

DEPARTMENT OF HISTORY

CHOICE BASED CREDIT SYSTEM (CBCS) Learning Outcome-based Curriculum Framework (LOCF) SYLLABUS

B.A. HISTORY (VOCATIONAL): ARCHAEOLOGY AND MUSEOLOGY

2023 - 2024



**MADRAS CHRISTIAN COLLEGE
(AUTONOMOUS)**

**Affiliated to University of Madras
Tambaram
Chennai – 600 059**

MADRAS CHRISTIAN COLLEGE

VISION

Madras Christian College aspires to be an institution of excellence transforming lives through education with a commitment to service.

MISSION

Madras Christian College (MCC) with the inspiration of the love of God offers to people of all communities education of the whole person, which is congruous with God's revelation in Christ of the true nature of humanity and is appropriate to the needs of India and of the world.

Graduate Attributes

The Madras Christian College defines the philosophy underpinning 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 and contribution to society. These attributes encompass characteristics that are transferable beyond the domain of study into the national and international realm fostered through curricular, co-curricular and extra-curricular engagements.

GA 1: Intellectual Competencies

- Graduates of MCC have a comprehensive and incisive understanding of their domain of study as well as the capability for cross-disciplinary learning.
- They 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 synthesise new knowledge through research.
- Forming independent individual opinions regarding academic cores and socially relevant issues

GA 2: Professional Ethics

- Graduates of MCC develop ethical and professional behaviour, which will be demonstrated in their chosen careers and constructive citizenship roles.
- They imbibe intellectual integrity and ethics in scholarly engagement and develop a spirit of inclusiveness through interactions with people of special needs and diversity.

GA3: Leadership Qualities

- Graduates of MCC inculcate leadership qualities & attitudes, and team behaviour along democratic lines through curricular, co-curricular and extra-curricular activities
- They develop managerial and entrepreneurial skills to ideate and create new opportunities along with career readiness and capacity to take up various competitive exams.

GA 4: Holistic Skill Development

- Graduates of MCC develop critical thinking, problem-solving, effective communication, emotional and social skills
- They develop digital competency to live, learn and serve in society.

GA 5: Cross-Cultural Competencies

- Graduates of MCC imbibe cross-cultural competencies through engaging with diverse linguistic, ethnic and religious communities providing scope to understand, accept and appreciate individuals at local, national and international levels.
- They develop a global perspective through contemporary curriculum, culture, language and international exchange programmes.

GA 6: Service-Oriented Focus

- Graduates of MCC have sensitivity to social concerns and a conviction toward social justice through a commitment to active social engagement.
- They are endowed with a strong sense of environmental awareness through the curriculum and campus eco-system.

GA 7: Value-Based Spiritual Development

- Graduates of MCC are rooted in the principles of ethical responsibility and integrity permeated with Christian values leading to the building of character.
- They develop virtues such as love, courage, unity, brotherhood, industry and uprightness.

Programme Outcomes

Programme Outcomes (POs) of Madras Christian College define the minimum level that students are expected to do, achieve and/or accomplish in order to graduate from a particular programme. These Outcomes are a framework to assess the nature of learning activity experienced within the programme.

POs for Under Graduate Programmes

UG Programmes are designed to have the following outcomes:

On successful completion of the Undergraduate programme, the students will be able to

PO	PO	Description of PO	Mapped with GA
PO 1	Language Skills	<ul style="list-style-type: none">• Demonstrate oral and written skills to effectively communicate in English and Languages of their choice• Apply reading and listening skills to facilitate access to knowledge resources and understanding	GA1, GA4, GA5
PO 2	Domain Knowledge	<ul style="list-style-type: none">• Acquire knowledge of basic concepts, theories and processes through study of core courses in respective programmes• Apply and Analyze domain specific knowledge to emerging areas of academia and industry• Assess, adapt and develop domain specific transferrable skills to new/unfamiliar context	GA1, GA3, GA4, GA5
PO 3	Interdisciplinary knowledge	<ul style="list-style-type: none">• Identify and determine relationships across disciplines• Acquire and apply interdisciplinary knowledge for holistic academic development	GA1, GA4
PO 4	Digital Skills	<ul style="list-style-type: none">• Acquire computer skills and their application relevant to classroom and self-directed web-based learning• Familiarize with and use domain-related software resources, computational skills and digital tools for data analysis, visualization and interpretation• Ethically apply digital skills to creatively communicate a wide range of ideas and issues related to academic experiences	GA1, GA2, GA3, GA4, GA6
PO 5	Analytical skills	<ul style="list-style-type: none">• Develop the ability to think critically and relate learning to academic, professional and real-life problem solving• Apply empirical knowledge and skills to identify and collect quantitative and qualitative	GA1, GA2, GA4, GA6

		data to analyze and formulate evidence-based suggestions and solutions	
PO 6	Academic writing & Presentation skills	<ul style="list-style-type: none"> • Formulate and document results obtained in laboratory, case studies, project work, field work and internships • Effectively communicate through engaging presentations using methodologies appropriate to the discipline 	GA1, GA4, GA5
PO 7	Innovation and Creativity	<ul style="list-style-type: none"> • Demonstrate transferable capabilities and intrapreneurial skills that are relevant to the industry and other employment opportunities • Develop entrepreneurial skills and generate intellectual property 	GA1, GA2, GA3
PO 8	Social Engagement and Responsibility	<ul style="list-style-type: none"> • Demonstrate the ability to link classroom learning with social concerns through service learning and outreach programmes. • Enhance positive personality traits to adapt to changing circumstances and demonstrate leadership qualities as an individual and a member of cross-cultural and multi-disciplinary teams. • Appreciate environmental consciousness and sustainability • Draw valuable insights from one's own spiritual tradition and that of others for peaceful coexistence and general wellbeing 	GA1, GA2, GA5, GA6, GA7

PROGRAM SPECIFIC OUTCOMES (PSO's)*

At the time of graduation they would be able to:

PSO #	Statement	Mapped with PO#
PSO 1	Explain the key concepts, theories and processes in history, archaeology and museology, and apply the knowledge to gain an understanding of present-day issues.	PO 2
PSO 2	Apply the concepts of related disciplines to comprehend various aspects of history, archaeology and museology.	PO 3
PSO 3	Identify and explain the various concepts and methods in archaeology and museology and use them in writing assignments and project work.	PO 5
PSO 4	Demonstrate oral and written skills in academic writings and presentations using digital tools adding employability and entrepreneurial value.	PO 1, PO 4, PO 6, PO 7
PSO 5	Perceive the various social, environmental, human rights and other critical issues faced by humanity through service learning and outreach programmes which would also inculcate positive personality traits and leadership qualities through teamwork.	PO 8

*Minimum 3 Maximum 5.

Curriculum Template for
B.A. HISTORY (VOCATIONAL): ARCHAEOLOGY AND MUSEOLOGY
 (Effective from – 2023-24)

Semester	Part	Course Code	Course title	Instruction Hours per Cycle	Duration of Exam	Marks			Credits
						ICA	ESE	Total	
Semester One	I		Tamil / Other Languages	4	3	50	50	100	3
	II		English	4	3	50	50	100	3
	III Core Theory	231HI1M01	Historians and Historical Writings	5	3	50	50	100	5
	III Core Theory	231HI1M02	An Outline History of the World	5	3	50	50	100	5
	III Allied Theory	231HV1A01	Introduction to Archaeology	6	3	50	50	100	5
	IV GC	231HI1G01	Introduction to Modern World Since 1945 A.D.	4	3	50	50	100	2
	IV VE		Value Education I	2	3	50	50	100	1
			Semester One Total	30	-	-	-	-	24
Semester Two	I		Tamil / Other Languages	4	3	50	50	100	3
	II		English	4	3	50	50	100	3
	III Core Theory	231HI2M01	History of India – Paper I – Up to 1206 A.D.	5	3	50	50	100	5
	III Core Theory	231HI2M02	History of Madras	5	3	50	50	100	5
	III Allied Theory	231HV2A01	Introduction to Museology	6	3	50	50	100	5
	IV GC	231HI2G02	History of Revolutions	4	3	50	50	100	2
	IV VE		Value Education II	2	3	50	50	100	1
			Semester Two Total	30	-	-	-	-	24

Semester	Part	Course Code	Course title	Instruction Hours per Cycle	Duration of Exam	Marks			Credits
						ICA	ESE	Total	
Semester Three	I		Tamil / Other Languages	4	3	50	50	100	3
	II		English	4	3	50	50	100	3
	III Core Theory	231HI3M01	History of India – Paper II – 1206 to 1707 A.D.	5	3	50	50	100	5
	III Core Theory	231HI3M02	History of South India – Paper I – Prehistory to 1565 A.D.	5	3	50	50	100	5
	III Allied Theory	231HV3A02	World Archaeology	6	3	50	50	100	5
	IV PD		Personality Development	2	-	-	-	-	-
	IV EVS		Environmental Studies	4	3	50	50	100	2
			Semester Three Total	30	-	-	-	-	23
Semester Four	I		Tamil / Other Languages	4	3	50	50	100	3
	II		English	4	3	50	50	100	3
	III Core Theory	231HI4M01	History of India – Paper III – 1707 to 1857 A.D.	5	3	50	50	100	5
	III Core Theory	231HI4M02	History of South India – Paper II – 1565 to 1947 A.D.	5	3	50	50	100	5
	III Allied Theory	231HV4A01	Pre and Proto Historic Cultures in India	6	3	50	50	100	5
	IV PD		Personality Development	2	3	50	50	100	3
	IV ID	231HI4I01	World Civilizations	4	3	50	50	100	3
			Semester Four Total	30	-	-	-	-	27

Semester	Part	Course Code	Course title	Instruction Hours per Cycle	Duration of Exam	Marks			Credits
						ICA	ESE	Total	
Semester Five	III Core Theory	231HI5M01	History of India – Paper IV – 1858 to 1947 A.D.	6	3	50	50	100	5
	III Core Theory	231HV5M02	History of Indian Art up to 1000 A.D.	6	3	50	50	100	5
	III Core Theory	231HV5M03	History of Technologies in Ancient India	6	3	50	50	100	5
	III Core Theory	231HV5M04	Techniques of Museum Display and Methods of Museology	6	3	50	50	100	5
	IV CT	231HI5M05	Computer Training	2	3	50	50	100	3
	IV GE	231HI5L01	Indian Culture	4	3	50	50	100	3
			Semester Five Total	30	-	-	-	-	26
Semester Six	III Core Theory	231HV6M01	History of Indian Art 1000 to 1850 A.D.	6	3	50	50	100	5
	III Core Theory	231HV6M02	Introduction to Epigraphy and Numismatics	6	3	50	50	100	5
	III Core Theory	231HVM03	Conservation of Museum Objects and Field Conservation Techniques	6	3	50	50	100	5
	III Core Theory	231HV6M04	Entrepreneurship Development	6	3	50	50	100	5
	III Core Theory	231HV6M05	Skill Based Training	6	3	50	50	100	5
	V Ext.Act.		Extension Activities	-	-	-	-	-	1
			Semester Six Total	30	-	-	-	-	26
			Grand Total	180	-	-	-	-	150

Curriculum Overview Table		
Part	Credits	Hours / Cycle
I	12	4
II	12	4
III – Core theory (mandatory)	85	5/6
III – Core Elective	-	-
III – Core Practical*	-	-
III – Internship / Field work	-	-
III – Project	-	-
III – Allied theory	20	6
III – Allied Practical*	-	-
IV – GC	4	4
IV – GE	3	4
IV – ID	3	4
IV – EVS	2	4
IV – Computer Training	3	2
IV – Personality Development / Soft Skill	3	4
IV – Value Education	2	4
V – Extension Activity	1	-
Total	150	180

Weightage for Correlation with POs/PSOs		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leq C < 100\%$	Substantial / High	3

