of the established methods and techniques of research and enquiry • procedural knowledge required for performing and accomplishing professional tasks
General, Technical and Professional Skills	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • a range of cognitive and technical skills required for performing and accomplishing complex tasks required to undertake research to generate solutions to real-life problems • generating solutions to complex problems independently, requiring the exercise of full personal judgement, responsibility, and accountability for the
	<p>output of the initiatives taken as a practitioner</p> <ul style="list-style-type: none"> • apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems
Generic Learning Outcomes	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • communicate technical information and explanations, and the findings/ results of the research studies relating to specialized fields of learning and pursue self-paced and self-directed learning • present in a concise manner one's views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues. • define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships
Constitutional, Humanistic, Ethical, and Moral Values	<p>The graduates should be able to demonstrate the willingness and ability to:</p> <ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical, and moral values in professional practice and life. • present coherent arguments in support of relevant ethical and moral issues and participate in actions to address environmental and sustainable development issues. • follow ethical practices in all aspects of research and development

Employability and Entrepreneurship Skills	The graduates should be able to demonstrate the acquisition of knowledge and skills required for: <ul style="list-style-type: none"> • adapting to the future of work and to the demands of the fast pace of technological developments and innovations that drive a shift in employers' demands for skills • managing complex technical or professional activities or projects • should be willing to take a calculated risk and be open to new ideas
Credit Requirements	A Post-Graduate Diploma programme builds on a 3-year/6-semester bachelor's degree and requires a minimum of 40 credits for individuals who have completed a Bachelor's programme.
Entry Requirements	<ul style="list-style-type: none"> • An individual seeking admission to the bachelor's degree (Honours/ Honours with Research) in a specified field of learning would normally have completed all requirements of the relevant 3-year Bachelor's degree.

Learning Outcomes Descriptors for a Higher Education Qualification at Level 6.5 on the NHEQF

The Master's degree (e.g. M.A., M.Com., M.Sc., etc.) is awarded to students who have demonstrated the achievement of the outcomes located at level 6.5 on the NHEQF.

Descriptors for qualifications at levels 6.5 on the NHEQF

Element of the Descriptor	NHEQF Level Descriptors
Knowledge and Understanding	The graduates should be able to demonstrate the acquisition of: <ul style="list-style-type: none"> • advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning • advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen field of learning or professional practice, • procedural knowledge required for performing and accomplishing complex, specialized and professional tasks relating to teaching, and research and development.

Constitutional, Humanistic, Ethical, and Moral Values	<p>The graduates should be able to demonstrate the willingness and ability to:</p> <ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical, and moral values in one’s life and in the field of study and professional practice, • participate in actions to address environmental protection and sustainable development issues, • follow ethical principles and practices in all aspects of research and development, including inducements for enrolling participants and avoid unethical practices
General, Technical and Professional Skills	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning. • advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge. • specialized cognitive and technical skills relating to a body of knowledge and practice to analyze and synthesize complex information and problems.
Application of Knowledge and Skills	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyze problems and issues associated with the chosen fields of learning. • apply advanced knowledge relating to research methods to carry out research and investigations and to formulate evidence-based solutions to complex and unpredictable problems. • develop appropriate tools for data collection for research
Generic Learning Outcomes	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • communicate in a well-structured manner, technical information and explanations, and the findings/results of the research studies undertaken in the chosen field of study, • evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints • pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, required to pursue a higher level of education and research.

Employability and Entrepreneurship Skills	<p>The graduates should be able to demonstrate the acquisition of knowledge and skill sets required for:</p> <ul style="list-style-type: none"> • adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive the shift in employers' demands for skills • transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes. • exercising full personal responsibility for the output of own work as well as for group outputs and for managing work that is complex and unpredictable requiring new strategic approaches.
Credit Requirements	<ul style="list-style-type: none"> • The 2-year/4-semester Master's programme builds on a 3-year/6-semester bachelor's degree and requires a total of a minimum of 80 credits from the first and second years of the programme, with a minimum of 40 credits in the first year and minimum of 40 credits in the second year of the programme at level 6.5 on the NHEQF.
Entry Requirements	<ul style="list-style-type: none"> • A 3-year Bachelor's degree for the 2-year/4-semester Master's degree programme (e.g. M.A., M.Com., M.Sc., etc.).

PLO & GA Mapping

Programme Learning Objective #	Programme Learning Objective (PLO)	Description of PLO	PLO Mapped with GA#
PLO 1	Language proficiency	Exhibit spoken and written skills for effective Communication	GA 3
		Relate reading and listening skills to expedite access to knowledge resources and understanding	GA 3
		Combine two or more language abilities while Interacting	GA 3
PLO 2	Critical thinking and domain knowledge	Acquire knowledge of basic concepts, theories and processes through study of core courses in respective programmes and have a critical outlook	GA 1 GA 2
		Critically relate and consider domain specific knowledge to emerging areas of academia	GA 1
		Evaluate, familiarize and develop domain specific transferrable skills to new and or unfamiliar	GA 2

		contexts	
PLO 3	Interdisciplinary knowledge	Identify and determine connection across disciplines	GA 1 GA 8
		Empower students to combine frameworks and concepts from multiple disciplines to examine and solve a problem from different perspectives	GA 1 GA 8 GA 2
		Procure and apply interdisciplinary knowledge for universal development	GA 1 GA 8
PLO 4	Digital competency	Acquire the ability to leverage digital technologies to communicate, collaborate, and analyze data	GA 7 GA 1 GA 2
		Get acquainted with software resources, computational skills and digital tools	GA 7 GA 1
		Ethically apply digital skills to confidently use technology for work, learning and daily life	GA 7 GA 10
PLO 5	Analytical skills	Develop the ability to think critically and relate learning to academic, professional and real-life problem solving	GA 1 GA 10 GA 2
		Apply empirical knowledge and skills to identify and collect quantitative and qualitative data to analyze and formulate evidence-based suggestions and solutions	GA 7 GA 2
		Analyse problems and come out with facts-based solutions	GA 2 GA 7
PLO 6	Academic writing & presentation skills	Formulate and document results, case studies, project works, field works and internships	GA 2
		Present ideas, analyze research and construct an effective argument	GA 3
		Keep focused, planned and structured by using effective methodologies and in formal presentations	GA 2 GA 1
PLO 7	Innovation and creativity	Validate convertible capabilities and entrepreneurial skills that are needed for employment opportunities	GA 2 GA 7
		Develop and generate intellectual property	GA 1

		Empower entrepreneurs to discover opportunities, solve problems, adapt to change, continuously improve, and drive business growth	GA 2 GA 5
PLO 8	Social engagement and responsibility	Exhibit the ability to link classroom learning with social concerns and engagement through service learning and outreach programmes	GA 5 GA 9
		Enhance positive leadership qualities for peaceful coexistence, general wellbeing and improved quality of life	GA 6 GA 10
		Have ethical responsibility, philanthropic responsibility and economic responsibility	GA 5 GA 9
PLO 9	Environmental sensitization	Appreciate environmental consciousness and sustainability	GA 4 GA 9
		Make students acquire sensitivity to the environment and its problems and help them to acquire a set of values for environmental Protection	GA 4 GA 9
		Encourage students to acquire knowledge of pollution and environmental degradation	GA 4
PLO 10	Autonomy and Responsibility	Demonstrate a sense of community service, be proactive and creative at work, committed to lifelong learning	GA 5 GA 10 GA 6
		Encourage independent thought, problem-solving, creative thinking and productive teamwork	GA 5 GA 1 GA 2
		Reflect the basic human need to have control over our own lives both at work and in life	GA 7 GA 10

METHODS OF ASSESSMENT

Remembering (K1)	<ul style="list-style-type: none"> • The lowest level of questions require students to recall information from the course content • Knowledge questions usually require students to identify information in the textbook
Understanding (K2)	<ul style="list-style-type: none"> • Understanding of acts and ideas by comprehending, organizing, comparing, translating, interpolating and interpreting in their own words • The questions go beyond simple recall and require students to combine the ideas together
Application (K3)	<ul style="list-style-type: none"> • Students have to solve problems by using/applying a concept learned in the classroom • Students must use their knowledge to determine exact response
Analyze (K4)	<ul style="list-style-type: none"> • Analyzing the question by asking students to breakdown something into its component parts • Analyzing requires students to identify reasons, causes or motives generalizations
Evaluate (K5)	<ul style="list-style-type: none"> • Evaluation requires an individual to make judgment on something • Questions to judge the value of an idea, a character, a work of art, or a solution to a problem • Students are engaged in decision-making
Create (K6)	<ul style="list-style-type: none"> • The questions of this category challenge students to get engaged in creative and original thinking • Developing original ideas and problem solving skills

Cognitive Level (CL)

No.	Code	Cognitive Level
1	R	Remember
2	U	Understanding
3	Ap	Apply
4	An	Analyse
5	E	Evaluate
6	C	Create

Knowledge Category (KC)

No	Code	Knowledge
1	F	Factual
2	C	Conceptual
3	P	Procedural
4	M	Metacognitive

Learning Activities

A. Participative Learning

No	Code	Description
1	GD	Group Discussion
2	SI	Simulation
3	OO	One to One Learning
4	RF	Rapid Fire
5	KWL	Know, Want to Know, Learned
6	Sem	Seminar
7	WSQ	Watch Summarise Question
8	FC	Flipped Class

B. Cooperative Learning

No	Code	Description
1	Lec	Lecture
2	Soc	Socrates Method
3	BS	Brain Storming
4	GT	Group Learning
5	OT	One to One Tutoring

C. Peer Learning

No	Code	Description
1	TPS	Think Pair Share
2	RPT	Reciprocal Peer learning
3	PT	Peer Learning

D. Experiential Learning

No	Code	Description
1	RP	Roleplay
2	FW	Fieldwork
3	MPr	Micro/Mini Project
4	Pr	Project
5	Viv	Viva-Voce
6	Rep	Report Writing
7	Rev	Review Writing
8	CW	Critique Writing

E. Problem Solving Method

No	Code	Description
1	CS	Case Study
2	Ess	Essay
3	AW	Article Writing
4	SP	Solution to Problem
5	PF	Problem Finding

Assessment Task

No	Code	Description
1	CA	Class Assignment
2	HrA	Hour Assignment
3	CT	Class Test
4	ST	Self Test
5	OT	Online Test
6	OBT	Open Book Test
7	Qui	Quiz
8	HoA	Home Assignment
9	MCQ	Multiple Choice Question
10	SA	Short Answer
11	Ess	Essay