HISTORIANS AND HISTORICAL WRITINGS

Course Code	231HI1M01		
Credits	5		
Hours / Cycle	5 Hours / Cycle		
Category	Part III	Core	Theory
Semester	1		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> ● To know about famous historians and their contribution. ● To understand different Schools of the historians. ● To know about select historical writings ● To provide a firm grasp on the major historiographic interventions in Indian history through critical and detailed reading of their works. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	To remember the works of major historians	PSO 1 PSO 2	K1
CO 2	To understand writings of historians and their impact on historical writing	PSO 1 PSO 2 PSO 4	K2
CO 3	To identify the schools of thought in historical writings	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To analyse the approaches of historians in interpreting the past	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate sources and historical schools of thought.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Ancient Indian Historical Writings: V.A. Smith – Imperial School – Historical Writings – Extract from the The Oxford History of India;	15	CO 1 CO 2 CO 3	K1, K2, K3, K4, K5

	<p>D.D. Kosambi – Marxist School – Historical Writings – Extract from The Culture and Civilization of Ancient India in Historical Outline.</p> <p>Romila Thapar – Marxist School – Historical Writings – Extract from History of Early India or Asoka and the Decline of the Mauryas;</p> <p>H.D. Sankalia – Historical Writings – Pre and Proto Historic Cultures of India and Pakistan – Stone Age Tools: Their Techniques, Names and Probable Functions;</p> <p>J.M. Kenoyer – Experimental & Ethno Archaeology – Historical Writings – Extract from Seal and Sculptures of the Indus Cities – The Indus Seals: An Overview of Iconography and Style.</p>		<p>CO 4 CO 5</p>	
II	<p>Medieval Indian Historical Writings:</p> <p>R.S. Sharma – Historical Writings – Extract from Early Medieval Indian Society: A Study in Feudalisation;</p> <p>Sathish Chandra – Historical Writings – Extract from History of the Medieval India</p> <p>Ebba Koch – Historical Writings – Extract from Mughal Art and Imperial Ideology</p> <p>Pius Malekandathil – Historical Writings – Extract from The Mughals, the Portuguese and the Indian Ocean;</p> <p>Audrey Truschke – Historical Writings – Extract from Aurangzeb, Man and the Myth.</p>	15	<p>CO 1 CO 2 CO 3 CO 4 CO 5</p>	<p>K1, K2, K3, K4, K5</p>
III	<p>Modern Indian Historical Writings:</p> <p>Larry Collins and Dominic Lapierre – Extract from Freedom at Midnight</p> <p>Bipan Chandra – Historical Writings – Extract from India's Struggle for Independence</p> <p>Irfan Habib – Historical Writings – Extract from The National Movement: Studies in Ideology and History</p> <p>Ranajit Guha – Subaltern Studies – Historical Writings – Extract from On Some Aspects of Historiography of Colonial India</p> <p>Ramachandra Guha – Historical Writings – Extract from The Makers of Modern India.</p>	15	<p>CO 1 CO 2 CO 3 CO 4 CO 5</p>	<p>K1, K2, K3, K4, K5</p>
IV	<p>South Indian Historical Writings:</p> <p>Noboru Karashima – Historical Writings – Extract from South Indian History and Society: Studies from Inscriptions, A.D. 850-1800</p> <p>Burton Stein – Historical Writings – Extract from The New Cambridge History of India: Vijayanagara</p> <p>K.A. Nilakanta Sastri – Historical Writings – Extract from K.A. Nilakanta Sastri – Writing in The Hindu</p> <p>A.R. Venkatachalapathy – Historical Writings – Extract from In those days there was no coffee</p> <p>M.S.S. Pandian – Historical Writings – Extract from Interpreting the Dravidian Movement.</p>	15	<p>CO 1 CO 2 CO 3 CO 4 CO 5</p>	<p>K1, K2, K3, K4, K5</p>
V	<p>European Historical Writings:</p> <p>Ranke – Scientific History – Historical Writings – Extract from R.G. Collingwood</p>	15	<p>CO 1 CO 2 CO 3</p>	<p>K1, K2, K3, K4, K5</p>

	A.J.P. Taylor – Military History – Historical Writings – The Struggle for Mastery in Europe, 1848-1919 E.P. Thompson – Social History – Historical Writings – Extract from The Making of the English Working Class Fernand Braudel – Annales School – Historical Writings – Extract from the Mediterranean in the Ancient World Eric Hobsbawm – Marxist School – Historical Writings – Extract from Age of Revolutions		CO 4 CO 5	
Prescribed Books/Textbooks Sreedharan E, <i>Text Book of Historiography, 500 BC to 2000 AD</i> , New Delhi: Orient Blackswan, 2008 Hughes-Warrington Marie, <i>Fifty Key Thinkers On History</i> , New York: Routledge, 2008 Upadhyay Shashi Bhushan, <i>Historiography in the Modern World- Western and Indian Perspectives</i> , New Delhi: Oxford University Press, 2016				
References Ahmed, Manan. (2016). <i>A Book of Conquest: The Chachnama and Muslim Origins in South Asia</i> . Cambridge: Harvard University Press. Alam, Muzaffar (2004). <i>The Languages of Political Islam: India, 1200-1800</i> . Chicago: University of Chicago Press. Alam, Muzaffar and Sanjay Subrahmanyam. (2007). <i>Indo-Persian Travels in the Age of Discoveries, 1400-1800</i> , (Cambridge: Cambridge University Press. Alavi, Seema. (1995). <i>Sepoys and the Company : Tradition and Transition in Northern India 1770-1830</i> , New Delhi, Oxford University Press.				
Suggested Reading Thapar, Romila (2000), <i>Cultural Pasts: Essays in Indian History</i> , New Delhi, Oxford University Press Sharma, R. S. (2005). <i>Aspects of Political Ideas and Institutions in Ancient India</i> , Delhi: Motilal Banarsidass.				
Web Resources www.cec.nic.in www.egyankosh.ac.in				

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

AN OUTLINE HISTORY OF THE WORLD

Course Code	231HI1M02		
Credits	5		
Hours / Cycle	5 Hours / Cycle		
Category	Part III	Core	Theory
Semester	I		
Year of Implementation	From the academic year 2023-24 onwards		
Course Objectives	<ul style="list-style-type: none"> To enable the students to learn the concepts in human history and apply and understand it with present To impart an understanding of how humans evolved, built civilizations and empires To impart knowledge about developments in politics, society, economy and religion through ages To impart an understanding of urbanisation, industrialisation and modernisation along with its effects like slavery. To impart students to know the concepts of history which will lay foundation for understanding future courses 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Remember and recall meanings of the terms like Australopithecus, Neanderthal, Home Sapiens, Palaeolithic, Mesolithic, Neolithic, Chalcolithic, Priest-King, Pharaohs, Ziggurats, Pyramids, Cuneiform, Hieroglyphics, Polis, Republic, Hellenism, Feudalism, Capitalism, Socialism, Nationalism, Globalisation and Civil society.	PSO 1 PSO 2	K1
CO 2	Understand the important milestones in history like physical change and adaptation, changes in stone tools, Neolithic revolution, writing, urbanisation, city states, feudal society, crusades, industrial revolution, colonialism and nationalism, changes in 20 th century.	PSO 1 PSO 2 PSO 4	K2
CO 3	Apply concepts such as evolution, feudalism, colonialism, globalisation and so on to explain the events of that period or construct an argument or a historical narrative with examples.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	Analyze the stages of evolution of humans from stone age to builders of civilization and empires. To evaluate, compare and contrast how state, society, religion and economy existed in different civilizations through ages.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	Evaluate the various stages and aspects of human evolution through ages and compare and contrast with present times. Apply the concepts and understand the present events like colonialism and neo-colonialism and so on.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Ancient Society I Unit I: Ancient Society I Hunter-Gatherer Society: Physical Evolution – Environmental Context – Social and Cultural Adaptations – Migration Theories – Neolithic Revolution – Nature and Size of Settlements – Stone Tools, Pottery and Artefacts – Food Production and Processing – Neolithic Art	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Ancient Society II Copper Age – Urbanization and Trade – Bronze Age Civilizations – Egypt and India – Forms of Kingship, Religion and State – Iron Age: Government, Religion and Science	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Medieval World Rise of Empires – Greek City-States – Roman Empire – Transition from Ancient to Medieval World – Collapse of the Roman Empire – Holy Roman Empire – Religious Life and the Church – Society – Feudalism – Islamic Empire – Crusades – Concept of Time	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Capitalism and Colonialism Transition from Feudalism to Capitalism – Industrial Revolution – Colonialism and Underdevelopment – Stages of Colonialism – Nationalism in Asia	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Post-Colonial World and Globalization Cold War and the Newly Independent States – Globalization – Civil Society, Economy and Culture	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Text Books

Childe, Gordon. *What Happened in History?* Aakar Books, Delhi, 2016.

Farooqui, A., *Early Social Formations*, Manak Publications, Delhi, 2001.

Reference Books

Blois, L. De and R. J. Van Der Spek. *An Introduction to the Ancient World (Second Edition)*, New York, 2008.

Hill, Christopher. *Reformation to Industrial Revolution*. London: Penguin Books, 1969

Swain, James Edgar, *A History of World Civilization*, Macgraw-Hill Company, 1938.

Suggested Reading

Anderson, Benedict, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London, 1983.

Baylis, John and Smith Steve, *The Globalization of World Politics*, Oxford University Press, Delhi, 2011.

Black, Jeremy, *Europe and the World, 1650-1830*, Routledge, London, 2002.

Crone, P. "The Rise of Islam in the World." in The Cambridge Illustrated History of the Islamic World, edited by Francis Robinson and Ira M. Lapidus, pp.2-32. Cambridge University Press, Cambridge, 1999.

Kumar, Rakesh, *Ancient and Medieval World: From Evolutions Humans to the Crisis of Feudalism*, Sage Publications, Delhi, 2018.

Le Goff, J., *Medieval Civilisation 400-1500*, trans. Julia Barrow, Blackwell, Oxford, 1999.

Lawson, Stephanie, *International Relations (Short Introductions)*, Polity Press, 2018.

Norrie, Macqueen, *Colonialism (Short Histories of Big Ideas)*, Routledge, London, 2016.

Sinha, Arvind, *Europe in Transition from Feudalism to Industrialization*, Manohar, Delhi, 2010.

Thapar, Romila, et.al, *On Nationalism*, Aleph, New Delhi, 2016.

Web Resources

<https://www.britannica.com/browse/World-History>

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

INTRODUCTION TO ARCHAEOLOGY

Course Code	231HV1A01		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part - III	Allied	Theory
Semester	I		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> To impart an understanding the basic concepts in Archaeological study. To impart knowledge on the various aspects in the methods of archaeology To impart an understanding of the exploration and excavation concepts in the field of archaeology To impart knowledge of the concept for the multidisciplinary approaches in archaeology. To impart an understanding in the growth and development of archaeology 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Remember and recall the concepts and methods in archaeology, different types of archaeology, important archaeologists and institutions in India and its multidisciplinary nature.	PSO 1 PSO 2	K1
CO 2	understand the emergence of archaeology as a discipline and its development through personalities, institutions, ideas and scientific developments.	PSO 1 PSO 2 PSO 4	K2
CO 3	Identify various archaeological excavations, methods, institutions and dating methods and apply them to explain excavations and growth of archaeology.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	analyze the growth of archaeology, nature and process of exploration and excavation in archaeology and to know the new techniques and methods used for interpretation of excavated materials.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	evaluate the role of individuals and institutions in the development of archaeology, archaeology as an inter-disciplinary subject, methods in archaeology and various dating methods in the field of archaeology.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Definition, Nature, Aim and Scope of Archaeology. Archeology as a Source of Cultural Studies- Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology, New Archaeology etc., Archaeology – Its relation with other Sciences (Social and Exact).	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West - Growth of Archaeology in India-Development of Archaeological Survey of India.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Archaeological Studies in Universities and State Department of Archaeology and other Institutions: University of Madras, Deccan College Pune, Tamil University Tanjore. - Archaeologist in India: Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, H.D.Sankalia.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Exploration- Aims and Methods; Methods of Exploration – Manual and Scientific; Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method , Stratigraphy : Definition, Scope and Methodology - Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements - Dating Methods: Relative Dating and Scientific Dating	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Rajan, K, <i>Archaeology: Principles and Methods</i> , Thanjavur: Manoo Pathippakam, 2002. Raman K. V, <i>Principles and Methods in Archaeology</i> ,. Madras: Parthajan Publication, 1991. Gamble, C. <i>Archaeology: The Basics</i> . London and New York: Rutledge, 2002. Singh, U. <i>The Discovery of Ancient India: Early Archaeologists and Beginnings of Archaeology</i> . Delhi: Permanent Black, 2004.				
References Settar, S. and Korisettar, R. (eds). 2002. <i>Indian Archeology in Retrospect</i> . Delhi: ICHR and Manohar Renfrew.C & Paul Bahn, <i>Archaeology: Theories, Methods and Practicals</i> , Thames & Hudson; Sixth edition, 2012 Paddayya, K. 2014. <i>Multiple Approaches to the Study of India's Early Past: Essays in Theoretical Archaeology</i> . Aryan Books International Roy.Surendranath, <i>The Story of Indian Archaeology</i> , Archaeological Survey of India,2011 Chakrabarti, D. K. 2006. <i>Oxford Companion to Indian Archaeology</i> . New Delhi: Oxford University Press.				
Suggested Reading Prabhakar,V.N. Ravi Korisettar, <i>Ground Survey To Aerial Survey: Methods And Best Practices In Systematic Archaeological Explorations And Excavations</i> , Current Science, Vol. 113, No. 10, 25 November 2017.				

Web Resources

<https://education.nationalgeographic.org/resource/archaeology/>
<https://hraf.yale.edu/teach-ehraf/relative-and-absolute-dating-methods-in-archaeology/>
<https://www.ucl.ac.uk/museums-static/digitalegypt/archaeology/dating.html>
<https://www.britannica.com/science/archaeology/Excavation>

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

INTRODUCTION TO MODERN WORLD Since 1945 A.D.

Course Code	231HI1G01		
Credits	2		
Hours / Cycle	4 Hours / Cycle		
Category	Part - IV	General Course	Theory
Semester	I		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> To impart an understanding of India's stand in upholding peace at International level and the structure and functions, politics and limitations of UN. To impart knowledge of the important developments in the cold war politics To impart knowledge of various regional level organisations in the different parts of the world. To impart an understanding of the concepts of globalisation and its impacts in the contemporary world, politics of Nuclear disarmament and International peace. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	recall the international political affairs during the post world war II period and spell out the terms like NAM, UNO, SEATO, CENTO, NATO, NPT, CTBT, WTO, globalisation and so on.	PSO 1 PSO 2	K1
CO 2	understand the historical development of international relations between the countries and related concepts such as cold war, globalisation, international terrorism, regional cooperation, nuclear disarmament and so on	PSO 1 PSO 2 PSO 3	K2
CO 3	apply concepts such as cold war, globalisation, international terrorism, nuclear disarmament, regional cooperation and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K3
CO 4	analyze the nature, causes, impact and the politics behind cold war, globalisation, international terrorism, regional cooperation, nuclear disarmament and so on	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K4
CO 5	evaluate the attributes of NAM, UNO, SEATO, CENTO, NATO, NPT, CTBT, WTO, cold war, globalisation, international terrorism, regional cooperation, nuclear disarmament and so on	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
U NIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	NAM and UNO: NAM: Bandung Conference – Objectives – Nehru's Role – Role of NAM in World Affairs UNO: Structure – Achievements: Congo Crisis – Korean War – Palestine Problem – East Timor	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Cold War: Truman Doctrine – Marshall Plan – NATO – SEATO – WARSAW PACT – CENTO – Berlin Blockade – Cuban Missile Crisis – End of Cold War	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Regional Organisations: EU: Origin – Constitution – Objectives ASEAN: Constitution – Objectives – Achievements SAARC: Origin – Objectives – Achievements	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Nuclear Disarmament and Globalization: Nuclear Disarmament: Non – Proliferation Treaty (NPT) – Comprehensive Test Ban Treaty (CTBT) – IAEA Globalization: General Agreement on Trade and Tariff (GATT) – World Trade Organisation (WTO): Origin – Structure – Objectives	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	International Terrorism: Gandhism, Mandela, Apostles of Peace	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Textbooks

Odd Arne Westad, *The Cold War: A world History*, Atlantic Publishers, 2019.
Adam Getachew, *World Making After Empire: The Rise and Fall of Self-determination*, Princeton University Press, 2020.
Harpreet Kaur & Gurdeep Kaur, *Politics of Globalization*, Galgotia Publishing Company, 2017.
Robert Haswell, *Gandhi and Mandella Born in R.S.A*, Independently Published, 2022.

Suggested Readings

Geir Lundestad (ed), *International Relations Since the End of the Cold War: New and Old Dimensions*, OUP, 2013.
Natasia Miskovic (ed), *The Non-Aligned Movement and the Cold War: Delhi - Bandung - Belgrade*, Routledge, 2014.
Shannon O'Neil, *The Globalization Myth: Why Regions Matter*, New Haven, Conn.: Yale

university Press/Council on Foreign Relations, 2022.

References

Keir A. Lieber & Daryl G. Press, *The Myth of the Nuclear Revolution: Power Politics in the atomic Age*, Cornell University Press, 2020.

Imraan Coovadia, *Revolutions and Non-Violence in Tolstoy, Gandhi and Mandela*, OUP, 2020.

Web Resources

<https://www.bbc.co.uk/worldservice/programmes/globalisation/>

<https://digitalarchive.wilsoncenter.org/topics/cold-war-origins>

https://www.eeas.europa.eu/eeas/south-asian-association-regional-cooperation-saarc_en

<https://www.e-ir.info/2022/03/26/the-cold-war/>

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

HISTORY OF INDIA –PAPER I – UPTO 1206 A.D.

Course Code	231HI2M01		
Credits	5		
Hours / Cycle	5 Hours / Cycle		
Category	Part III	Core	Theory
Semester	II		
Year of Implementation	From the academic year 2023-24 onwards		
Course Objectives	<ul style="list-style-type: none"> To impart knowledge about the archaeological and literary sources available for the study of ancient Indian history To impart knowledge about India's pre-historic and proto-historic past and appreciate the Indus Valley Civilisation To impart an understanding about the development of republics, kingdoms and empires and the development of the art of administration To impart understanding about the foundations of Indian plurality and culture due to invasions and exchange of population like the Aryan, Persian, Greek, Scythians, Arab and so on. To impart knowledge about the socio-economic-religious-art & architecture-scientific and technological development through ancient India 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	remember and recall the events in ancient Indian history, its archaeological and literary sources, pre-historic and proto-historic sites, important Indus sites, names of the republics and kingdoms, names of the kings, teachings of Buddha and Mahavira, foreign invasions and so on.	PSO 1 PSO 2	K1
CO 2	understand the concepts and theories like the significance of Indian geography, decline of Indus Valley Civilization, origin of Aryans, urbanisation, Ashoka's dhamma and policy towards Buddhism, Guptan golden age and so on	PSO 1 PSO 2 PSO 4	K2
CO 3	apply the attributes for the rise and decline of empires, rise of new religions, societal changes, invasions and construct a narrative that changed the course of Indian history.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	analyze the changes in the polity, society, and religion in through the ages in ancient India and its impact in Indian history and examine the role of individuals and invasions in changing the course of Indian history.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate the contributions and achievements of various rulers, thinkers, movements in ancient India	PSO 1 PSO 2 PSO 3 PSO 4	K5

		PSO 5	
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SYLLABUS				
UNIT	CONTENT	HOURS	Cos	BLOOM'S TAXONOMY LEVEL
I	Geographical features – Sources of Indian History – Pre and Proto History - Neolithic cultures, etc – Indus Valley culture and its special characters	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Origin and the arrival of the Aryans – Early and later Vedic culture – Vedic literature, economy, Social conditions & political organization – Position of women in Vedic culture - Janapadas and Mahajanapadas.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Greco-Roman and Persian contacts with India – Alexander's invasion and resultant influence on India – Mahavira and his teachings – Buddha and his teachings. Mauryan State: Chandragupta, Bindusara and Asoka – Administration – Religious policy – Art and Architecture	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Guptas: Golden Age – administration – art – architecture and literature – Kushans – Hun invasion – Harsha and his times – Hieun Tsang	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Rise of Regional Kingdoms in North India – Rashtrakutas, Prathikaras & Palas– Arab Conquest of Sind – Campaigns of Ghazni – Mohammad Ghor and his assassination in 1206.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Text Books

Romila Thapar Early India: From the Origins to AD 1300, University of California, California, 2004.
Singh, Upinder, A History of Ancient and Early Medieval India. Pearson, Delhi, 2008
Jha, D. N: Ancient India: An Introduction, Manohar Publishers, New Delhi, 2012

References

Basham, A. L: The Wonder that was India, Picador, 2004
Habib, Irfan: A People's History of India (Relevant volumes), New Delhi. (Vol. -1, Pre History, 2001, - ---Vol.-2, Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C., 2002).
Thapar, Romilla, Ashoka and the Decline of Mauryas (2ndEd.), Oxford University Press, 1973.
Sharma, R. S, India's Ancient Past, New Delhi, OUP, 2007.
Romila Thapar, A History of India, Vol. I, Penguin Books, New Delhi, 1990

Suggested Reading

Basham, A. L (ed.): A Cultural History of India, New Delhi, 1975.

Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983

Chakrabarti, D.K, India: An Archaeological History, Delhi, 1999.

Chakrabarti, D.K, An Oxford Companion to Indian Archaeology, New Delhi, 2006.

Chattopadhyaya, B. D: Studying Early India: Archaeology, Texts and Historical Issues, New Delhi, 2003.

Kosambi D.D.: An Introduction to the Study of Indian History (reprint) Bombay : Popular Prakashan,1985

Lahiri, Nyanjyot: The Decline and Fall of the Indus Civilization, New Delhi, 2000

Allchin, Bridget & Raymond, The Rise of Civilization in India and Pakistan, CUP, New Delhi, 1996.

Majumdar, R.C., History and Culture of the Indian People, Vols. I, II & & III.

Web Resources

cec.nic.in/cec/

egyankosh.ac.in

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

HISTORY OF MADRAS

Course Code	231HI2M02		
Credits	5		
Hours / Cycle	5 Hours / Cycle		
Category	Part	Core	Theory
Semester	II		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> To impart an understanding of the origin and growth of Madras To impart knowledge of the British administration in Madras Presidency To impart an understanding the different institutions and their contributions To impart knowledge on the development of the press, art, culture, film, etc. To impart an understanding on development of transport, port, airport and the trade union. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student would be able to			
CO 1	Remember and recall events, administrators and institutions in Madras	PSO 1 PSO 2	K1
CO 2	understand the development of Madras through the ages	PSO 1 PSO 2 PSO 4	K2
CO 3	Apply attributes of urbanisation, renaissance, various of schools of thoughts in understanding the course of history of Madras.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	Analyse the historical events, role of administration and role of institutions and ideas in shaping the history of Madras.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	Evaluate the historical events, development of transport, Press, trade union, educational and cultural institutions, Films in the making of Madras and its impact	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	Cos	BLOOM'S TAXONOMY LEVEL
I	Early history of Madras – Establishment of Madras – Madrasapatnam & Chennapatnam	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Consolidation of the British in Madras – Period of agency – Early colonial governors – Thomas Pitt – Elihu Yale – Thomas Munro	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Growth of educational institution – Elementary and higher education – University of Madras – Contribution of the Protestant missionaries and private enterprise in Madras – Madras Christian College – Presidency College – Women's Christian College – Pachayappa's College – Queen Mary's College	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Development of Press – The Hindu – The Swadeshamitran – Cultural Renaissance in Madras – Rukmani Devi Arundale and the Kalakashetra – KCS Panikker and the Cholamandal – Chennai's Architectural Heritage – Recreation in Madras – Sports – The young Men's Christian Association – Music – Classical – MS Subalakshmi – Entertainment – Films	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Development of Transportation – Tramways – Bus – Chennai Metropolitan Bus Terminus (Koyambedu) – Buckingham Canal – Railways (Chennai: Central, Egmore) – Airways – Anna International Airport – Madras Port Trust – Trade Union movement in Madras.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Srinivasachariar, C.S., <i>History of Madras</i> , T. Varadachary Co. Madras, 1989. Muthiah, S., <i>Madras Discovered</i> , Affiliated East West Press, Madras, 1992. Muthiah, S., <i>Madras Rediscovered</i> , Westland, Seventh Edition, 2014				
References Muthiah, S., Ed., <i>Madras: It's Yesterday's, Today's And Tomorrow's</i> , Affiliated East West Press, Chennai 1990. Raman, K.B. <i>The Early History of Madras Region</i> , Amuda Nilayam, Madras 1959				

Suggested Reading

Love, Hendry Davison, *Prestigious of Old Madras*, John Murray, London Government of India, 1911
Madras Tercentenary Celebration, Committee The Madras Tercentenary Commemoration, Volume, OUP, 1939.