METHODS OF EVALUATION

Evaluation	Methods	Marks
Internal	Continuous Internal Assessment Test	40
	Assignments / Snap Test / Quiz	
	Seminars	
	Attendance and Class Participation	
External	End Semester Examination	60
Total		100

Year	Semester	Module No.	Courses	Course Code	Hours							Total Hours	Credits	Credit Points
					Lecture	Tutorial	Practical	Internship	Self-Learning	Demonstration	Research Project			
I	I	1.1	Core Course 1 Theory - History of Ancient & Early Medieval India – prehistory to 1206 CE	23PH11	6							6	4	24
		1.2	CC 2 Socio – Cultural History of Tamilnadu Upto 1565 CE	23PH12	6							6	4	24
		1.3	CC 3 History of World Civilization (Excluding India)	23PH13	6							6	4	24
		1.4	DSC 1 Indian Art & Architecture	23PHEA	6							6	4	24
		1.5	DSC 2 Administrative History of Tamilnadu	23PHEB	6							6	4	24
			Total		30							30	20	120
I	II	2.1	Core 4 History of Medieval India 1206 – 1707	23PH21	6							6	4	24
		2.2	Core 5 Socio Cultural History of Tamilnadu 1565 – 2000 CE	23PH22	6							6	4	24
		2.3	CC 6 Historiography and Historical Methods	23PH23	6							6	4	24
		2.4	DSC 3 History of Journalism	23PHEC	6							6	4	24

		2.5	DSC 4 Introduction to Epigraphy	23PTNI	6							6	4	24	
			Total		30							30	20	120	
II	III	3.1	CC 7 Colonialism and Nationalism in India	23PH31	6							6	4	26	
		3.2	CC 8 Intellectual History of India	23PH32	6								6	4	26
		3.3	CC 9 Project	23PHD1	6								6	4	26
		3.4	DSC 5 Principles and Techniques of Archaeology	23PHEE	6								6	4	26
		3.5	DSC 6 Studies in Human Rights-	23PHEF	6								6	4	26
		3.6	Internship	23PHD2										4	26
			Total		30								30	24	156
II	IV	4.1	CC 10 Contemporary India	23PH41	6							6	4	26	
		4.2	CC 11 Peasant and Labour Movements in India	23PH42	6								6	4	26
		4.3	CC 12 International Relations Since 1914	23PH43	6								6	4	26

	4.4	DSC 7 Women Studies	23PHEF	6							6	4	26
	4.5	DSC 8 History of Travancore- 1729 – 1956	23PH38	6							6	4	26
		Total		30							30	20	130

SEMESTER - I

Course Title: History of Ancient & Early Medieval India – Prehistory to 1206 CE

Course Type: Theory
Course Code: 23PH11

Total Hours: 90 Hours/Week: 6 Credits: 4

Pass-Out Policy : Minimum Contact Hours: 54
Total Score :100% Internal: 40 External:60
Minimum Pass : 50% [No Minimum for

Course Creator

Expert 1

Expert 2

Name: Dr J Mohan

Name Dr D Dathi

Name: Dr D. Rani Mila

Designation: Assistant Professor of History, Scott Christian College (Autonomous) Nagercoil

Designation: Assistant Professor of History Scott Christian College (Autonomous) Nagercoil

Designation: Assistant Professor of History Women's Christian College Nagercoil

Mobile 996591161

Mobile: 8667820460

Mobile: 9488410007

Email id

Email id

Email id

CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Know the prehistoric sites and the life of early man and appreciate the urban character of Indus valley civilization	2(20)	1,2	U	C
CLO-2	Know the various theories of origin of ariyans, and their socio economic life	1(20)	3	U	P

CLO-3	Detail the Polity, Administration and religious policy of mauryas and the origin and development of new religions	9(20)	4,9	An	M
CLO-4	Give a detailed account of the age of guptasand harsha's administration	4(20)	1,2,7	C	C
CLO-5	Explain the history of peninsular india under various dynasties	3(20)	1,2,10	R	F

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1	Sources of History					
1.1	Archaeological Sources – Literary Sources – Foreign Accounts	3	1(17)	LEC	SA	1.3
1.2	Prehistoric Culture, Paleolithic Mesolithic, Neolithic – Distribution – tools	3	1(16)	LEC	ESS	1.2
1.3	Life of the people – proto History – Harappan Civilization – Origin	3	1(17)	LEC	QUI	4.5
1.4	Chronology – Extent – First Urbanization – Town Planning	3	1(17)	GD	QUI	1.3
1.5	Seals and Script – Trade Contacts – Ancient Tamil Civilization	3	1(16)	TPS	SEM	1.3
1.6	Adichanallur – Keeladi – kondagai – Mayiladumparai – Sivagalai	3	1(17)	GD	MCQ	1.3
2.1	Vedic Period, Debate on the Orginal Home of the Aryans	3	2(16)	LEC	ESS	4.5
2.2	Life During Early Vedic age- Transformation from Early vedic to later vedic age	3	2(17)	PT	ESS	2.5
2.3	Social – Political – Economic – Second Urbanization	3	2(16)	GD	SEM	2,3
2.4	Emergence of the mahajanapadas – Formation of state – Republic and Monarchies	3	2(17)	LEC	SA	1,3
2.5	Rise of Urban Centres – Magadha, Haryankas – sisunagas – nandas –	3	2(17)	GD	MCQ	2.4

	Intellectual Awakening					
2.6	Rise of Buddhism and Jainism – their impact on society in india and abroad	3	2(17)	LEC	ESS	2,3
3.1	The Mauryan Imperial state, Chandragupta Maurya and his political Achievements	3	3(17)	GD	OBT	3,4
3.2	Ashoka his Edicts and his policy of dhamma – Spread of Religion – Mauryan Administration	3	3(17)	GT	Q	3,3
3.3	Kautilya and Arthasastra – megasthenes, Economy, Mauryan Art and Architecture	3	3(16)	TPS	ESS	2,2
3.4	Disintegration of the Mauryan Empire, Post Mauryan political, Economic, Social & Cultural Developments	3	3(17)	LEC	SEM	2,4
3.5	Indo- Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions	3	3(16)	GT	QUIZ	3,2
3.6	Mahayana, Satavahanas of Andhra, Their Contribution to art and Architecture	3	3(17)	SI	MCQ	4,2
4.1	Guptas – polity and Administration- Patronage to Art, Architecture and Literature	4	4(23)	GD	SA	3,2
4.2	Educational Institutions – Nalanda – Vikramashila – Valabhi	5	4(23)	TPS	MCQ	4,2
4.3	Huna Invasion and Decline, Vakatakas – Polity and Economy	5	4(27)	LEC	SEM	4,5
4.4	Harsha, The Assemblies at prayag and kanauj – Hiuen – Tsang’s account of India	4	4(27)	LEC	SEM	4,3
5.1	Peninsular India, Tamil Country up to 12 th Century – Chalukyas	4	5(23)	GD	SA	5,3
5.2	Rise of Regional Kingdoms in Northern India upto 12 th Century	5	5(23)	TM	Q	5,3
5.3	Rashtrakutas, Prathikaras & palas, Arab Conquest of Sind ,	5	5(27)	LEC	SA	5,1
5.4	Campaigns of Ghazni and Muhammad Ghori and their Impact	4	5(27)	LEC	Q	4,3

Reference Books

1. Singh, Upinder, *A History Of Ancient And Early Medieval India: From The Stone Age To The 12th Century* Pearson, Delhi 2009
2. Chakravarthy, Ranabir, *Exploring Early India up to 1300 AD*, Primus Books, Delhi 2016

3. Thapar, Romila, *Early India: From The Origins To 1300 Ad*, PENGUIN, DELHI, 2003
(Tamil Translation)
4. A.L. Basham, *The Wonder that was India*, London, Macmillan, 2004
5. Kosambi, D.D., *The Culture and Civilization of Ancient India: An Historical Outline*, Vikas Pub, House pvt ltd., Delhi , 1997
6. Kosambi D D., *An Introduction to the study of Indian History*, Sage Publications, New Delhi, 2016
7. Raychaudhuri, Hemachandra, *Political History of ancient India*, Surject Publications, New Delhi, 2014.

SEMESTER - I

Course Title: Socio – Cultural History of Tamilnadu		Course Type: Theory	
Total Hours: 90 Hours/Week:6 Credits: 4		Course Code: 23PH12	
Pass-Out Policy : Minimum Contact Hours: 54 Total Score : 100% Internal: 40 External:60 Minimum Pass :50% [No			
Course Creator		Expert 1	Expert 2
Name Dr D Dathi		Name: Dr J Mohan	Name: T R Prema Latha
Designation: Assistant Professor of History, Scott Christian College (autonomous) Nagercoil		Designation: Assistant Professor of History, Scott Christian College (autonomous) Nagercoil	Designation: Associate Professor & Head Holy Cross College, Nagercoil
Mobile : 8667820460		Mobile: 9965911161	Mobile: 9488280427
Email id:		Email id:	Email id:

CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Detail the early history of tamilnadu	1(20)	3	R	C
CLO-	Give an account of history of pallavas and their contribution	3(20)	1,2,8	AN	P

2					
CLO-3	Highlight the Impact of the Cholaruler's Administration	2(20)	1,2	E	C
CLO-4	Present an account of the history of pandyas of Madurai	3(20)	1,2,8	AN	M
CLO-5	Explain the society and culture under Madurai Sultanate and Vijayangara	2(20)	1,2	C	M

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Sources of the History of Tamil Nadu. Ancient Tamil Civilization	4	1(22)	LEC	SA	1.3
1.2	Sangam Literature. Concept of Thinaï.	3	1(17)	LEC	ESS	1.2
1.3	Social and Economic Life.	4	1(22)	LEC	QUI	4.5
1.4	Roman Trade Conduct and Their Impact.	3	1(17)	GD	QUI	1.3
1.5	Religious Life. Murugan and Kotravai. Nadukkal	4	1(22)	TPS	SEM	1.3
2.1	Pallava's origin, history, and contribution to South Indian culture	4	2(22)	LEC'	SA	2,3
2.2	Polity, Society, Economy, Foreign Trade, Religion, Literature	3	2(17)	LEC	ESS	4.5
2.3	socio-religious condition, bhakti movement, and The state	4	2(22)	PT	ESS	2.5
2.4	growth of Saiva and Vaishnava traditions,	3	2(17)	GD	SEM	2,3
2.5	institution of temple art and architecture, education, ghatikas, literature	4	2(22)	LEC	SA	1,3
3.1	Imperial Cholas, socio-religious condition,	4	3(22)	GD	MCQ	2.4
3.2	local self-government and village autonomy,	3	3(17)	PT	ESS	3,1
3.3	landholding system and society,	4	3(22)	SI	CA	3.1

	economic life,					
3.4	art and architecture,	3	3(17)	GD	OBT	3,4
3.5	overseas expansion, and cultural impact.	4	3(22)	GT	Q	3,1
4.1	Pandiyas Of Madurai, Social Classes, Religion, Saivism And Vaishnavism	4	4(22)	TPS	ESS	2,2
4.2	Art And Architecture, Later Pandiyas, Markopolos Account	3	4(17)	LEC	SEM	2,4
4.3	Society, Valangai And Idangai, Religion	4	4(22)	LEC	QUIZ	4,2
4.4	Art And Architecture, Madurai Meenakshi Temple	3	4(17)	SI	MCQ	4,2
4.5	Religion, Mathas – Saivasiddhantam and Virsaivism	4	4(22)	GD	SA	3,2
5.1	Society and Culture under the Madurai Sultanate	4	5(23)	TPS	MCQ	4,2
5.2	Vijayanagar Empire, Krishna Devaraya,	5	5(23)	LEC	SEM	4,5
5.3	Royal Patronage of Literature, Art and Architecture	5	5(27)	LEC	SEM	4,3
5.4	Social Life, Position of Woman	4	5(27)	GD	QUIZ	5,4