Hosten, H., *Antiquities from Santhome and Mylapore*, The Diocese of Mylapore, Madras 1936.

Rajaraman, P., *Chennai Through the Ages*, Poompoghar Publishers, Chennai, 1997.

Sudhakar , G. J. Ed, *Aspects of Madras*, Loyola College, Chennai,1993.

Web Resources

chennaicorporation.gov.in

mcc.edu.in

www.ts-adyar.org

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

INTRODUCTION TO MUSEOLOGY

Course Code	231HV2A01		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part - III	Allied	Theory
Semester	II		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> To impart an understanding of the nature of concepts of museology To impart knowledge on the types and functions of Museums To impart an understanding of the significance of the museum studies in modern times To impart knowledge of the museum movements, growth and its developments To impart wider knowledge on the archival materials and its science in preservation. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	remember and recall meaning of Museology, names of the museums and archives, types of museums, functions of museums.	PSO 1 PSO 2	K1
CO 2	Understand museum as a center of culture, the history of Museum movements and archives in India, role of individuals, classification of museums, functions of museums, special features of select museums and archives.	PSO 1 PSO 2 PSO 4	K2
CO 3	identify the milestone es in history of museums, different types of museums, select museums and their special collections, organisations that manage museums and archives and apply them to understand the significance of museums	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	analyze the history of museums, different types of museums, select museums and their special collections, organisations that manage museums and archives	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	evaluate the history of museums and its functions, different types of museums, select museums and their special collections, organisations that manage museums and archives	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Definition and Scope of Museology – Museum as a Centre of Cultural studies; Function of Museums: Collection, Preservation, Exhibition, Research, Publication, Education, Museum Marketing, and Administration	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	History of Museum Movement in the World, History of Museum Movement in India – Grace Morley as the First Director of the National Museum, New Delhi, the Growing aspects of Museology, New Museology, Eco Museology, Para Museums and Museum Related International and National Organisations.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Classification of Museums: Subject – wise and Administrative – wise – National, Provincial, Regional, Government, Local, School, college, University, Private, Society, Trustee Museum, Commercial Museum, Educational museum; Specialised Museums in India: Crafts Museum, Textile Museum (Calico museum), Industrial Museum, Rail museum, Agricultural Museum, Natural History Museum, Anthropological Museum, Archaeological Museum (Sanchi Archaeological Museum), Folk Art Museum, Children's Museum, Coins Museum, Personalia Museum, Fort Museum, Police Museum	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Select Museums in India: National Museums in India – National Museum, New Delhi; Chatrapati Shivaji Museum, Mumbai; Salar Jung Museum, Hyderabad; Indian Museum, Kolkata; Vishveshwarya Industrial Museum, Bangalore; Government Museum, Chennai.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Definition of Archives: Records, Different types of Manuscripts, Nature and its importance, History of Archives, Records Management, Preservation of Archival Materials; National Archives of India, New Delhi; Tamil Nadu Archives and Historical Research, Chennai.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Jeyaraj, V, <i>Museology: Heritage Management</i> , Director of Museums, Government Museum, Chennai, 2005. Banerjee. N.R., <i>Museum and Cultural Heritage in India</i> , Agam Kala Prakashan, Delhi, 1990 Nigam.M.I., <i>Fundamentals of Museology</i> , Hyderabad, Navhind Prakashan 1966 Satyamurti, S.T, <i>Natural History in Indian Museums</i> , Studies in Museology, Vol.I,1965				
References Seth, Manvi, (ed), <i>Of Muses, Museums & Museology</i> , New Delhi, National Museum Institute, 2018 Jeyaraj. V, <i>Care of Archival Materials and Manuscripts</i> , Director of Museums, Government Museum, Chennai, 2007 Pearce, S. M. <i>Interpreting Objects and Collections</i> , London & New York,1999				

Moore Kevin (Ed.). *Museum Management*, London: Routledge, 1994
 Bhatnagar A, *Museum, Museology and New Museology*, New Delhi: Sandeep Prakashan, 1999

Suggested Reading

Baxi Smita J. and V. Dwivedi, *Modern Museum Organization and Practice in India*, Abhinav Publication, New Delhi, 1973

Sarkar, H, *Museums and Protection of Monuments and Antiquities in India*, Sundeep Prakashan, Delhi, 1981.

Proceedings of the National Museum Conference of the Museum Association of India, Museum Marketing, Mysore, 1998

Web Resources

[https://epgp.inflibnet.ac.in /](https://epgp.inflibnet.ac.in/)
www.eolss.net

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

HISTORY OF REVOLUTIONS

Course Code	231HI2G02		
Credits	2		
Hours / Cycle	4 Hours / Cycle		
Category	Part - IV	General Course	Theory
Semester	II		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> To impart the knowledge of historical developments and ideas which led to revolutions To impart the knowledge on the course of revolutions in different societies and relate and compare the developments To impart an understanding of role of individuals, institutions and ideas in the outbreak and course of revolution To impart an understanding of the impact of revolution in the changing course of history. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	remember and recall the historical developments of revolutions in different societies throughout the world and spell out the important concepts such as monarchy, democracy, human rights, ideology, capitalism, communism, sovereignty and so on.	PSO 1 PSO 2	K1
CO 2	understand the role of individuals, ideas, events and concepts such as people's movements, liberty, equality and fraternity, religion, sovereignty and so on. in the course of revolution	PSO 1 PSO 2 PSO 4	K2
CO 3	apply concepts such as monarchy, democracy, human rights, ideology, capitalism, communism, sovereignty and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	analyze the nature, causes and impact of the important revolutions in the world and the socio-political, economic and cultural events related to it.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	evaluate the various aspects of different ideologies which defined the revolutions and the impact of it on societies.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	American Revolution: Causes: Political – Social – Economic – Intellectual – Course – Impact.	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	French Revolution: Causes: Political – Social – Economic – Intellectual – National Assembly and its work – National Convention – Directory – Consulate – Impact of French Revolution	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Chinese Revolution: Causes – Sun Yat Sen and KMT – Thung-Meng-Hi – End of Monarchy-Impact – Background – Sphere of Influence of Russia – Propaganda of Communist Ideology-Results	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Russian Revolution: Causes: Political – Social – Economic – First World War – February Revolution – Provisional Government - October Revolution – Civil War – Impact.	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Iranian Revolution: Background – Reza Shah – White Revolution – Rise of Ayatollah Khomeini – Outbreak of Revolt – Course – Shah's exile – Khomeini return – End of Revolution-Impact	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Text Books Bailyn Bernard, Davis David Brion et.al, <i>The Great Republic A History of the American People</i> , DC Heath and Company, Massachusetts, 2000. Thomson David, <i>Europe Since Napoleon</i> , Penguin Books, London, 1970. Fairbank J.K & Goldman Merle, China: <i>A New History</i> , Harvard University Press, Cambridge, 2006. Axworthy Michael, <i>Revolutionary Iran: A History of the Islamic Republic</i> , Penguin Publications, New Delhi, 2013.				
Suggested Readings Barrington, M. Jr. "The American Civil War: The Last Capitalist Revolution." In Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World by M. Barrington Moore Jr. Boston: Beacon Press, 2015. Faragher, J.M., M.J. Buhle et al. <i>Out of Many: A History of the American People</i> . Vol. I. New Jersey: Prentice-Hall, 1995. Hobsbawm, E. J. <i>Age of Revolution</i> . London: Weidenfeld and Nicholson 1962; Vintage, New York, 1996. Lefebvre, G., <i>The Coming of the French Revolution</i> , Princeton University Press, Princeton, 1976. Chesneaux, J. et al. <i>China from the Opium Wars to the 1911 Revolution</i> , Random House, New York, 1976.				

Hsu, I. C.Y. *The Rise of Modern China*, Oxford University Press, Hong Kong, 1970.
 Figes, Orlando. *A People's Tragedy: A History of the Russian Revolution*, Jonathan Cape, London, 1996.

References

Fitzpatrick, Sheila. *The Russian Revolution 1917-1932*, Oxford University Press, New York, 2001.
 Hiro, Dilip, *Iran Under Ayatollahs* (Routledge Revivals), Routledge, New York, 2016.
 Zabih, Sepher, *Iran Since the Revolution*, Routledge, New York, 2011.

Web Resources

<https://www.americanrevolutioninstitute.org/american-revolution-research-online/>
<https://cnu.libguides.com/psfrance/frenchrev>
<https://1917resources.aseees.hcommons.org/>
https://guides.lib.unc.edu/cul_revolution/primary
<https://libguides.snhu.edu/c.php?g=1184812&p=8902717>

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

HISTORY OF INDIA – PAPER II – 1206 TO 1707 AD

Course Code	231HI3M01		
Credits	5		
Hours / Cycle	5 Hours / Cycle		
Category	Part III	Core	Theory
Semester	III		
Year of Implementation	From the academic year2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To Understand the Turkish rule in India. To Analyse the background and the administrative set up of the Sulthanate Period in India. To Evaluate on the conquest and policies of the Mughal rule India.. To Understand the expansion of territories and polices implemented by the Mughal rulers. To Examine the social reform movements, society and cultural changes during the Mughal Period. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	<ul style="list-style-type: none"> To Recall and understand the Politics in Medieval India. 	PSO 1 PSO 2	K1
CO 2	<ul style="list-style-type: none"> To Summarize on the consolidation of the expansion of territories in the Delhi Sultanate period. 	PSO 1 PSO 2 PSO 4	K2
CO 3	<ul style="list-style-type: none"> To Examine on the Mughal rule in India. 	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	<ul style="list-style-type: none"> To Evaluate and discern the change in Art and Architecture and the fusion of Hindu-Muslim Culture.. 	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	<ul style="list-style-type: none"> To Understand the birth of Bhakti Movements and the administrative changes during the Mughal rule. 	PSO 1 PSO 2 PSO 3 PSO 4	K5, K6

		PSO 5	
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SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Slave Dynasty: Qutb-ud-din Aibak – Iltutmish – Raziya Sultana – Balban – consolidation and Mongol Threat – The Khilji Dynasty: Jalal-ud-din – Alau-ud-din – Expansion – Reforms – The Mongol Invasion – The Tughluq: Ghiyas-ud-din – Mohammad-bin Tughluq – Firoz Shah - invasion of Timur & the fall of Tughluqs – the Sayyid and Lodis of Delhi.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Administration – Land Revenue – Market System – The Army and Police – Judiciary – Society: the Ruling Class – Social Life – Slavery – Position of Women – Relations between Hindus and Muslims	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	India on the eve of Babur's Invasion – Babur's Conquests – Humayun: Sher Shah – Akbar – Consolidation and Expansion – Ibadat Khana – Policies of Akbar – Administration.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Jahangir & Nur Jahan – Shah Jahan – Golden Age – Art & Architecture & Wars of Succession – Aurangzeb – Downfall of the Mughal Empire	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	The Bakhti Movement – Kabir, Guru Nanak, Ramanand – Sufis – Din Ilahi. Literature – Architecture – Music and Painting. Administration – Land Revenue System – Army and the Mansabdari System – Law and Justice – The Ruling Classes – Nobility – Merchants – Artisans – Position of Women – Architecture, Painting, Literature and Music.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks				

Satish Chandra, Medieval India, Orient Blackswan, New Delhi, 2009
 J.L. Mehta, Advance study in History of Medieval India (1000-1526), Sterling Publication, New Delhi, Vol. I, 1979
 L.P. Sharma, Medieval India, Konark Publication, New Delhi, 1993
 Krishnamurthi V.M, Indian History (Political & Cultural)- (Pre-Mughal Period) 1206-1526, Vijayalakshmi Publications, Neyyoor, Vol. II, 1980

References

Habib, Irfan (2016). Technology in Medieval India c.650-1750, Tulika Books •
 Qaisar, Ahsan Jan. (1998), The Indian Response to European Technology and Culture (AD 1498-1707), Delhi: Oxford University Press.
 Richards, J. F. (2007). The Mughal Empire: The New Cambridge History of India, Volume Cambridge University Press.
 Koch, Ebba. (revised 2013). Mughal Architecture: An outline of its History and Development (1526- 1858). Delhi: Primus..
 Habib, Irfan (2016). Technology in Medieval India c.650-1750, Tulika Books.

Suggested Reading

Krishna Reddy, Indian History, Tata Mc Graw-Hill, New Delhi, 2017.
 Nanda, S.P, Landmarks in Indian History (part – II From the Advent of Islam to Indian Independence), Dominant Publishers and Distributors, New Delhi, 2004.
 Bakshi, S. R, Advanced History of Medieval India, Anmol Publication, New Delhi, 2002
 J.L. Mehta, Advanced study in History of Medieval India, Sterling Publication, New Delhi, Vol III, 2016.
 Burton Stein, History of India, Oxford University Press, New Delhi, 2011

Web Resources

<https://www.Britannica.com/topic/Slave-dynasty>
<https://www.mapsofindia.com/history/khilji-dynasty.html>
<https://www.jagranjosh.com/general-knowledge/delhi-sultanate-under-tughlaq-dynasty-a-complete-overview-1491890278-1>
<https://www.jagranjosh.com/general-knowledge/delhi-sultanate-under-lodhi-dynasty-a-complete-overview-1490962660-1>

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3

CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

HISTORY OF SOUTH INDIA – PAPER I – PREHISTORY TO 1565 A.D.

Course Code	231HI3M02		
Credits	5		
Hours / Cycle	5 Hours / Cycle		
Category	Part III	Core	Theory
Semester	III		
Year of Implementation	From the academic year2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To impart an understanding of the nature of the pre-historic events in South India To impart knowledge of the various strands of the political, social, cultural, economic and administrative developments of South Indian History. To impart an understanding of the uniqueness and significance of religious beliefs, cultural traits, Bhakthi movements and its impact. To impart knowledge of the various ruling house such as sangam age, pallavas, cheras, cholas, pandiyas, Madurai sultans, Vijayanagar kings. To impart an understanding of the growth of art, architecture, fine arts, paintings and sculpture in South India. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	To remember and recall the what, when, where, which, who and why during the period pre-History to 1565 A.D. and spell out the important concepts such as pre-history proto-history, civilization, culture, Race, and so on.	PSO 1 PSO 2	K1
CO 2	To understand the important events of the South Indian History such as political, social, cultural, economic and administrative developments and so on.	PSO 1 PSO 2 PSO 4	K2
CO 3	To apply concepts such as <i>nadukal</i> , <i>muthumakkal thazhi</i> , <i>Kudavolai</i> , <i>Kottam</i> , <i>sangam</i> , <i>kizhar</i> and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To analyze the nature, causes and impact of the various strands of the South Indian History such as religious nature and bhakthi movements and the growth of art, architecture, fine arts, paintings and sculpture in South India and other contemporary socio-political events.	PSO 1 PSO 2 PSO 3 PSO 4	K4

CO 5	To evaluate the various aspects of South Indian pre-historic and historic events such as political, social, cultural, economic and administrative developments and foreign trade and so on.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6
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SYLLABUS				
UNIT	CONTENT	HOURS	Cos	BLOOM'S TAXONOMY LEVEL
I	Geography – Pre & Proto history of South India – Beginning of Civilisation – Sources for the Study of South India – People – Race - Pre Sangam age	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Sangam Age – Historicity – Political & Social Organisation – Economy – Foreign Trade – Religion – Literature – Kalabhra Interregnum – Impact of their rule.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	The Pallavas – Origin: Early Pallavas & Later Pallavas – Political, Social and Economic Conditions – Early Bhakthi Movement – Growth of Literature and Education – Art and Architecture – Sculpture – Paintings & Fine arts – The First Pandyan Empire – Sources – Triangular conflict between Pallavas, Pandyas and Western Chalukyas – Administration – Art and Architecture.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	The Imperial Cholas – Raja Raja Chola I - Rajendra Chola I – the Later Cholas – Kulothunga the Chalukya-Chola relations– Political History – Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature – Education – Art and Architecture – Sculpture – Cultural Expansion.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	The second Pandyan Empire (1190-1312 AD) – Triangular contest between Cholas, Pandyas and Hoysalas – Decline of the Pandyan Empire – Social and Economic Life – Muslim Invasions – Madurai Sultanate – Rise of Vijayanagar Empire – Political – Social – Economic history – Art and Architecture.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Textbooks Manoranjithamoni. C, <i>History of Tamilnadu</i> , Dave-Beryl Publications, Tirunelveli, 2012. Pillai. K.K., <i>Historical Heritage of the Tamils</i> , MJP Publishers, Chennai, 2008. Subbarayalu. Y, <i>South India Under the Cholas</i> , OUP, 2011. S. Selvin Kumar, A History of Madurai Sultanate (A.D. 1334 – 1378), Madurai Kamaraj University Publications, 1982. R. Gopalan, History of Pallavas of Kanchi, Hassell Street Press, 2021.				
References Noboru Karashima, <i>A Concise History of South India</i> , OUP, 2014. Neelakanta satri, K.A., The Illustrated History of South India – from Pre-History to the fall of Vijayanagar, OUP, 1997.				
Suggested Reading Mu. Arunachalam, <i>The Kalabhras in the Pandya Country and their impact in the life and letters there</i> , University of Madras publications, Madras, 1979. Domingo Paes and Fernao Nunes, <i>The Vijayanagar Empire – Chronicles of Paes and Nunes</i> , Gyan Publishing House, 2020.				
Web Resources https://www.youtube.com/watch?v=3dudGvC3C2U&pp=ygUacyBiYWxha3Jpc2huYW4gb24ga2VlcmhhZGk%3D https://www.youtube.com/watch?v=AzU9filsWtQ&pp=ygUacyBiYWxha3Jpc2huYW4gb24ga2VlcmlhZGk%3D https://www.youtube.com/watch?v=oG-AFK6qIJE&pp=ygUbc2FuZ2FtIGFnZSBleHBleQgaW50ZXJ2aWV3 https://youtu.be/JxkyEcSGLYY https://youtu.be/CnZYdCdJ4bM				

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

WORLD ARCHAEOLOGY

Course Code	231HV3A02		
Credits	5		
Hours / Cycle	6 Hours		
Category	Part - III	Allied	Theory
Semester	III		
Year of Implementation	From the academic year 2023-2024 onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To understand the geological periods and archaeological cultures along with palaeoenvironment To impart knowledge of the various concepts and theories of Understand the human evolution To comprehend the role of prehistory in archaeology through the understanding of various prehistoric cultures prevailed in across the globe. To impart knowledge of the various stone tool technologies of various prehistoric period around the globe To learn about the origin and development in the agriculture in prehistoric period. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Explains the role of geological periods and archaeological cultures and their dynamic interplay between the evolution of life, human societies.	PSO 1 PSO 2	K1
CO 2	To interpret the important knowledge of physical anthropology in relation with evolution of humans in global context	PSO 1 PSO 2 PSO 4	K2
CO 3	To identify the use of prehistoric tools and tool making technology alongside the Stone Age cultures in Africa, Asia and Europe	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To analyse the nature and the causes of spread of modern humans in Australia & America.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate the theories on transition of hunting/gathering community to food production culture.	PSO 1 PSO 2 PSO 3 PSO 4	K5, K6

		PSO 5	
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SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Geological periods and archaeological cultures - Evolution of life and Archaeological Culture - Geographical features and environment variable - Environment in the past	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Introduction to physical anthropology and evolution of humans - Early phase - transition from Homonoid to Hominids - Evolution of modern humans - Beginning of Human Cultures in global context	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Beginning of use of tools and tool making - Prehistory of Africa - Prehistory of South Africa : Palaeoenvironment and Stone Age cultures with special reference to Olduvai Gorge - Prehistory of East Africa : Palaeoenvironment and Stone Age cultural succession , Late Stone Age cultures and Rock art - Prehistory of Europe - Lower Palaeolithic cultures of Europe : important sites with cultural remains, Middle Palaeolithic cultures of Europe, Upper Palaeolithic culture and art of Europe, European Mesolithic cultures; Mousterian culture of Central Asia	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Spread of humans to Australia, North and South America - Recent theories and debates on human origins, dispersals and behaviour - Origin and Spread of Modern Humans - Early evidence in Africa, Early Modern Humans in the Middle East, Archaic humans	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Transition from hunting/gathering to food production - Origins of agriculture in West Asia, the Far East and Mesoamerica - Development from Mesolithic to Neolithic/Chalcolithic in South Asia - Theories of Plant domestication and Origin of Agriculture	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Textbooks

Brian M. Fagan, Nadia Durrani , World Prehistory: The Basics, Routledge, New York, 2021
Oakely, K.P., Man the Tool Maker, The Trustees of the British Museum, London, 1963.

Burkitt, M.C., The Old Stone Age: A Study of Palaeolithic Times, Rupa & co., Calcutta, 1963

Shillington, Kevin. *History of Africa*. 3rd ed. Palgrave Macmillan, 2012

Barry Cunliffe, Chris Gosden, Rosemary Joyce, The oxford handbook on archaeology, 2009, Oxford University

References

Hold, Rinehart and Winston, INC. Hole, H. and R.F. Heizer An Introduction to Prehistoric Archaeology. New York: (1969)
 Bhattacharya, D.K. Palaeolithic Europe. Netherland: Humanities press. (1977).
 Stone tools in human evolution, John J Shea, Cambridge university, 2016
 Understanding human evolution, Ian Tattersall, Cambridge university press, 2022.

Suggested Reading

Fagan B. M. People of the Earth: An Introduction to World Prehistory. New Jersey: Pearson Education. (2004)
 Stone tools in the palaeolithic and neolithic Near East, John J Shea, Cambridge university, 2015.

Web Resources

[When We First Walked \(youtube.com\)](https://www.youtube.com/watch?v=...)
[A Brief History of Geologic Time \(youtube.com\)](https://www.youtube.com/watch?v=...)
[e-PGPathshala \(inflibnet.ac.in\)](http://e-PGPathshala.inflibnet.ac.in)

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

HISTORY OF INDIA III – 1707 to 1857 A.D.