Reference Books

1. Subramanian, N., *Social And Cultural History Of Tamilnadu* (upto 1336 AD), 2011
2. Karishma Nogro, *A Conscious History of South India, Issues and Interpretations*, OUP, New Delhi, 2014
3. Kanakasabhai, v., *The Tamils Eighteen Hundred Years Ago, The South India Saivasidhantha Works Publishing Society*, Tirunelveli, 1956
4. Pillay, K.K., *Historical heritage of the Tamils* MJP Publishers, Chennai, 2008
5. Sasti, K.A. Nilakanta, *The Cholas* University of Madras, Madras 1955
6. Sastri k.a. Nilakanta, *A History of south India: From Prehistoric Times to the Fall of Vilayanagar*, OUP, Chennai, 1997

SEMESTER - I

Course Title: History of World Civilization (Excluding

Course Type: Theory
Course Code: 23PH13

Total Hours: 90 Hours/Week: 6 Credits: 4

Pass-Out Policy : Minimum Contact Hours:54
Total Score :100% Internal:40
External:60

Course Creator

Expert 1

Expert 2

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Suja

Name: Dr J Mohan

Name: T.R Prema Latha

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CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowled ge Categor y (KC)
CLO- 1	Compare the concepts of civilization and culture and brief history of pre historic period	2(20)	1,2	An	F
CLO- 2	Understanding Significant features of Mesopotamian, sumerian and Egyptian Civilization	1(20)	3	E	C
CLO- 3	Study about origin and growth of river valley civilization	3(20)	1,2,8	U	M
CLO- 4	Describe the features of Chinese and Japanese Civilizaion	2(20)	1,2	U	F
CLO- 5	Explain the Contribution of greek and roman Civilization	7(20)	2,5	R	C

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Introduction, Definition of Civilization	4	1(22)	LEC	SA	1.3
1.2	Comparison between Culture and Civilization,	3	1(17)	LEC	ESS	1.2
1.3	Origin and Growth of Civilization, Prehistoric Culture,	4	1(22)	LEC	QUI	4.5
1.4	Paleolithic and Neolithic Periods, Culture	3	1(17)	GD	QUI	1.3
1.5	Rivers, Resources, and Civilizations.	4	1(22)	TPS	SEM	1.3
2.1	The role of environment, the invention of writing	4	2(22)	LEC	SEM	2.5
2.2	Mesopotamian civilization, Sumerian, Babylonian,	3	2(17)	LEC	ESS	4.5
2.3	life under Hammurabi, the kassite interlude	4	2(22)	PT	ESS	2.5
2.4	Egyptian and the age of Paraohs, the rise of the Hittites, and the greatness	3	2(17)	GD	SEM	2,3
2.5	the Fall of empires, and survival of cultures	4	2(22)	LEC	SA	1,3
3.1	The evolution of Jewish religion, the power of Assyria,	4	3(23)	GD	MCQ	2.4
3.2	Assyrian rule and culture, Chaldean, Babylonia,	5	3(23)	LEC	QUIZ	3,1
3.3	the rise of Persia, the coming of the Medes	5	3(27)	SI	CA	3.1
3.4	Persians, Zarathustra,, Persia's world empire	4	3(27)	GD	OBT	3.4
4.1	China's classical age, the Zhou dynasty,	3	4(17)	GT	Q	3,3
4.2	Age of Confucius and his followers, the Qin unification	3	4(16)	TPS	ESS	2,2
4.3	The glory of Han dynasty, contribution to the world,	3	4(17)	LEC	SEM	2,4
4.4	development of art and architecture, religion and science,	3	4(17)	GD	QUI	2,3
4.5	Japanese civilization and culture,	3	4(16)	SI	MCQ	4,2

4.6	Maya, Aztec, and Inca civilization.	3	4(17)	GD	SA	3,2
5.1	Greek civilization, the Minoans and Mycenaeans Homer	3	5(17)	TPS	MCQ	4,2
5.2	the heroic past, the polis, the Sparta, Athens	3	5(16)	LEC	SEM	4,5
5.3	The Age of pericles, the spread of Hellenic civilization,	3	5(17)	LEC	SEM	4,3
5.4	the Greeks, and the opening of the east, Hellenic religion,	3	5(17)	GT	SA	5,3
5.5	science and philosophy, the Roman Republic	3	5(16)	TM	Q	5,3
5.6	The Pax Romana administration, and expansion under Augustus	3	5(17)	LEC	SA	5,1

Reference Books

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

SEMESTER - I

Course Title: Indian Art & Architecture

Course Type:Theory
Course Code: 23PHEA

Total Hours: 90 Hours/Week:6 Credits: 4

Pass-Out Policy : Minimum Contact Hours:54
Total Score :100% Internal: 40
External:60

Course Creator

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Expert 2

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CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Explain the various forms of Indus and mauryan art	1(20)	3	R	C
CLO-2	Compare and contrast the Gandhara and Mathura school of art	3(20)	1,2,8	AN	P
CLO-3	Examine the similarities and differences between Temple architectural styles	2(20)	1,2	E	C
CLO-4	Discuss the relation between the five pillars of Islam and Islamic architecture	8(20)	6,10	AN	M
CLO-5	Appreciate features of colonial architecture	2(20)	1,2	C	M

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Prehistoric Art, Harappan Art, Steels	4	1(23)	LEC	SA	1.3
1.2	Sculptures, Stone, and Metal, Harappan Architecture	5	1(23)	LEC	ESS	1.2
1.3	Fortification, Town Plan, Public Buildings, Moraine Art,	5	1(27)	LEC	QUI	4.5
1.4	Chaityas, Viharas, Stupas, Ashokan Pillars.	4	1(27)	GD	QUI	1.3
2.1	Hinayana Phase of Buddhist Art Mahayana Phase of Art	4	2(23)	TPS	SEM	1.3
2.2	Gandhara School Of Art Madhura School Of Art	5	2(23)	PT	SA	1.4
2.3	Amaravathi School of Art Gupta Art And Architecture	5	2(27)	LEC	ESS	4.5
2.4	Ajanta And Ellora Jaina Art Jaina Beds	4	2(27)	PT	ESS	2.5

	Shravanabelagola					
3.1	Pallava Art: Rock Cut Cave Temples. Monolithic Temples	3	3(17)	GD	SEM	2,3
3.2	Structural Temples Mahabalipuram – Nagara Style of Architecture	3	3(16)	LEC	SA	1,3
3.3	Lingaraja Temple, Sun Temple, Dravida Style of Architecture	3	3(17)	GD	MCQ	2.4
3.4	Brihadeeswara Temple, Thanjavur, Gangaikondacholapuram	3	3(17)	GT	ESS	3.2
3.5	Airavatesvara Temple, Darasuram, Vesara Style of Architecture,	3	3(16)	SI	CA	3.1
3.6	Chennakesava Temple, Hoysaleswara Temple	3	3(17)	GD	OBT	3.4
4.1	Islamic Art, Five Pillars of Islam, Mosques, Mausoleums	4	4(23)	GT	Q	3,3
4.2	Palaces, Complexes, Gardens, Quawwat-ul-islam Mosque,	5	4(23)	TPS	ESS	2,2
4.3	Qutub Minar, Mughal Art and Architecture, Humayun's Tomb,	5	4(27)	LEC	SEM	2,4
4.4	Fatehpur Sikri, Red Fort, Taj Mahal, Mughal Paintings	4	4(27)	SI	SEM	4.3
5.1	Colonial Architecture, Fort St. George Fort, Chennai.	4	5(23)	SI	MCQ	4,2
5.2	Indo-Saracenic Architecture, Chhatrapati Shivaji Terminal,	5	5(23)	GD	SA	3,2
5.3	Mumbai Victoria Memorial, Kolkata Amir Mahal	5	5(27)	TPS	MCQ	4,2
5.4	Senate House, University of Madras, Chennai.	4	5(27)	LEC	SEM	4,5

Reference Books

1. Banerjee J.N., Development of Hindu Iconography, Munshiram, Manoharlal, 3rd edition, 2002
 2. Coomaraswamy A.K., History of Indian and Indonesian Art, Kessinger Publishing, LLC, 2003
 3. Devakrishna, Temples of North Indian National Book Trust, 2002
 4. Sivaramamurthy.C., South Indian Bronzes, Lalit Kala Academy, 1981
- 2 Srinivasan K.R., Temples of South Indian National Book Trust 4th December 2010

SEMESTER - I

Course Title: Administrative History of Tamilnadu –

Total Hours: 90 Hours/Week:6 Credits: 4

Pass-Out Policy : Minimum Contact Hours:54
Total Score :100% Internal:40
External:60

Course Creator

Name: : Dr J Mohan
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Expert 1

Name: Dr D Dathi
Designation: Assistant Professor of History
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Course Type: Theory
Course Code: 23PHEB

Expert 2

Name: Dr. J Evangeline Sheela Bell
Designation: Assistant Professor of History
Mobile: 9486417879
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CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Appreciate the administration of Justice Party	1(20)	3	U	M
CLO-2	Evaluate the Congress Administration	3(20)	1,2,8	AN	P
CLO-3	Interpret DMK administration	1(20)	3	E	C
CLO-4	Compare AIADMK administration	3(20)	1,2,8	AN	R
CLO-5	Assess the impact of various administrations	2(20)	1,2	C	M