Course Code	231HI4M01		
Credits	5		
Hours / Cycle	5 Hours / Cycle		
Category	Part	III	Core
Semester	Theory		
Year of Implementation	From the academic year2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To understand the background of the coming of the Europeans. To provide information on the various methods used by the British East Company to colonies India. To sensitize the students on the reign of the Indian rulers & the colonization of the British rule. To create awareness of the different colonial policies and their administrative set up. To examine and understand the early resistance to British rule. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	<ul style="list-style-type: none"> To Understand the exploration and the coming of the Europeans to India 	PSO 1 PSO 2	K1
CO 2	<ul style="list-style-type: none"> To Compare the different policies and methods of the colonial administrators. 	PSO 1 PSO 2 PSO 4	K2
CO 3	<ul style="list-style-type: none"> To Understand various wars fought by the colonizers in India. 	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	<ul style="list-style-type: none"> To Evaluate on the context of social, economic and religious transition of India under British rule, 	PSO 1 PSO 2 PSO 3 PSO 4	K4

CO 5	<ul style="list-style-type: none"> To Reconstruct on the ideas and early resistance against the British Movement. 	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6
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SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Coming of the Europeans: The Portuguese – The Dutch – Anglo-French Rivalry. British Ascendancy in Bengal: Battle of Plassey – Battle of Buxar.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Company's Rule in India: Robert Clive: Dual Government. Warren Hastings: Reforms & Impeachment– Trial of Nandakumar – Case of Chait Singh – Begums of Oudh – Regulating Act of 1773. Pitts India Act of 1784. Cornwallis: Permanent Settlement – Cornwallis Code & other reforms - Sir John Shore.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Anglo-Mysore Wars: Hyder Ali, Tipu Sultan – Anglo-Maratha Wars – Anglo-Burmese Wars, – Anglo-Sikh Wars.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Wellesley: Subsidiary Alliance System – Hastings & establishment of British Paramountcy: William Bentinck & his reforms – Charles Metcalfe Ranjit Singh – Dalhousie: Doctrine of Lapse.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	1857 Revolt: Causes – Outbreak – Spread – Failure – Impact.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Textbooks

Chandra Bipan, History of Modern India, Orient Blackswan, New Delhi, 2018

Chandra Bipan, Essays on Colonialism, Orient Blackswan, New Delhi, 2010

Bandyopadhyay Sekhar, From Plassey to Partition and after, A History of Modern India, Orient Black Swan, New Delhi, 2015

Dalrymple William, The Anarchy: The East India Company, Corporate Violence and the Pillage of an Empire, Bloomsbury Publishers, New Delhi, 2019

Moxham Roy, The Theft of India: The European Conquests of India - 1498-1765, Harper Collins Publication, 2016

References

Karl Marx, British Rule in India, Article Published in New York Daily Tribune on 25th June 185.

Kanai Lal Chattopadhyay. 19 Century Social Reform Movements in India: A Critical Appraisal' Presidential Address, 57th Session, Indian History Congress, Madras, 1996

Nayyar Deepak, 'Globalization, History and Development: A tale of two Centuries', Cambridge Journal of Economics. January 2006

Brunton, Bruce, The East India Company: Agent of Empire in the Early Modern Capitalist Era, Social Education, National Council for Social Studies, 2013, pp-78-81

Suggested Reading

Desai, A.R., Social Background of Indian Nationalism, Popular Prakasham, Bombay, 1976

Grover, B.L, A New Look on Modern Indian History, S. Chand & Co, 1977

Spear Percival, A History of India, Volume 2, Penguin Books, 1976, Cohen S Bernard, Colonialism and its Forms of Knowledge; The British in India, Princeton University Press, 1996

Stokes Eric, The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India, Cambridge University Press, 1980.

Guha Ranajit, Elementary Aspects of Peasant Insurgency in Colonial India, Oxford University Press, Delhi, 1983

Web Resources

<https://youtu.be/NtO3xll9Fqg>

<https://youtu.be/kUWEYLVooxU>

https://youtu.be/0-mw-DfN_Lc

<https://youtu.be/1acazH89H34>

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	

CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

HISTORY OF SOUTH INDIA – PAPER II – 1565 to 1947 A.D.

Course Code		231HI4M02	
Credits		5	
Hours / Cycle		5 Hours / Cycle	
Category		Part III	Core Theory
Semester		IV	
Year of Implementation		From the academic year2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)	
Course Objectives		<ul style="list-style-type: none">To impart an understanding of the nature of the various ruling kingdoms such as Marathas of Tanjore, Madurai, Senji, Maravas of Ramnad, Nayaks, poligars, Nawabs of Arcot, Europeans, formation of Madras Presidency and British administration in South Indian History.To impart knowledge on society, economy and development of literary and fine arts in South Indian History.To impart an understanding of the arrival of Europeans, acquisition of power and their administration.To impart knowledge of the various strands of South India's freedom struggle such as moderate movement, extremist movement, rational movements role of revolutionary terrorism, Gandhian movement, armed struggle.To impart knowledge of the socio-religious reform movements and movements for anti-caste and gender equality.	
CO #	Course Outcome(s)		PSO Addressed
Bloom's Taxonomy Levels (K1 to K5)			
On completing the course successfully, the student will be able to			
CO 1	To remember and recall the what, when, where, which, who and why during the period 1565 to 1947 A.D, and spellout the important historical terms such as nayakdoms, poligars, Nawabs, colonialism,		PSO 1 PSO 2
			K1

	nationalism, sub-nationalism, social hegemony, acculturative process, reform movements, gender equality and so on.		
CO 2	To understand the important events of the South Indian History such as political, social, economical, cultural and literary development as well as consciousness in South India since 1565 A.D.	PSO 1 PSO 2 PSO 4	K2
CO 3	To apply concepts such as social hegemony, dravidian ideology, acculturative movements, reform movements, gender equality, anti-caste movements and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To analyze the nature, causes and impact of the various strands of the South Indian History and other contemporary socio-political events.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate the various aspects of South India's struggle for social equality as well as political independence and the contribution of the important personalities in various fields.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Sources - Rise of Nayakdoms in Tamil Nadu - Madurai, Tanjore and Senji - Political, Social, Economic and Cultural contributions.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Tamilagam in the 17 th century - The Marava kingdoms of Ramnad and Sivaganga - The Marathas of Tanjore - Raja Serfoji - The Nawab of Arcot - Society & Economy - Literature and Fine Arts - The Poligars & the Poligar System.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	The coming of the Europeans - Anglo-French Conflict in the Carnatic - Conquest, Consolidation & Acquisition of Power by the British - The Forming of Madras Presidency - Economic condition in the Presidency - (1800-1850) Revenue Reforms-Sir Thomas Munroe-Ryotwari settlement.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Rise of Middle class (the elite-19 th century Reform Movement in the south India - Verrasalingam Panthulu - Ms. Mary carpenter - Ramalinga Adigal- Formation of Association - MNA, MMS etc. Politics of south India - Beginning of Indian	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

	Movement the south – Political Consciousness 1885-1914 – Annie Besant and home Rule 1915-1919 - The justice party and Non-Brhman movement.			
V	Struggle for freedom 1937-1947. Rajagoplachari & Early Congress Ministry – Tamilnadu's role in the freedom struggle – Bharathiar – Rajaji – Vedaranyam Salt Satyagraha - Dr. Muthulakshmi Reddy.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Textbooks

Rajayyan. K. *Rise and Fall of the Poligars of Tamil Nadu*, Madras: University of Madras, 1974.
 Rajayyan, K. *South Indian Rebellion: The First War of Independence, 1800-1801*, Mysore: Rao and Raghavan, 1971.
 Manoranjithamoni. C. *History of Tamilnadu*, Dave-Beryl Publications, Tirunelveli, 2012.
 Raju, Sarada A. *Economic Condition in the Madras Presidency, 1800-1850*. Madras: Executive Service, 1988.
 Rajaraman, P. *The Justice Party, A Historical Perspective, 1916-1937*. Madras: Poompozhi Publishers, 1988.

References

Rajayyan. K. Early Freedom Fighter of Tamil Nadu, *Proceedings of the 5th International Tamil Conference- Seminar of Tamil Studies, Section -6, History, Sep.1981*, pp. 6-51 - 6-70.
 Manikumar. K.A. *Foreshadowing the Great Rebellion: The Vellore Revolt, 1806*, Hyderabad: Orient Blackswan, 2021.
 Premkumar, G, "Socio- Religious Reforms of St. Ramalinga: A Historical Prespective", *Journal of Indian History*, Vols. LXXVI-LXXVIII: 81-90, (1997-1999).

Suggested Reading

Rajendran, N. *National Movement in Tamil Nadu, Agitational Politics and State Coercion, 1905-1914*. Madras: OUP, 1994.
 Barnett, Marugerie Ross. *The Politics of Cultural Nationalism in South India*. Princeton: Princeton University Press, 1976.

Web Resources

https://www.youtube.com/watch?v=N39On46q_Tk&pp=ygUZUllPVFdBUkkgU1lTVEVNIElOIE1BRFJBUw%3D%3D
https://www.youtube.com/watch?v=W_qJRgHUcsA&pp=ygURUkFNQUxjTkdBIEFESUdBTCA%3D
https://youtu.be/uB_W2RWhHoQ
<https://www.youtube.com/watch?v=S0rkeMWZuGI&pp=ygUSbXV0aHVsYWtzaG1pIHJlZGR5>
<https://www.youtube.com/watch?v=S9C4Kqk13DI&pp=ygUadmVkYXJhbnlhbSBzYWx0IHNdHlZ3JhaGE%3D>
https://www.mids.ac.in/assets/doc/WP_204.pdf
https://www.tamildigitallibrary.in/admin/assets/book/TVA_BOK_0008763_Justice_party_golden_jubile_e_celebration.pdf

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3

CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

PRE AND PROTO HISTORIC CULTURES IN INDIA

Course Code		231HV4A01					
Credits		5					
Hours / Cycle		6 Hours					
Category		Part - III		Allied		Theory	
Semester		IV					
Year of Implementation		From the academic year 2023-2024 onwards (this is required as some of the courses may not be revised during particular revision)					
Course Objectives		<ul style="list-style-type: none">• To understand the concept and methods involved to study prehistory• To impart knowledge of the various tool typology and distributions• To comprehend the role of prehistory in archaeology through the understanding of various prehistoric cultures prevailed in across the India.• To impart knowledge of the various methods of burials in megalithic culture of India• To learn about the Indus Valley civilization and important sites related to it					
CO #	Course Outcome(s)					PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to							
CO 1	Explains the role of prehistory in archaeological study along with the primary and secondary sources and methods involved in studying the prehistory.					PSO 1 PSO 2	K1
CO 2	To interpret the knowledge of periodization in prehistoric cultures in India along with its distribution and life of palaeolithic people.					PSO 1 PSO 2 PSO 4	K2
CO 3	To identify the use of mesolithic and neolithic tools and the invention of agriculture along with its distribution in India					PSO 1 PSO 2	K3

		PSO 3 PSO 4	
CO 4	To analyse the nature of chalcolithic cultures and Indus Valley civilization along with important sites and its cultural sequences.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate the concept of megalithic cultures in south India and deccan along with occurrences of Copper hoard culture & OCP in India.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Definition of Prehistory - Prehistory: Scope and Role in Archaeology - History of Indian Prehistory – Sources: Stone tools, Bones and Fossils - Method of Study - Prehistory and Geological Chronology - Site Typology (Nature of Primary and Secondary Sites).	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Periodization in Prehistory - Tool Typology and Technology - Lower Paleolithic Culture in India: Distribution and Tool types - Middle Paleolithic Culture in India: Distribution and Tool Types - Upper Paleolithic Culture in India: Distribution and Tool Types - Life of Paleolithic people – PaleoArt	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Mesolithic Age: Distribution and Tool types – Neolithic Age: East, North, West and South: Distribution and Tool Types. - Life and Economy of Neolithic People. - Early Farming Cultures in North West India.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Chalcolithic Cultures in Central and Western India: Ahar, Malwa, Jorwe, Kayatha – Indus Valley Civilisation - Cultural sequence of Important sites, Dholavira, Lothal, Kalibangan, Rakhigarhi.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Copper Hoard Culture and Ochre Colour Pottery Culture – Iron Age in India: Painted Grey Ware and Northern Black Polished Ware. Megalithic Culture in South India and Deccan: Distribution of Different kinds of Burials in South India - Life and Economy during Megalithic Period	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks				

Jain, V.K. Prehistory and Protohistory of India: An Appraisal: Palaeolithic--non-Harappan Chalcolithic Cultures. D.K. Printworld, 2006.

Bhattacharya, D.K. An Outline of Indian Prehistory. Palaka Prakashan, 2006.

Chakrabarty, Dilip K. India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations. Oxford University Press, 2009.

Settar, S. and Ravi Korisettar. Prehistory - Archaeology of South Archaeology in Retrospect (Vol. I). Manohar Publishers and Distributors, 2004.

References

Agarwal, D.P. The Indus Civilization An Interdisciplinary Perspective. New Delhi: Aryan Books International, 2007.

Allchin, B., and Allchin, F. R., The Rise of Civilization in India and Pakistan, Cambridge: Cambridge University Press, 1982

Jayaswal, V. Prehistoric India: assessment and prospects in the 21st century. In Status of Prehistoric Studies in the Twenty-First Century in India, 2009.

Suggested Reading

Agrawal, D.P., Archaeology of India, New Delhi : Select Book Service Syndicate, 1984

Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson education India, 2008

Web Resources

[Introduction to Prehistory – Pre and protohistoric cultures of India \(inflibnet.ac.in\)](http://introductiontoprehistory-preandprotohistoricculturesofindia.inflibnet.ac.in)

egyankosh.ac.in/bitstream/123456789/65851/1/Block-1.pdf

<https://www.harappa.com>

[Chapter-2.pmd \(ncert.nic.in\)](http://chapter-2.pmd(ncert.nic.in))

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

WORLD CIVILISATION

Course Code	231HI4I01		
Credits	3		
Hours / Cycle	4 Hours / Cycle		
Category	Part	Interdisciplinary	Theory
Semester	IV		
Year of Implementation	From the academic year2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To understand the Origin of Civilisation. To sensitize students about the major discoveries, inventions and scientific achievements of the ancient civilizations. To evaluate the progress of the revolutionary thoughts and their impact on the societies. To provide a comprehensive system of the origin of the political systems and their functions. To identify the birth and growth of various religions in Asia. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	To Understand the explore the Evolution of the human kind of the ancient civilizations of the world.	PSO 1 PSO 2	K1
CO 2	To compare the different Intellectual achievements of the ancient civilization.	PSO 1 PSO 2 PSO 4	K2
CO 3	To Understand the political developments and various philosophies	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To Evaluate on the Law and the legal system of the ancient world.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To Reconstruct on the ideas and beliefs of the major religions of Asia.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL

I	Unit I Meaning of Civilisation – Factors responsible for the origin of Civilisations. Indus Valley Civilisation – Mohenjodaro – Harappa – Town Planning - Art – Indus seal. Mesopotamian Civilisation – Sumerian Civilization: Invention of Wheel – Lunar Calender – Development of Cunneiform Writing – Religion – Babylonian Civilization: Code of Hammurabi – Nebuchadnezzar and Hanging Gardens of Babylon.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Unit 2 Egyptian Civilisation: Pharaoh – Pyramids – Script – Intellectual Achievements. Hebrew Civilisation: Religion – Law and Literature – Influence. Chinese Civilisation: Confucianism and Laoism – Principle and Practices.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Unit 3 Persian Civilisation: Darius, the Great – Zoroastrianism – Battle of Maraton. Greek Civilisation : Growth of City States: Athens: Democracy – Sparta Philosophy: Socrates Plato and Aristotle – Literature and Art.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Unit 4 Hellenistic Civilisation: Alexander the Great – Philosophy – Literature and Art – Science. Roman Civilisation: The Roman Republic and Empire – Political Institutions – Law and Legal systems – Scientific and Cultural Contributions – Decline.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Unit 5 Christianity: The Holy Bible – Rise of Islam: The Holy Koran – Hinduism: Bhagavat Gita – Sikhism: Adigrant	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Textbooks

1. Burns and Ralph, “*World Civilisation*”.
2. V.Gordon Childe, “What happened in History?”
3. G.Clark, “World Prehistory: A New Perspective”.
4. B.Fagan, “People of the Earth”.
5. Amar Farooqui, “The Early Social Formations”.
6. B.Trigger, “Ancient Egypt: A Social History”.

References

1. M.I.Finley, “The Ancient Economy”.
- 2) Jacquetta Hawkes, “First Civilisations”
- 3) G. Roux, “Ancient Iraq”.
- 4) H.W.F Saggs, “The Greatness that was Babylon”.

Suggested Reading

1. G.E.M.Ste Croix, “Class struggles in the Ancient Greek World”.
2. J.D.Bernal, “Science in History”.
3. V.Gordon Childe, “Social Evolution”.
4. A.Hauser, “A Social History of Arts”.

Web Resources

1. www.worldhistory.org

2.www.ignouworldhistory.com
 3.www.cec.org

Course Articulation Matrix

Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

HISTORY OF INDIA – PAPER IV – 1858-1947 A.D.

Course Code	231HI5M01		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part III	Core	Theory
Semester	V		
Year of Implementation	From the academic year2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To impart an understanding of the nature of the Indian National Movement. To impart knowledge of the various strands of the India's freedom struggle such as moderate movement, extremist movement, role of revolutionary terrorism, Gandhian movement, armed struggle. To impart an understanding of the uniqueness and significance of the Gandhian movement as a non-violent mass movement. To impart knowledge of the socio-religious reform movements, struggle for legislative reform. To impart an understanding of the rise and growth of communalism and events leading to the partition of India. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	To remember and recall the what, when, where, which, who and why during the period 1858 to 1947 CE, and spell out the important concepts such as colonialism, nationalism, drain theory, acculturative movements, revivalist movements, ahimsa, satyagraha, communalism, two nation theory and so on.	PSO 1 PSO 2	K1
CO 2	To understand the important events of the Indian National Movement and related concepts such as acculturative movements, drain theory, satyagraha, dyarchy and so on.	PSO 1 PSO 2 PSO 4	K2
CO 3	To apply concepts such as moderate methods, extremism, revolutionary terrorism, Gandhian movement, communalism and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To analyze the nature, causes and impact of the various strands of the Indian National Movement and other contemporary socio-political events.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate the various aspects of India's struggle for independence and the contribution of the important leaders.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Queen's Proclamation – Transition from Company to Crown – Socio-religious Reform Movements and National Awakening – Brahmo Samaj – Arya Samaj – Prarthana Samaj – Theosophical Society – Aligarh Movement	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Indian National Movement: INC: Moderates – Extremists – Partition of Bengal – Swadeshi Movement – Birth of Muslim League – Surat Split – Minto-Morley Reforms – Communal Electorate – Home Rule Movement – Montague-Chelmsford Reforms – Dyarchy	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Gandhian Era– Jallianwala Bagh Massacre – Non-Cooperation Movement – Swaraj Party – Simon Commission – Civil Disobedience Movement – Gandhi – Irwin Pact – Round Table Conference and the Communal Award – Government of India Act of 1935 – Provincial Autonomy – 1937 elections – Tripuri Crisis – Cripps Mission	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Rise of the Left in Politics – Rise and Growth of Revolutionary Movements – Social Reform Movements in the Twentieth Century – Derozio – Jyotiba Phule – Narayana Guru	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Quit India Movement – Subash Chandra Bose and Indian National Army – RIN Mutiny – Rahmat Ali and the Idea of Pakistan – Muhammad Ali Jinnah and Two Nation Theory– Shimla Conference – Cabinet Mission – Mountbatten Plan – Partition of India	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Bipan Chandra, <i>History of Modern India</i> , Orient Black Swan Publications, New Delhi, 2012. Bipan Chandra, Amales Tripathi and Barun De, <i>Freedom Struggle</i> , National Book Trust, New Delhi, 2011. Bipan Chandra., <i>India's Struggle for Independence</i> , Penguin Random House, India, 2016. Sumit Sarkar., <i>Modern India 1885-1947</i> , Macmillan India Limited, New Delhi, 2000. B.L. Grover, <i>A New Look on Modern Indian History</i> , S. Chand & Co, Delhi, 1977.				
References Shekhar Bandyopadhyay, (ed)., <i>Nationalist Movement in India: A Reader</i> , Oxford University Press, New Delhi, 2008. Sugata Bose and Ayesha Jalal, <i>Modern South Asia: History, Culture, Political Economy</i> , Routledge, London, 2011. Mushirul Hasan., <i>India's Partition: Process, Strategy and Mobilisation (Themes in Indian History)</i> , Oxford University Press, New Delhi, 1997. A.R. Desai, <i>Social Background of Indian Nationalism</i> , Popular Prakasham, Bombay, 1976.				
Suggested Reading Tara Chand, <i>History of Indian Freedom Movement</i> , 4 Volumes, Publications Division, Government of India, New Delhi, 2000. Anup Taneja, <i>Gandhi, Women and the National Movement, 1920-1947</i> , Har-Anand Publications Pvt Ltd., New Delhi, 2005.				

Web Resourceshttps://cec.nic.in/cec/curriculum_class<https://egyankosh.ac.in/handle/123456789/89540>**Correlation of POs/PSOs to each CO**

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

HISTORY OF INDIAN ART UP TO 1000 A.D.

Course Code	231HV5M02		
Credits	5		
Hours / Cycle	6 Hours		
Category	Part - III	Core	Theory
Semester	V		
Year of Implementation	From the academic year 2023-2024 onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To understand the origin and development of art in India To impart knowledge of the various school of arts To comprehend the role of several religious architectures in India To impart knowledge of the various forms and icons of gods and goddess To learn about the Iconographic features of sculptures of different religious pantheons. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Explains about origin of art and earliest evidence of Indus Valley civilization and various Buddhist architectures.	PSO 1 PSO 2	K1
CO 2	To interpret the knowledge of various schools of art prevailed in India	PSO 1 PSO 2 PSO 4	K2
CO 3	To identify the art and architectures related to Gupta and Vakatakas	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To analyse the nature of rock-cut and structural architecture of Pallava and Chola dynasty of South India	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate the various forms and iconography of gods and goddesses of in various religious pantheons	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Origin of Art in India - Pre-Historic Art - Harappan Art: Seals, Sculptures: Stone and Metal Harappan Architecture: Fortification, Town Plan, Public Buildings - Post Harappan Art: Stupas, Chatiyas, Viharas and Pillar Art	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Mauryan Art-Sunga Art- Gandhara Art-Mathura Art-Art of South India (Amaravathi Art)- Art in Tamil Nadu (Sangam Literature)	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Gupta Art and Architecture-Western Indian Cave Architecture (Gupta Vakatakas)	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Pallava Art, Sculptures. Rock cut Architecture, Structural Temple Art Chola Art up to Raja Raja I	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Definition & Scope of Iconography: Asanas – Mudras, Weapons, Attributes held by different Gods and Goddess - Vahanas – Vishnu: Incarnations – Shiva : Emblem, Dance of Shiva, Form of Shiva. Ganesha – Subramanya – Goddess Durga. Minor Deities – Buddhist Iconography: Bodhisattvas, Maitraya. Jaina Iconography: Tirthankaras	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Tomory, Edith. A History of Fine Arts in India and the West. Orient Longman, reprinted edition, 2019. Gupta, S.P., and Shashi Asthana. Elements of Indian Art: Including Temple Architecture, Iconography & Iconometry, Indraprastha Museum of Art and Archaeology, 2007. Rao, T.A. Gopinath. Elements of Hindu Iconography. Vols. 1 & 2. Madras, Motilal Banarsidass, 4th edition, 2017. Gupta, R.S. Iconography of the Hindus, Buddhists, and Jains. D.B. Taraporewala Sons, 1972. George, Michel. Architecture and Art of Early Chalukyas (Badami, Mahakuta, Aihole, Pattadakal). Niyogi Publishers, Delhi, 2014				
References Brown, Percy. Indian Architecture (Buddhist and Hindu Periods). D.B. Taraporewala Sons and Company, Bombay, 1956. Soundarajan, K.V. Cave Temples of the Deccan. Architectural Survey of Temples No.3, Archaeological Survey of India, New Delhi, 1981. Bhattacharya, B. Jain Iconography. New Delhi, 1939. Srinivasan, K.R. Temples of South India. National Book Trust, Delhi, 1972.				
Suggested Reading				

Srinivasan, K.R. Cave Temples of the Pallavas. Archaeological Survey of India, New Delhi, 1998.
Sivaramamurthi, C. Indian Sculpture. Bombay, 1961.