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Justice Party A SubbarayuduReddiyar	4	1(22)	LEC	SA	1.2
1.2	Raja of Panangal- P.Subburayan Raja of Bobbili	3	1(17)	LEC	ESS	1.2
1.3	achievements-reservation-Communal GO	4	1(22)	LEC	QUI	1.2
1.4	creation of staff selection board-right to vote for women	3	1(17)	GD	QUI	1.2
1.5	Regulation of temples mid day meal scheme	4	1(22)	TPS	SEM	1.2
2.1	Congress rule: Rajagoplachari K. Kamaraj	6	2(34)	LEC	SA	1.2
2.2	M Bhakhathsavalam-achievements. free mid day meal scheme	6	2(33)	LEC	ESS	1.2
2.3	Opening of new schools- Increase in irrigation facilities- industrial growth	6	2(33)	PT	ESS	1.2
3.1	DMK administration CN Annnadural-renaming of Madras state as Tamil Nadu	2	3(11)	GD	SEM	1.2
3.2	Two language policy-free education for all till P.UC	2	3(11)	LEC	SA	1.2
3.3	Kalaignar M Karunanithi-Slum clearance board	2	3(11)	GD	MCQ	1.2
3.4	Beggar rehabilitation scheme-Formation of Backward Class Commission	2	3(11)	PT	SA	1.2
3.5	Implementation of reservation policy-Salem Steel plant Manu Neethi Thittam	2	3(11)	SI	CA	1.2
3.6	Free electricity for farmers- property rights to women; creation of universities	2	3(12)	GD	OBT	1.2
3.7	33 per Reservation for women in local body elections-30per reservation for women in government jobs	2	3(11)	GT	Q	1.2
3.8	Samathuvapuram scheme- Fidel park-financial assistance for marriage of poor girls	2	3(11)	TPS	ESS	1.2
3.9	increase of infrastructure-Industrial development	2	3(11)	LEC	SEM	1.2
4.1	ADMK administration: MGR-Nutritious Meal scheme	3	4(17)	LEC	ESS	1.2

4.2	Educational reforms introduction of Plus Two in Higher Secondary schools	3	4(16)	SI	MCQ	1.2
4.3	Krishna water project-establishment of new universities-Tamil University at Tanjore	3	4(17)	GD	SA	1.2
4.4	Mother Teresa university at kodaikkanal J. Jayalalitha -welfare measures Amma Unavagam	3	4(17)	TPS	MCQ	1.2
4.5	Free laptop for students- Cradle Baby Scheme infrastructure development	3	4(16)	LEC	SEM	1.2
4.6	Infrastructure development - rain water harvesting	3	4(17)	LEC	SEM	1.2
5.1	Policies and programmes economic	9	5(50)	GD	SA	1.2
5.2	social and demographic impact	9	5(50)	LEC	MCQ	1.2

REFERENCE

- 1.Subramanian.N History of Tamilnadu Vol.2
- 2.Rajaram P The justice Party: A Historical Perspective, 1916-1937

SEMESTER - II

Course Title: History of Medieval India 1206 – 1800 A.D

Course Type: Theory
Course Code: 23PH21

Total Hours:90 Hours/Week:6 Credits: 4

Pass-Out Policy : Minimum Contact Hours:54
Total Score :100% Internal:40
External:60

Course Creator

Expert 1

Expert 2

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Name: Dr S Josphin Suja

Name: Dr A Vanaja

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CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Describe the foundation of the Delhi Sultanate and its early dynasties	1(20)	3	AN	C
CLO-2	Elucidate the administration of the Delhi Sultanate and appreciate the Bhakthi and Sufi Movements	7(20)	2,5	C	P
CLO-3	Discuss the genesis and the Conquest of the Mughals	2(20)	1,2	AP	P
CLO-4	Outline the art and architecture and administration of the Mughals	1(20)	3	U	M
CLO-5	Illustrate the administration, art and architecture during the Bahamani and Vijayanagar Kingdoms	3(20)	1,2,8	AN	F

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Sources of medieval india, Foundation of Delhi Sultanate, Slave Dynasty	4	1(22)	LEC	SA	1,4
1.2	Khilji Dynasty, tughlaq dynasty, sayyid dynasty	3	1(17)	LEC	ESS	1,3
1.3	Administrative system of sultanate	4	1(22)	LEC	QUI	1,3
1.4	Socio and economic conditions of sultanate	3	1(17)	GD	QUI	1,
1.5	Art and architecture of sultanate	4	1(22)	TPS	SEM	1.3
2.1	Formation of Vijayanagar, Dynasties of Vijayanagar	3	2(17)	SI	CA	1,3
2.2	Krishna Deva Raya and his Reforms,	3	2(16)	LEC	ESS	1,3

2.3	Contribution of Vijayanagar Empire	3	2(17)	PT	ESS	1,3
2.4	Formation and Division of Bahmini Kingdom	3	2(17)	GD	SEM	4
2.5	Historical Importances of bahmini Kingdom	3	2(16)	LEC	SA	4
2.6	Sikhism in north India	3	2(17)	GD	MCQ	4
3.1	Bhakthi Movement – Ramanuja – Nimbarkara	4	3(22)	GD	OBT	2,3
3.2	Madhavacharya – Ramananda – Kabir	3	3(17)	GT	Q	2,3
3.2	Vallbhacharya – Chaitanya – Guru Nanak and Mirabai	4	3(12)	TPS	ESS	2
3.3	Tulsidas and Tukaram	3	3(17)	LEC	SEM	2
3.4	Babur and Foundation of Mughal Empire in india	4	3(12)	GT	Q	2
3.5	Humayun – Sur Dynasty – shershah	4	3(20)	SI	MCQ	2,
4.1	Akbar Reforms – Second battle of Panipat	4	4(22)	GD	SA	2
4.2	Jahangir and shajahan – aurangzeb and his administrative success	3	4(17)	TPS	MCQ	2,
4.3	Mughal Administration and socio economic	4	4(22)	LEC	SEM	2,3
4.4	Art and architecture of Mughals – later Mughals	3	4(17)	LEC	SA	3
4.5	Fall of Mughal Empire	4	4(22)	GD	SEM	3
5.1	Arrival of Europeans – Portugese – Danish – Dutch – French	3	5(17)	LEC	SA	4
5.2	First and Second carnic wars – French settlement –Dupleix	3	5(16)	GD	SEM	3
5.3	Third Carnatic war – French Failures in India	3	5(17)	GD	MCQ	3
5.4	Peshwas and third panipat war	3	5(17)	GT	ESS	3
5.5	Battle of plassey – battle of Buxer	3	5(16)	SI	QUIZ	3
5.6	Establishment of British Power in India	3	5(17)	TPS	SA	3

Reference Books

1. Shastri K.AN, A History of South India, 4 th edition, Oxford University Press, 1976
2. Irfan Habib, Agrarion System of Mugal India 1556-1707, Oxford University Press, 1999
3. Mahajan, V.D, History of Medival India, Ram Nagar, New Delh
4. Powell Price,J.C, AHistory of India, New York, 1955,

SEMESTER - II

Course Title:Socio Cultural History Of Tamilnadu 1336 -1975

Total Hours:90 Hours/Week:6 Credits:4

Pass-Out Policy : Minimum Contact Hours:54
Total Score :100% Internal: 40
External:60

Course Type: Theory
Course Code: 23PH22

Course Creator

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CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO& PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Understand the contribution of Marathas to Tamilagam	1(20)	3	AP	C
CLO-2	The ancient languages and its impact with relation are to learn	5(20)	2,7	AN	M
CLO-3	Acquire the knowledge of evaluation to monitor the conflicts of religion activities	8(20)	5, 9	R	P
CLO-4	Develop new governments and its function through welfare aspects.	6(20)	1,2	E	M
CLO-5	Impart Knowledge in Dravidian Growth and self Respect Movement	4(20)	1,2,7	R	F

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Sources of the period, Vijayanagar Empire,	4	1(22)	LEC	SA	1,4
1.2	Nayankara System, Nayak Administration	3	1(17)	LEC	ESS	1,2
1.3	Poligari system, Kaval system,	4	1(22)	LEC	QUI	1,2
1.4	Buddhism, Jainism, Hinduism, Devadasi System	3	1(17)	GD	QUI	1
1.5	Vadakalai and Thenkalai Groups	4	1(22)	TPS	SEM	1
2.1	Nawabs of Arcot – Administration under Nayak	4	2(22)	SI	QUI	1,2
2.2	Marathas of Tanjore – Land revenue systems under British	3	2(17)	LEC	ESS	1,2
2.3	Zamindari System, Ryotwari system	4	2(22)	PT	ESS	2,1
2.4	Village lease Settlement, Library Movement	3	2(17)	GD	SEM	2,1
2.5	Religious condition of Marathas, Socio Economic Conditions of Marathas	4	2(22)	LEC	SA	2,1
3.1	Arrival of Christian Missionaries	3	3(17)	GD	MCQ	2,1
3.2	Contribution of tamil literature	3	3(17)	SI	SA	2,1
3.3	Education and social changes	3	3(16)	SI	CA	2,1
3.4	Abolition of sati – slavery –Socio Religious Movement	3	3(17)	GD	OBT	2,5
3.5	Vaikunda swamigal, Ramakrishna Mission	3	3(16)	GT	Q	2
3.6	Theosophical society – justice party	3	3(17)	TPS	ESS	3,1
4.1	Growth of Tamil Literature – Perilakiyam – Chitilakiam	4	4(23)	LEC	SEM	3,1
4.2	Maraimalai Adikal- Subramania Bharathi	5	4(23)	LEC		3,1
4.3	Bharathidasan – Namakal Ramalingam Pillai	5	4(27)	SI	MCQ	4,1
4.4	Kavimani – Chilampattam – Festivals in Tamilnadu - Villupattu	4	4(27)	GD	SA	4,1
5.1	Dravida Movement – E.V.R and Self Respect Movement	4	5(22)	TPS	MCQ	4,5
5.2	Temple entry movement – pure tamil Movement	3	5(17)	LEC	SEM	4,5
5.3	Dravida Kazhagam – Anti Hindi Agitation	4	5(22)	LEC	ESS	4
5.4	Socio – economic measures – Dravidian Parties in Tamilnadu	3	5(17)	TPS	SA	4
5.5	DMK – ADMK	4	5(22)	TM	QUI	4,5

Reference:

1. Rajayyan K., History of Tamil Nadu 1336 to 1984, Raj Publications, Madurai, 1984.
2. Yesudhasan, V. & Issac Jeyadhas, History of Tamil Society and Culture since 1936
3. Devanesan, A., History of Tamil Nadu, Renu Publications, Marthandam, 1991
4. Rajayyan, K., Rise and Fall of Poligars of Tamil Nadu, Madurai Publishing House Madurai.
5. Krishnaswamy, S., Sources of Vijayanagar Empire, Gian Publishing House, Delhi

SEMESTER - II

Course Title: Historiography and Historical Methods		Course Type: Theory
Total Hours: 90 Hours/Week:6 Credits:4		Course Code: 23PH23
Pass-Out Policy : Minimum Contact Hours:54 Total Score :100% Internal:40 External:60 Minimum Pass : 50% [No Minimum for Internal]		
Course Creator	Expert 1	Expert 2
Name: Dr S Josphin Suja	Name: Dr D Dathi	Name: Dr M Shyla Kumari
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Email id	Email id	Email id

CLO - No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Explain the meaning and scope of history	3(20)	1, 2, 8	R	P

CLO-2	Outline the various theories and philosophical approaches to history	8(20)	6,10	U	M
CLO-3	Undertake historical research	10(20)	5,6,10	AN	C
CLO-4	Analyse the contribution of western historians	5(20)	2,7	U	M
CLO-5	Highlight the historical writings of important Indian historians	2(20)	1, 2	U	F

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Meaning, Nature and Scope of History	4	1(22)	LEC	MCQ	1,2
1.2	Kinds of History and Allied Subjects	3	1(17)	LEC	QUI	1,2
1.3	Lessons of History; Uses and Abuses of History	4	1(22)	LEC	ASS	2,3
1.4	Role of Individuals, Role of Institutions	3	1(17)	LEC	ESS	2,3
1.5	Role of Ideas in History	4	1(22)	TM	QUI	3,4
2.1	Philosophy of History – Positivist History	4	2(22)	GD	QUI	2
2.2	Interpretation of History – Annales	3	2(17)	PT	ESS	2,3
2.3	Paradigm – Subaltern History	4	2(22)	CL	MCQ	3,4
2.4	Subjectivity	3	2(17)	TPS	SEM	1,4
2.5	Need for Objectivity in History	4	2(22)	TM	SA	4,2
3.1	Historical Research: Pre-requisites of a Researcher	3	3(17)	LEC	ESS	2,3
3.2	Choice of Topic – Review of Literature – Hypothesis	3	3(17)	BS	SEM	3,4
3.3	Sources of History– External and Internal Criticism of Sources	3	3(16)	CL	MCQ	2,4
3.4	Collection of Data, Synthesis,	3	3(17)	TM	SA	3
3.5	Exposition and Writing	3	3(16)	LEC	QUI	3,4
3.6	Use of Footnotes and preparation of Bibliography	3	3(17)	GD	ESS	4

4.1	Development of Historical writing in the West	4	4(22)	PT	ASS	4,3
4.2	Herodotus, Thucydides, St. Augustine	3	4(17)	BS	SA	4
4.3	IbnKhalidun, L.V. Ranke, Arnold Toynbee	4	4(22)	TM	QUI	4,1
4.4	E.H. Carr, Fernand Braudel, E.P. Thompson	3	4(17)	LEC	SA	4,2
4.5	Eric Hobsbawm	4	4(22)	LEC	SEM	4,2
5.1	Historians of India – V.A. Smith	4	5(22)	GD	SEM	4,2
5.2	D.D. Kosambi, Romila Thapar, Jadunath Sarkar	3	5(17)	TPS	SEM	5
5.3	Bipan Chandra, Ranajit Guha, K.A.	4	5(22)	GD	MCQ	5
5.4	Nilankanta Sastri, R. Sathianatha Ayyar, S	3	5(17)	LEC	SA	5
5.5	Krishnaswami Ayyangar, C.S. Srinivasachari, K.K. Pillai	4	5(22)	BS	SA	5

Books for Reference

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

SEMESTER II

Course Title: History of Journalism

Course Type: Theory
Course Code: 23PHEC

Total Hours: 90 Hours/Week:6 Credits: 4

Pass-Out Policy : Minimum Contact Hours:54
Total Score :100% Internal:40 External:60
Minimum Pass : 50% [No Minimum for Internal]

Course Creator

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CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	explain the origins and the role of press in social awakening	1(20)	3	U	F
CLO-2	present the role of the press in the freedom movement at the national level	9(20)	4, 9	R	M
CLO-3	explain the government reaction to the role of the press	3(20)	1,2	E	M
CLO-4	assess the role of prominent personalities for the growth of journalism	7(20)	2,5	R	C
CLO-5	understand the contribution of various newspapers	4(20)	1,2,7	E	P

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	The Origin of Press: Invention of Printing Press	4	1(23)	LEC	SA	1
1.2	Gutenberg Press – Role of Printing in evolution of modern newspapers	5	1(23)	LEC	ESS	1,2
1.3	Growth of newspapers in India	5	1(27)	LEC	QUI	1,2
1.4	Hickey's Gazette, Early journalism in Bengal, Bombay and Madras presidencies	4	1(27)	GD	QUI	1,2
2.1	Growth of Press and Indian Independence Movement;	4	2(22)	TPS	SEM	1,2
2.2	Role of Newspapers in Indian Freedom struggle	3	2(17)	LEC	SA	2,1
2.3	Contribution of Anglo-Indian and Nationalist Press	4	2(22)	LEC	ESS	2,1
2.4	field of Journalism in India	3	2(17)	PT	ESS	2,1
2.5	Role and responsibility of press in Modern	4	2(22)	GD	SEM	2,1

	India					
3.1	Government and the press	6	3(34)	LEC	SA	3,2
3.2	reaction and regulation	6	3(33)	GD	MCQ	3,5
3.3	Press laws	6	3(33)	LEC	CA	3,4
4.1	Contribution of Eminent Personalities to Indian Journalism	4	4(23)	GT	Q	3,1
4.2	BalaGangadharaTilak – Gandhi – – S. Sadanand	5	4(23)	TPS	ESS	3,1
4.3	Contributions of Eminent personalities to Tamil journalism	5	4(27)	LEC	SEM	3,1
4.4	G. SubramaniaIyer- Peiryar-Aditanar-Kalaignar	4	4(27)	LEC	ESS	4,1
5.1	Contribution of Important News Papers:	4	5(22)	GD	SA	4
5.2	AmritBazarPatrika, The Times of India – The Hindu	3	5(17)	TPS	MCQ	4
5.3	; Contemporary News Papers in Tamil	4	5(22)	LEC	SEM	4
5.4	Dinamani- DhinaThanthi-Dinamalar	3	5(17)	LEC	ESS	4.1
5.5	Dinakaran- Viduthalai-Murasoli	4	5(22)	SI	MCQ	4,1

Reference Book

1. Nadig Krishna Murthy : Indian Journalism, Mysore University Press
2. . R. Parthasarathi: Modern Journalism in India. Sterling Publishers.
3. J. V. SeshagiriRao. Studies in the history of journalism
4. MohitMoitra: A History of Indian Journalism; National Book Agency.

SEMESTER II

Course Title: Introduction to Epigraphy

Course Type: Theory
Course Code: 23PTNI

Total Hours: 90 Hours/Week:6 Credits: 4

Pass-Out Policy : Minimum Contact Hours:54
Total Score : 100% Internal:40 External:60
Minimum Pass : 50% [No Minimum for Internal]

Course Creator

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CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Define epigraphy and explain its significance.	7(20)	2,5	R	P
CLO-2	Identify the varieties of materials used	1(20)	3	AP	F
CLO-3	explain the types of inscriptions	3(20)	1,2	AN	M
CLO-4	trace the origin of writing in South India	10(20)	2,6,10	U	P
CLO-5	explain the use of inscriptions as historical source	8(20)	5, 9	U	C

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Epigraphy-Definition	6	1(34)	LEC	SA	2,1
1.2	Importance of epigraphy for writing history	6	1(33)	LEC	ESS	1
1.3	Format of Inscription – Authenticity	6	1(33)	LEC	QUI	3,1
2.1	Nature of the material-	4	2(23)	GD	QUI	4,1
2.2	stone, metal, clay, terra-cota, pottery	5	2(23)	TPS	SEM	1,2
2.3	wood, papyrus, parchment	5	2(27)	LEC	MCQ	2,1
2.4	Types of inscriptions – monumental-archival- Incidental	4	2(27)	LEC	ESS	2,1
3.1	Origin of Writing in India	6	3(34)	GD	MCQ	2,1
3.2	Indus Script and its decipherment	6	3(33)	TPS	SEM	3,1
3.3	Brahmi and Kharosthi Script	6	3(33)	SI	CA	3,1
4.1	Origin of Writing in South India	6	4(34)	GT	Q	3,1
4.2	<u>Tamili</u> - Tamil Brahmi	6	4(33)	TPS	ESS	3,4
4.3	Vattezhuthu – Grantha Script	6	4(33)	LEC	SEM	4
5.1	Inscriptions as historical source material	4	5(22)	LEC	ESS	3,1
5.2	Inscriptions of Indus civilization-	3	5(17)	PT	ESS	4,1
5.3	Asokan Pillar inscriptions-	4	5(22)	PT	ESS	4,1
5.4	- inscriptions of Gupta period- Inscriptions in Tamilnadu	3	5(17)	GD	SEM	4,1

Field Visit –

Reference Books

Buhler, George, Indian Paleography, Indian Studies Past and Present; Calcutta; 1959

Dani, A.H., Indian Paleography, Munshiram Manoharlal Publishers; 3 edition, 2011

Sivaramamurthy, C., Indian Epigraphy and South Indian Scripts, Bulletin of the Madras Government Museum, 1952

SEMESTER – III

Course Title: Colonialism and Nationalism in India

Course Type: Theory
Course Code: 23PH31

Total Hours: 90 Hours/Week:6 Credits: 4

Pass-Out Policy : Minimum Contact Hours:54
Total Score : 100% Internal: 40 External:60
Minimum Pass : 50% [No Minimum for

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CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Evaluate the impact of British imperialism	10(20)	5,6,10	U	M
CLO-2	Examine the nature of early resistance against British rule in India	1(20)	3	R	P
CLO-3	Compare the relative merits of different methods of anti-British struggle	2(20)	1, 2	AP	F
CLO-4	Evaluate the Gandhian non-cooperation movement and its influence on the masses.	9(20)	4,9	AN	C
CLO-5	Compare the relative merits of different methods of anti-British struggle	6(20)	2	AN	C

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Colonialism: European Settlements in India	4	1(23)	LEC	SA	3
1.2	Portuguese – Dutch – French – English – Anglo-French Conflict	5	1(23)	LEC	ESS	3
1.3	Acquisition of Bengal – Relationship with other Indian states	5	1(27)	LEC	QUIZ	3
1.4	British imperialism and its impact.	4	1(27)	GD	QUIZ	2,3
2.1	Emergence of Nationalism in India: Manifestation of Discontent against British Rule	3	2(17)	TPS	SEM	2,3
2.2	Poligar Revolt – South Indian Rebellion – Vellore Revolt of 1806	3	2(17)	SI	CA	2,3
2.3	Revolt of 1857 - Popular Pre-nationalist movements: Peasant uprisings	3	2(16)	LEC	ESS	1,2
2.4	Tribal Resistance Movements and the Civil Rebellions - Causes, Nature, and Impact	3	2(17)	PT	ESS	1,2
2.5	Socio-Religious Reform Movements: Ideological Base for the national movement	3	2(16)	GD	SEM	1,2
2.6	Predecessors of the Indian National Congress - Factors leading to the origin of Indian National Movement	3	2(17)	LEC	SA	1,2
3.1	From Representative politics to the idea of Self-rule:	3	3(17)	GD	MCQ	1,2
3.2	Birth of Indian National Congress - Composition, Methods of Work,	3	3(17)	TPS	ESS	1,2
3.3	Policies, Demands Of British- Evaluation of Early National Movement	3	3(16)	SI	CA	2
3.4	Rise of Extremism - Partition of Bengal and Swadeshi Movement – Foundation of Muslim league -	3	3(17)	GD	OBT	2
3.5	Revolutionary Movements - Reactions to the Morley-Minto Reforms -Home Rule Movements	3	3(16)	GT	QUIZ	2
3.6	Montague-Chelmsford Reforms – Government of India Act 1919	3	3(17)	TPS	ESS	2,1
4.1	Era of Mass Movements: Early political activities of Gandhi	3	4(17)	LEC	SEM	2,1
4.2	Rowlatt Satyagraha - Non-Cooperation Movement – Swarajists	3	4(17)	GT	QUIZ	2,1
4.3	Simon Commission - Round Table Conferences - Civil Disobedience Movement and Repression	3	4(16)	GD	ESS	4

4.4	the Government of India Act, 1935 and Provincial Ministries	3	4(17)	SI	CA	4
4.5	Growth of Socialist Ideas - Congress and World Affairs	3	4(16)	LEC	SEM	2,3
4.6	Growth of Communalism.	3	4(17)	LEC	QUIZ	3,4
5.1	Independence and Partition: Resignation of Congress Ministries	4	5(22)	GD	MCQ	5
5.2	Individual Satyagraha – Cripps’ Mission – Quit India Movement	3	5(17)	LEC	SEM	3,5
5.3	Indian National Army - Last years of Freedom Struggle (1945 – 47)	4	5(22)	TPS	CA	3,5
5.4	Simla Conference - Cabinet Mission Proposal	3	5(17)	LEC	SEM	3,5
5.5	Transfer of Power and Partition.	4	5(22)	GD	ESS	3,5

Reference Books

1. Chand, Tara, *History of Freedom Movement in India, Vol. I - IV*, Pub. Div., New Delhi, 2017
2. Dutt, R.P., *India Today*, Read Books, 2008
3. Hasan, Mushirul, ed., *India's Partition - Process Strategy and Mobilization*, OUP, New Delhi, 1993
4. Mehrotra, S.R., *The emergence of the Indian National Congress*, Rupa& Co., 2007
5. Sitaramayya, Patabhi B., *The History of Indian National Congress, 1885-1935*, Indian National Congress Working Committee, 1935

SEMESTER – III

Course Title: Intellectual History of India

Course Type: Theory
Course Code: 23PH32

Total Hours:90 Hours/Week:6Credits: 4

Pass-Out Policy : Minimum Contact Hours:54
Total Score : 100% Internal: 40 External:60
Minimum Pass : 50% [No Minimum for Internal]

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CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	understand the evolution of intellectual history of India	10(20)	5,6,10	U	M
CLO-2	Evaluate the contributions of economic nationalists.	1(20)	3	R	P
CLO-3	Appreciate the contribution of radical thinkers	2(20)	1, 2	AP	F
CLO-4	Appreciate the legacy of Gandhi, Nehru and Jaya Prakash Narayan	9(20)	4,9	AN	C
CLO-5	Appreciate the contribution of radical thinkers	6(20)	2	AP	F

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Understanding Intellectual History and its impact	4	1(23)	LEC	SA	3
1.2	Indian Renaissance – Raja Rammohan Roy	5	1(23)	LEC	ESS	3
1.3	DayanandaSaraswati – Syed Ahmed Khan	5	1(27)	LEC	QUIZ	3
1.4	– Vivekananda – Annie Besant	4	1(27)	GD	QUIZ	2,3
2.1	Economic thought of Early Nationalists	6	2(34)	SI	CA	2,3
2.2	DadabhaiNaoroji – R.C. Dutt	6	2(33)	LEC	ESS	1,2

2.3	M.G. Ranade –J.C.Kumarappa	6	2(33)	PT	ESS	1,2
3.1	BalaGangadharTilak	6	3(34)	GD	MCQ	1,2
3.2	AurobindoGhosh	6	3(33)	TPS	ESS	1,2
3.3	SubramanyaBharati – M.A. Jinnah	6	3(33)	SI	CA	2
4.1	Social Thinkers: JyothiRaoPhule-Periyar	4	4(23)	LEC	SEM	2,1
4.2	E.V. Ramasamy-	5	4(23)	GT	QUIZ	2,1
4.3	B.R. Ambedkar	5	4(27)	GD	ESS	4
4.4	AyothiDasPandithar ——— M.N. Roy	4	4(27)	SI	CA	4
5.1	Mahatma Gandhi and Nationalism	6	5(34)	GD	MCQ	5
5.2	Jawaharlal Nehru and Nation Building	6	5(33)	LEC	SEM	3,5
5.3	Jaya Prakash Narayan and Total Revolution	6	5(33)	TPS	CA	3,5

References

C.P.Andrews : The Renaissance in India

P.K.Gopalakrishnan : Development of Economic Ideas in India.

V.Brodovo : Indian Philosophy of Modern Times

Hanskohn : History of Nationalism in the East

C.Y.Chintamani : Indian Politics Since the Mutiny

SEMESTER - III

Course Title: Principles and Techniques of

Course Type: Theory

Total Hours: 90 Hours/Week:6 Credits: 4

Course Code: 23PHEE

Pass-Out Policy : Minimum Contact Hours:54
Total Score :100% Internal:40 External:60
Minimum Pass : 50% [No Minimum for Internal]

Course Creator

Expert 1

Expert 2

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CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	understand the meaning of archaeology and the importance of its relations with allied disciplines	10(20)	6,10	U	C
CLO-2	Describe the evolution of archaeology	1(20)	3	R	F
CLO-3	Describe the methods and techniques of excavation.	2(20)	1, 2	AP	P
CLO-4	List the Archaeological study centres	9(20)	4,9	E	M
CLO-5	Understand historical societies by covering and analysing remains discovered in excavations	1(20)	3	R	F

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Definition, Nature, Aim and Scope of Archaeology	4	1(23)	LEC	SA	1,2
1.2	Archaeology as a Source of Cultural Studies	5	1(23)	LEC	ESS	1,2
1.3	Different kinds of Archaeology- Marine Archaeology	5	1(27)	LEC	QUI	1,2
1.4	Aerial Archaeology- New Archaeology etc., Archaeology, Its relation with other Sciences	4	1(27)	GD	QUI	1,2
2.1	Beginnings in Archaeology from Antiquarianism to Archaeology	6	2(34)	TPS	SEM	1,2

2.2	Process of Archaeology in the West - Growth of Archaeology in India	6	2(33)	LEC	ESS	2,3
2.3	Development of Archaeological Survey of India	6	2(33)	PT	ESS	2,3
3.1	Exploration- Aims and Methods; Methods of Exploration	3	3(17)	GD	SEM	3,1
3.2	Manual and Scientific; Excavation – Methods of Excavation	3	3(16)	LEC	SA	3,1
3.3	Vertical, Horizontal, Quadrant Method , Stratigraphy	3	3(17)	GD	MC Q	3,1
3.4	Definition, Scope and Methodology- Recording Methods	3	3(17)	SI	CA	3,1
3.5	: Photography, Plan and Section Drawing,	3	3(16)	GD	OBT	3,1
3.6	Three Dimensional - Dating Methods: Recording Methods	3	3 (17)	GT	QUI Z	3,2
4.1	Archaeological Studies in Universities and State Department of Archaeology	4	4(23)	TPS	ESS	3,2
4.2	University of Madras, Deccan College Pune, Tamil University Tanjore	5	4(23)	LEC	SEM	3,2
4.3	Archaeologist in India: Alexander Cunningham, Sir John Marshall	5	4(27)	SI	MC Q	4,1
4.4	Sir Mortimer Wheeler, H.D.Sankalia.	4	4(27)	GD	SA	4,1
5.1	Interpretation of Excavated Materials - Classification of Artifacts	4	5(23)	LEC	SEM	5,4
5.2	Contextual and Site Catchment Analysis Pottery and Antiquities	5	5(23)	LEC	SEM	5,4
5.3	: Description and Analysis	5	5(27)	SI	CA	5,4
5.4	Scientific Analysis of Organic Materials.	4	5(27)	GD	OBT	5,2

Reference Books

1. Atkinson.R.J.C : Field Archaeology, 2nd edn
2. Barker Philip : Understanding Archaeological Excavation
3. Fleming.S. : Dating in Archaeology
4. Renfrew, C and Bhan : “Archaeology”
5. Robert.f.Heizer(ed.,) : The Archaeologist at Work: A source Book in Archaeological
 - a. Method and Interpretation

SEMESTER - III

Course Title: Studies in Human Rights

Course Type: Theory

Total Hours: 90 Hours/Week:6 Credits: 4

Course Code: 23PHEF

Pass-Out Policy : Minimum Contact Hours:54

Total Score :100% Internal: 40 External:60

Minimum Pass : 50% [No Minimum for Internal]

CLO- No.	Course Learning Outcomes (C) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO- 1	understand the concepts and evolution of human rights	5(20)	2,7	AN	C
CLO- 2	appreciate the role of UN in promoting human rights	7(20)	5,7	U	M
CLO- 3	analyse the challenges to human rights	8(20)	6,10	C	F
CLO4	assess the role of non-governmental organizations	5(20)	2,7	U	P
CLO- 5	Contribute to the resolution of human rights issues and problems	7(20)	5,7	U	M

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Introduction to Human Rights: Definition and Characteristics	4	1(23)	LEC	SA	1,2
1.2	Nature – Theories – Classification and Scope of Human Rights	5	1(23)	LEC	ESS	1,2
1.3	Historical Development of Human Rights	5	1(27)	LEC	QUI	1,2
1.4	Ancient, Medieval and Modern periods.	4	1(27)	GD	QUI	1,2
2.1	The Universal Declaration of Human Rights – Preamble	4	2(22)	TPS	SEM	1,2
2.2	The International Covenants on Civil and Political Rights	3	2(17)	LEC	SA	2,1
2.3	The International Covenants on Economic, Social and Cultural Rights	4	2(22)	LEC	ESS	2,1
2.4	Optional Protocols I & II – Vienna Declaration	3	2(17)	PT	ESS	2,1
2.5	Mexico Declaration on Human Rights – Helsinki Declaration	4	2(22)	GD	SEM	2,1
3.1	India and Human Rights	3	3(17)	GD	SEM	3,1
3.2	: Indian Constitutional Guarantee on Human Rights	3	3(16)	LEC	SA	3,1
3.3	Fundamental Rights of Indian Constitution	3	3(17)	GD	MC Q	3,1
3.4	Directive Principles of State Policy – Role of Judiciary	3	3(17)	SI	CA	3,1
3.5	National and State Human Rights Commissions	3	3(16)	GD	OBT	3,1
3.6	Right to Constitutional Remedies	3	3 (17)	GT	QUI Z	3,2
4.1	Contemporary Challenges in Human rights	4	4(22)	TPS	SEM	1,2
4.2	Violation of the Rights of Women and Children Juvenile Delinquency	3	4(17)	LEC	SA	2,1
4.3	Dalits and Tribals – Refugees – Displaced Persons	4	4(22)	LE C	ESS	2,1

4.4	Transgender – Prisoners — Bonded Labour	3	4(17)	PT	ESS	2,1
4.5	Capital Punishment – Custodial Torture.	4	4(22)	GD	SEM	2,1
5.1	Organization for Human Rights:	3	5(17)	GD	SEM	3,1
5.2	International, National, State Level Organizations	3	5(16)	LEC	SA	3,1
5.3	Role of UNO – UNHCR: The UN Refugee Agency	3	5(17)	GD	MC Q	3,1
5.4	Amnesty International – International Committee of the Red Cross	3	5(17)	SI	CA	3,1
5.5	Asia Watch– International Commission of Jurist – Human Rights Watch	3	5(16)	GD	OBT	3,1
5.6	People’s Union for Civil Liberties	3	5 (17)	GT	QUI Z	3,2

Reference Books

1. Cushman, Thomas, ed., *Handbook of Human Rights*, Routledge, New York, 2012
2. Forsythe, David P., et. Al., *The International Committee of the Red Cross: A Neutral Humanitarian Actor*, Routledge, New York, 2007
3. Human Rights Watch, *World Report*, Human Rights Watch, New York (Relevant Years)
4. Landman, Todd, *Protecting Human Rights: A Comparative Study*, Georgetown University Press, Washington, D.C., 2005

SEMESTER - IV

Course Title: Contemporary India

Course Type: Theory
Course Code: 23PH41

Total Hours: 90 Hours/Week:6 Credits: 4

Pass-Out Policy : Minimum Contact Hours:54
Total Score : 100 % Internal:40 External:60
Minimum Pass :50% [No Minimum for Internal]

CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	Cognitive Level (CL)	CLO & PLO Mapped with GA#	Knowledge Category (KC)
CLO- 1	Comprehensive understanding of India's journey from independence to present-day, including political, social, and economic developments.	1(20)	U	3	P
CLO- 2	Recognition of significant events and leaders shaping post-colonial India.	2(20)	E	1, 2	C
CLO- 3	Proficiency in analyzing key policies and reforms, such as economic liberalization and social justice initiatives	9(20)	AN	4,9	M
CLO- 4	Ability to critically assess contemporary challenges and opportunities facing India in the global context	1(20)	U	3	F
CLO- 5	Interpret contemporary concerns in the light of a critical understanding of History	10(20)	E	8,6,10	F

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Demographic profile – characteristics of Indian Population	4	1(22)	TPS	SEM	1,2
1.2	Population growth – Religion – Language – Occupation	3	1(17)	LEC	ESS	1,2
1.3	National Policy on Population The Political Development –	4	1(22)	PT	ESS	1,3
1.4	Reorganisation of States on Linguistic bases- Channels of integration	3	1(17)	GD	SEM	1,2
1.5	Political parties- Channels of integration- BharathiyaJanata Party	4	1(22)	LEC	SA	1,2
2.1	Science and Technology – Government of India Policy	4	2(22)	GD	MCQ	1,3
2.2	Atomic and Nuclear Policy – Space Research - ISRO – DRDO – IT	3	2(17)	SI	CA	2,3
2.3	National Research Institutes, Transport and Communications – Railways	4	2(22)	GD	OBT	2,3
2.4	Roads – Shipping – Civil aviation – Postal, Telegraph-Telecommunication	3	2(17)	GT	QUIZ	3,4
2.5	Landline –internet, Communication satellites – Mobile communication.	4	2(22)	TPS	ESS	3,4
3.1	The Economic Development – Planning Commission	4	3(22)	LEC	SEM	3,4
3.2	National Development Council –State Plans – Five Year plans	3	3(17)	SI	MCQ	3,4
3.3	Liberalization and Privatization and their impact - The Foreign policy	4	3(22)	GD	SA	4,2
3.4	objectives of Foreign Policy, Basic principles of Indian Foreign Policy	3	3(17)	TPS	MCQ	4,3
3.5	India and China – India and Pakistan – India and USA – India and Russia	4	3(22)	LEC	SEM	4
4.1	Indian Society: Rural and Urban context - Constitutional framework	4	4(23)	LEC	SEM	2
4.2	Education – Indian Education Commission	5	4(23)	GD	SA	3
4.3	University Grants Commission- Kothari	5	4(27)	TM	Q	4,1

	Commission					
4.4	Progress of women education-growth of science education	4	4(27)	LEC	SA	4,1
5.1	Culture and the Arts – Society	4	5(23)	LEC	ESS	2
5.2	Religion – Family – Festivals	5	5(23)	GD	OBT	2
5.3	Cuisine – Recreation and Sports	5	5(27)	GT	Q	3
5.4	Performing Arts – Drama and Cinema- Folk Arts	4	5(27)	TPS	ESS	4

Reference Books

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

SEMESTER - IV

Course Title: Peasant and Labour Movements in India

Course Type: Theory

Total Hours: 90 Hours/Week:6 Credits: 4

Course Code:
22DL12

Pass-Out Policy : Minimum Contact Hours:54
Total Score : 100% Internal:40 External:60
Minimum Pass : 50% [No Minimum for Internal]

Course Creator

Expert 1

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CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	understand the impact of the agrarian changes brought about by colonial government	4(20)	1,2,7	C	F
CLO-2	trace the nature of peasant struggles in India.	5(20)	5,7	AN	C
CLO-3	Detail the rise of industries and the emergence of working class in India.	7(20)	2,5	U	M
CLO-4	Evaluate the contribution of trade unions towards the amelioration of the working class.	6(20)	1,2	U	P
CLO-5	Assess the significance of labour laws and various recommendations	4(20)	1,2,7	E	M

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Agrarian Change: Peasant - Revenue Systems	4	1(22)	TPS	SEM	1,2
1.2	Zamindari - Ryotwari – Mahalwari	3	1(17)	LEC	ESS	1,2
1.3	Changing Agrarian Relations - Conditions of Peasants	4	1(22)	PT	ESS	1,3
1.4	Famines - Indebtedness - Wage Labour	3	1(17)	GD	SEM	1,2
1.5	Bonded labour-Plantation labour	4	1(22)	LEC	SA	1,2
2.1	Peasant Uprising and Movements:	4	2(22)	SI	CA	2,3

2.2	Peasant struggles in the pre- colonial period	3	2(17)	GD	OBT	2,3
2.3	Peasant Struggles in the Colonial Period - Mappila Uprising	4	2(22)	GT	QUIZ	3,4
2.4	Santhal - Indigo Revolt, Phulaguri Dawa - Pabna Agrarian League	3	2(17)	TPS	ESS	3,4
2.5	Maratha Uprising- Tebhaga Movement - Telangana Movement. - Thanjavur.	4	2(22)	LEC	SEM	3,4
3.1	Industrial Society: Rise of Industries	4	3(23)	SI	MC Q	3,4
3.2	Migration to Cities - Labour Mobility	5	3(23)	GD	SA	4,2
3.3	Condition of Workers in Factories	5	3(27)	TPS	MC Q	4,3
3.4	Rise of Working Class	4	3(27)	LEC	SEM	4,5
4.1	Trade Unionism & Labour Movement: Trade Unionism	4	4(22)	TM	Q	4,1
4.2	Theories- Development of Trade Unionism in India	3	4(17)	LEC	SA	4,1
4.3	Types of Trade Unions - Left wing Trade Unionism	4	4(22)	LEC	Q	4,5
4.4	Problems of organizing Union in India	3	4(17)	LEC	ESS	5,2
4.5	Unorganized Sector	4	4(22)	GD	OBT	5,2
5.1	Labour Laws and Legislations: Constitutional Rights and Directives	4	5(22)	GT	Q	5,3
5.2	Concept and Definition of Strikes and Lockout	3	5(17)	TPS	ESS	5,4
5.3	Labour Strikes ILO's Convention and Recommendation	4	2(22)	GD	MCQ	6,7
5.4	Trade Union Act, 1926 - Industrial Disputes Act - Malviya Commission on Labour Welfare	3	5(17)	GD	ESS	6,7
5.5	National Commission on Labour - Modern Challenges.	4	5(22)	GD	SA	6,7

Reference Books

1. Alam, Javeed. "Peasantry, Politics and Historiography: Critique of New Trend in Relation to Marxism". *Social Scientist* 117. (February, 1983): 43–54.
2. Bahl, Vinay, *The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946*, New Delhi, Sage Publications, 1995.
3. Basu, Deepika., *The Working Class in Bengal: Formative Years*, Calcutta, 1993.
4. Bose, Sugata. *Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947*. Cambridge University Press, Cambridge, 1986.
5. Chandavarkar, Rajnarayana., *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940*, Delhi, 1989.
6. Chattergi, Rakhahari., *Working Class and the Nationalist Movement in India: The Critical Years*, New Delhi, 1984
7. Hardiman, David., *Peasant Resistance in India 1858 - 1914*, Oxford University Press, 1992.

SEMESTER - IV

Course Title: International Relations Since 1914

Course Type: Theory
Course Code: 23PH43

Total Hours:90 Hours/Week:6 Credits: 4

Pass-Out Policy : Minimum Contact Hours:54
Total Score : 100% Internal:40 External:60
Minimum Pass : 50% [No Minimum for Internal]

Course Creator

Expert 1

Expert 2

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CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO- 1	Understanding the evolution of constitutional principles in England.	1(20)	3	AN	M
CLO- 2	Proficiency in analyzing key historical events shaping constitutional development.	4(20)	2,10	AN	F
CLO- 3	Knowledge of significant legal documents such as the Magna Carta and the Bill of Rights	9(20)	4,9	R	C
CLO- 4	Ability to evaluate the impact of monarchy, parliament, and the judiciary on constitutional evolution.	1(20)	3	U	P
CLO- 5	Appreciation of the legacy and relevance of English constitutional history in contemporary governance	7(20)	2,5	E	F

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Origin and Growth – Theoretical Perspectives, Realism- Idealism	4	1(22)	LEC	ESS	1,2
1.2	Liberalism-Neo-Realism-Neo- Liberalism, World Systems dependency	3	1(17)	LEC	QUI	1,2
1.3	Feminist Approaches – Concepts – Balance of power	4	1(22)	GD	QUI	1,2
1.4	Collective Security – Diplomacy –	3	1(17)	TPS	SEM	1,2
1.5	National Interest	4	1(22)	SI	CA	1,2
2.1	First World War 1914 – 1918 – Wilson Fourteen Points – Paris Peace	4	2(23)	LEC	ESS	1,2
2.2	League of Nations – Kellogg Briand Pact – Locarno Pact	5	2(23)	PT	ESS	1,2
2.3	Mussolini and Fascism – Hitler & Nazism	5	2(27)	GD	SEM	1,2
2.4	British Policy of Appeasement- Second World War-	4	2(27)	LEC	SA	1,2

Causes Course and Results						
3.1	Cold War: Origins – Causes- Trumans Doctrine – Marshall Plan – NATO	6	3(34)	GD	MCQ	1,2
3.2	SEATO – CENTO – SALT I & II	6	3(33)	TPS	ESS	1,2
3.3	Emergence of Third World	6	3(33)	SI	CA	2,3
4.1	UNO-Principal Organs-Specialised Agencies of UNO –Achieements	4	4(23)	GD	OBT	2,3
4.2	Failures – Decolonization and Emergence of the Third World	5	4(23)	GT	Q	2,3
4.3	Non- Aligned Movement- Regional Organisation European union	5	4(27)	TPS	ESS	2,3
4.4	ASEAN- SAARC	4	4(27)	LEC	SEM	2,3
5.1	Post Cold War- Disintegration of USSR – Glasnost – Perestroika	4	5(23)	GD	SA	3
5.2	Reunification of Germany –Contemporary Issues, Globalization	5	5(23)	SI	CA	3, 4
5.3	GATT-WTO-Environment – Rio de janeiro Summit	5	5(27)	GD	OBT	5
5.4	Green Peace Movement – Kyoto Protocol – Paris Agreement	4	5(27)	GT	Q	5

Reference Books

1. Asit Kumar Sen, International Relations since World War I. S. Chand, 1995
2. Hans J. Morgenthau and Kenneth Johnson, Politice Among Nations The Struggle for Power and Peace. Meiraw Hill, 2005
3. Khanna, V.N., International Relations, Vikas Publishing House Private Ltd., New Delhi, 2013.
4. Norman Lowe, Mastering Modern World History, Palgrave, 2020
5. Palmer and Perkins, International Relations: The World Community in Transition, CBS, 2001

SEMESTER IV

Course Title: WOMEN STUDIES

Course Type: Theory
Course Code: 23PHEF

Total Hours: 90 Hours/Week: 6 Credits: 4

Pass-Out Policy : Minimum Contact Hours:54
Total Score : 100% Internal: 40 External:60
Minimum Pass :50% [No Minimum for Internal]

Course Creator	Expert 1	Expert 2
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CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO-1	Explain the various perspectives on women's issues	7(20)	5, 2	R	P
CLO-2	Appreciate the contribution of social reformers to women's cause	1(20)	3	AP	F
CLO-3	Outline the constitutional safeguards for women	3(20)	1,2	AN	M
CLO-4	Examine the position of women in society	10(20)	6,8,10	U	P
CLO-5	Examine the women welfare Organisations and schemes	8(20)	6,10	U	C

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Women Studies – Definition – Importance	9	1(50)	LEC	SA	2,1
1.2	Feminism –Define – Concepts	9	1(50)	LEC	ESS	1
2.1	Causes for rise of Feminism	4	2(23)	LEC	QUI	3,1
2.2	Feminism In USA – England	5	2(23)	GD	QUI	4,1
2.3	Kinds of Feminism	5	2(27)	TPS	SEM	1,2
2.4	Modern Feminist Thinkers	4	2(27)	LEC	MCQ	2,1
3.1	Womens Rights – UNO	4	3(23)	LEC	ESS	2,1
3.2	Womens Rights Conferences	5	3(23)	PT	ESS	2,1
3.3	Social Status of Indian Women a Historical View	5	3(27)	GD	SEM	2,1
3.4	Social Evils in India	4	3(27)	LEC	SA	2,1
4.1	Rise of India Feminism – Womens Orgnizations	4	4(23)	GD	MCQ	2,1
4.2	Struggle for women suffrage – protection of women’s Rights Acts	5	4(23)	TPS	SEM	3,1
4.3	Government Schemes for Women Central & State	5	4(27)	SI	CA	3,1
4.4	Womens rights Commission Nation & State	4	4(27)	GD	OBT	3,1
5.1	Pioneering Indian Women- Jhansi Rani	4	5(22)	GT	Q	3,1
5.2	Annie Besant – Nivethitha – Pandit Ramabai	3	5(17)	TPS	ESS	3,4
5.3	Sarojini Naidu – Indra Gandhi –Muthulakshmi Reddy	4	5(22)	LEC	SEM	4
5.4	Women Self Help Group	3	5(17)	LEC	ESS	3,1
5.5	Contemporary Social Problems Faced By Women	4	5(22)	PT	ESS	4,1

Reference Books

1. Lalitha N 'Rural Women Empowerment and Development Banking, New Delhi, 1997
2. Lakshmi Devi K. 'Women as her new resources', New Delhi, 1998,
3. Ram Sharma S. 'Women and Education', New Delhi, 1995.
4. Usha Devi R. 'Divoced Women', NewDelhi
5. Roy MK, 'Violence against Women' NewDelhi.

SEMESTER -IV

Course Title: History of Travancore 1729 -1956

Course Type: Theory
Course Code: 23PH38

Total Hours: 90 Hours/Week:6 Credits: 4

Pass-Out Policy : Minimum Contact Hours:54
Total Score : 100% Internal: 40 External:60
Minimum Pass : 50% [No Minimum for Internal]

CLO- No.	Course Learning Outcomes (CLO) <i>Upon completion of this course, students will be able to:</i>	% of PLO Mapping with CLO	CLO & PLO Mapped with GA#	Cognitive Level (CL)	Knowledge Category (KC)
CLO- 1	Understanding about History of Travancore	5(20)	2,5	U	C
CLO- 2	To Know about Cultures and Tradition about Travancore Region	4(20)	2,5	AN	F
CLO- 3	To Learn about Art and Architecture of Travancore	7(20)	2,5	E	P
CLO- 4	To Know About the Punishments in Travancore Region	3(20)	2, 5	C	C
CLO- 5	To learn the Cultural Heritage of Ancient Travancore	7(20)	2,5	E	P

Module	Course Description	Hours	% of CLO Mapping with Module	Learning Activities	Assessment Tasks	References
1.1	Geographical Features Mountains and Hills – Passes, Sea of rivers	3	1(17)	LEC	SA	1,2
1.2	Backwaters of Climate – Fauna & Flora	3	1(16)	LEC	ESS	1,2
1.3	Sources: Traditional - Sanskrit – Tamil Works – Malayalam Works	3	1(17)	LEC	QUI	1,3
1.4	Archaeological Sources: Monuments Places of Forts – Coins and Inscriptions	3	1(17)	GD	QUI	1,2
1.5	Foreign Accounts: Chinese – Arab – European Accounts	3	1(16)	TPS	SEM	1,2
1.6	Formation of Travancore	3	1(17)	LEC	ESS	1,3
2.1	People and Social Practices: Caste and Tribes – Dress and Ornaments	3	2(16)	LEC	ESS	2,3
2.2	Customs and Conventions – Makkathayam and Marumakkathayam	3	2(17)	PT	ESS	2,3
2.3	Jenmi System – Slave System – Devadhasi System Pulapedi – Manna Pedi	3	2(16)	GD	SEM	3,4
2.4	Pulapedi – Manna Pedi - Ankam and Poithu	3	2(17)	LEC	SA	3,4
2.5	Kudipaka and Pidagakkars	3	2(17)	GD	MCQ	3,4
2.6	Punishments (Trial by Order etc)	3	2(17)	SI	QUIZ	3,4
3.1	Western Education and the work of Christian Missionaries	3	3(17)	GT	Q	4,5
3.2	Upper Cloth Merchant – Chattampi Swamikal – Sri Narayana Guru	3	3(17)	TPS	ESS	5,2
3.3	Ayyankali – Mannatha Padmanaban- Movements to eradicate slavery & Untouchability	3	3(16)	LEC	SEM	3
3.4	Abolition of Jenmi System – Reform of the laws of Inheritance & Marriage	3	3(17)	GT	MCQ	4,1
3.5	Temple Entry – Vaikam Sathyagraham – Agrarian Reforms	3	3(16)	SI	MCQ	4,1
3.6	Rise of New Economic and Professional Classes	3	3(17)	GD	SA	4,5

4.1	Agriculture – Survey of Classification of Lands	4	4(22)	GD	QUI	4,5
4.2	Taxes in Travancore- Agriculture Products, Paddy, Coconut, Tapioca Pepper	3	4(17)	LEC	ASS	3,
4.3	Small Farms – Salt, Coir, fish, Cashew, Tea, Rubber Plantation	4	4(22)	LEC	QUI	7
4.4	Trade & Commerce –Ports, Harbours, Agrarian Changes	3	4(17)	LEC	MCQ	7
4.5	Formation Of Peasant Movement	4	4(22)	GD	ASS	5,6
5.1	Languages of Literature – Music in Travancore – Swathi Thirunal & Music	4	5(22)	LEC	SA	5,6
5.2	Dance- Drama – Arattu – Kalari – Kathakali- Ottam Thulai-Mohini Attam	3	5(17)	LEC	ASS	5,6
5.3	Paintings – Raja Ravivarma – Art and Architecture	4	5(22)	GD	ESS	5, 6
5.4	Navarathiri Mandapam – Places and its Architecture – Museums of Galleries	3	5(17)	LEC	QUI	5
5.5	Change in the political order from Bi – Polar to Uni- Polar- Power System	4	5(22)	GD	MCQ	6,7

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