Web Resources

[Chapter-6 \(ncert.nic.in\)](http://ncert.nic.in)

[e-PGPathshala \(infibnet.ac.in\)](http://infibnet.ac.in)

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

HISTORY OF TECHNOLOGIES IN ANCIENT INDIA

Course Code	231HV5M03		
Credits	5		
Hours / Cycle	6 Hours		
Category	Part - III	Core	Theory
Semester	V		
Year of Implementation	From the academic year 2023-2024 onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To understand the origin and development of ancient science and technologies in India To impart knowledge of the various techniques used to produce pottery and stone tools To comprehend the role of ancient technologies seen in different cultures To impart knowledge of the bead making, glass and iron smelting technologies 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Explains about the emergence, of ancient science and technology, its regions of origins and level of scope, the correlation between science and technology with the society.	PSO 1 PSO 2	K1
CO 2	To interpret stone tool technology, technique, functions and the various tools and raw materials used to create them.	PSO 1 PSO 2 PSO 4	K2
CO 3	To identify the Indus civilization's architecture, town planning, ceramic technology and further its science of weights and measures.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To analyse different ceramic technology, technology and industries of creation and further analyse roman pottery in Indian soil.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate technique, technology and raw materials used for bead, glass and copper and ores smelting.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	The emergence and character of ancient science and technology - Meaning of science and its origin and scope - Interaction of science and technology and society Archaeology as source of History of Indian Technology - Literary sources of ancient Indian science. t	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Stone Tool Technology - Techniques of stone tool production - Names and Functions of stone age tools - Tools and Raw material	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Indus Civilization- Town planning and Building technology including Building materials - Ceramic technology: Pottery and faience - Quantitative science: measuring scale /weights and weighing devices	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Ceramic technology of Ochre Coloured Pottery - Technology of making Black & Red Ware, Painted Gray Ware, Northern Black Polished Ware, Glazed Pottery - Ceramic industries in South India - Roman pottery in India	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Techniques of Bead production - Raw materials - Glass technology in ancient India - Copper and Iron ore Smelting technology	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Bag, A.K. History of Technology in Ancient India. Indian National Science Academy, New Delhi, 1997. Balasubramaniam, R. Marvels of Indian Iron through the Ages, Rupa & Infinity Foundation, New Delhi, 2008 Whittaker, John C. Flint Knapping: Making and Understanding Stone Tools. University of Texas Press, 1994. Gurumurthy, S. Ceramic Tradition of South India. University of Madras, 1981.				
References Singh, Ravindra N. Ancient Indian Glass: Archaeology and Technology. Parimal Publication, 1989. Mohanty, R.K. Indian Beads: History and Technology. Infinity Foundation Series, 2016. Agrawal, D.P. Harappan Technology and Its Legacy. Infinity Foundation Series, 2010.				
Suggested Reading Sankalia, H.D. Stone Age Tools. Deccan College, 1964. Subramania, Bala. Marvels of Indian Iron Through the Ages. Infinity Foundation Series, 2008.				
Web Resources e-PGPathshala (inflibnet.ac.in) Technology in Ancient India – Pre and protohistoric cultures of India (inflibnet.ac.in) Introduction to Ancient Indian Technology - Course (nptel.ac.in)				

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

TECHNIQUES OF MUSEUM DISPLAY AND METHODS OF MUSEOLOGY

Course Code	231HV5M04		
Credits	2		
Hours / Cycle	6 Hours		
Category	Part - III	Core	Theory
Semester	V		
Year of Implementation	From the academic year 2023-2024 onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To understand the role and various functions of a museum and the importance of museum objects and presentation. To impart knowledge of the various techniques used to collect museum objects and methods to preserve them. To comprehend the role museum curators and staff in preserving and recording the input of various objects present in a museum. To impart knowledge of organic and inorganic objects and means to display, document and preserve them. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Explains about the emergence, techniques and methods, various principles of presentation, display and designing in a museum and its importance.	PSO 1 PSO 2	K1
CO 2	To interpret various methods of collection of objects in a museum.	PSO 1 PSO 2 PSO 4	K2
CO 3	To identify the main principles of display and various factors of deterioration of museum objects.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To analyse importance and different type of documentation, preparation of various registers in a museum.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate methods of preservation of both organic and inorganic museum objects.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Different Techniques and Methods, Principles of Presentation-Designing-The Work of Evaluation - Basic Components of Display: Exhibits, Space, Showcase, Lighting, Labels	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Policy of collection-Methods of Acquisition of Objects in Museum: Gift, Loan (Long Term and Short term)., Purchase, Scientific Expedition, Mutual Exchange, Treasure Trove.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Importance – Principles of Display – Composition – Texture – Light – Scale – Label – Factors responsible for deterioration of objects.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Importance and types of Documentation: The Day Book, Inventory, and Cataloguing of Objects Historical File. – Preparation of different Registers – Index Cards	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Preservation of Objects-Brief survey - Organic-Wood, Leather, Textile - Inorganic-Metal, Stone and Clay	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Jeyaraj, V. Museology: Heritage Management. Director of Museums, Government Museum, Chennai, 2005. Imran, Jafar. Introduction to Museology. World Heritage Publisher, 2008. McManus, Paulette M. Archaeological Display and the Public. Routledge, 2009. Mairesse, Francois. ICOM Dictionary of Museology. Taylor and Francis, 2022. Upadhyaya, Vibha. Archaeology, Museology and Conservation. Literacy Circle, 2012.				
References Bogle, Elizabeth. Museum Exhibition Planning and Design. Rowman Altamira Press, 2013. Morley, Grace. Museum Today. University of Baroda, Department of Museology, 1981. George, Adrian. The Curator's Handbook: Museum, Commercial Galleries, Independent Space. Thames and Hudson, 2015.				
Suggested Reading Stefano, Michelle L. Practical Considerations for Safeguarding Intangible Cultural Heritage. Routledge, 2019. Lorente, Pedro. Reflections on Critical Museology. Routledge, 2023.				
Web Resources e-PGPathshala (inflibnet.ac.in)				

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

INDIAN CULTURE

Course Code	231HI5L01		
Credits	3		
Hours / Cycle	4 Hours / Cycle		
Category	Part - IV	General Elective	Theory
Semester	V		
Year of Implementation	From the academic year 2023-24 onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To familiarise the basic features of Indian Culture To discuss the growth and development of religion in ancient India To understand the growth and development of Indian society To familiarise the evolution of caste system To impart knowledge about the development of art, architecture and fine arts 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	remember and recall the civilizations both ancient and modern and their heritages	PSO 1 PSO 2	K1
CO 2	understand the concepts and contributions of different religions, bhakti movements, and philosophies that originated in India and their impacts in the society	PSO 1 PSO 2 PSO 4	K2
CO 3	apply and appreciate the attributes of religions, cultures and society and their underlying principles in building up of the Indian society, the outcome of unity and diversity of the society	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	analyze the impact and the changes in the polity, society, and religion through the ages in ancient India and its impact in Indian history and society. Examine the role of individuals and the caste system in India	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate the contributions the art, architecture, organizations and their contributions to the growth of India and its culture	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	Cos	BLOOM'S TAXONOMY LEVEL
I	SALIENT FEATURES OF INDIAN CULTURE:	18	CO 1 CO 2 CO 3	K1, K2, K3, K4, K5

	Unity in Diversity in Indian culture – Agencies of Unity – Evolution of Caste System and its Implications through Ages		CO 4 CO 5	
II	INDIAN SOCIETY – RELIGION IN INDIA: Hinduism, Buddhism, Jainism, Islam, Sikhism, + Contribution of Bhakti Movement, Sufi Movement and Christian Missionaries, Women in India through Ages, Empowerment of Women, Festivals of India	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	INDIAN ART AND ARCHITECTURE: Buddhist and Jain Architectures – Stupas – Viharas – Chatiyas – Mauryan Architecture – Pillars – Rock-cut Architecture – Traditionl Art – Pallava Period – Chola Period – Mughal Period – Chittanna Vasal – Stupa – Cave Architecture – Elephanta Cave – Ellora, Ajanta Cave – Gandhara School of Art – Mathura School.	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	INDIAN MUSIC: Dance Painting – Hindustani, Carnatic, Bharathanatyam, Kathakali, Kuchipudi, Odissi, Kathak, Manipuri, Folk and Tribal Dance, Paintings – Raja Ravi Varma – M. F. Hussain – Literature – Ancient Literature – Vedic, Secular, Buddhist and Jain Literature – Literature During Medieval Period.	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	CULTURAL ORGANISATIONS AND PHILOSOPHIES: Archaeological Survey of India – Marine Archeologic Unit – Indian Council for Cultural Relation, New Delhi – Indian Institute of Islamic Art, Lalit Kala Academy - National Gallery of Modern Art	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Text Books

Basham, A. L (ed.): A Cultural History of India, New Delhi, 1975.
Chakrabarti, D.K, India: An Archaeological History, Delhi, 1999.
Luniya, B. M., Evolution of Indian Culture, Lakshmi Narayan Publication, Agra, 2005
Majumdar, R.C., History and Culture of the Indian People, Vols. I, II & III.

References

Basham, A. L: The Wonder that was India, Picador, 2004
Habib, Irfan: A People's History of India (Relevant volumes), New Delhi, 2002.
Sharma, R. S, India's Ancient Past, New Delhi, OUP, 2007.

Suggested Reading

Iyer, Sathyanatha, Political and Cultural History of India, vol. 1, Viswanathan and Co., Chennai, 2005

Web Resources

cec.nic.in/cec/
egyankosh.ac.in

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

History of Indian Art 1000 - 1850 A.D.

Course Code	231HV6M01		
Credits	5		
Hours / Cycle	6 Hours		
Category	Part III	CORE	Theory
Semester	VI		
Year of Implementation	From the academic year 2023-2024 onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To understand the various art and architecture of Hindu, Jain and Islam through medieval India. To impart knowledge of the various temples and structures seen in various regions around India. To comprehend the Islamic culture, art and architecture through the study of sultanate and Mughal dynasty. To impart knowledge of various art and artforms of various tombs, forts and commemorative structures of medieval rulers seen in various points of history of India. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Explains about the emergence, of various Hindu art and architecture through the study of various temples of Hoysala and Jain dynasties.	PSO 1 PSO 2	K1
CO 2	To interpret and study various temples seen in various parts of India predominantly in central and eastern regions.	PSO 1 PSO 2 PSO 4	K2
CO 3	To identify art and architecture of Islamic culture through a concentration of sultanate art and slave dynasty.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To analyse the various painting of Jains and Hindus and various Islamic paintings through Mughal art.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate Mughal art and architecture through the study of various commemorative tombs and architecture.	PSO 1 PSO 2 PSO 3 PSO 4	K5, K6

		PSO 5	
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SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Hindu Art: 'Decorative Group' of Temples: Hoysala Dynasty 11-14 C.AD: Chennakesava Temple(Belur), Hoysaleswara Temple(Halebid), Kesava Temple (Somnathpur). Solanki Dynasty, 10-14C.AD Jain Temples: Vimala Sha Temple, Mount Abu, Vastupala Temple, Mount Abu, Tejpala Temple, Mount Abu, Giant Statue of Gomatesvara, Shravanabelagola (Eastern Ganga).	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	'Tantric Group' of Temples (Central India): Chandela Dynasty Lakshmana Temple, Kandariya Mahadev Temples(Khajuraho). Tantric Group of Temples (Eastern India) Kalinga Dynasty: Parasurameswara Temple(Bhubaneswar), Mukteswara Temple, Rajrani Temple, Lingaraja Temple, Surya Temple(Konarak)	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Islamic Art: Five Pillars of Islam, Mosques, Mausoleums, Palace complexes, Gardens. Sultanate Art: Slave Dynasty- 1206-1290: Quawwat-ul-Islam Mosque(Delhi) Qutub Minar(Delhi) Tughluq Dynasty, 1320-1413: Tomb of Gias-ud-din Tughluq Shah, Tomb of Sher Shah Sur(Sasaram), Tomb of Isa Khan(Delhi)	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Painting- Jain and Hindu: Painted wooden covers of Prajnaparamita mss.(Jain) Devasanapado Kaipasutra mss. C1475. Laur chanda mss.C1425(Bharat kala Bhavan, Varanasi) Chaurapanchasika mss. Early 16C (BKB, Varanasi). Painting – Islamic Nimat Nama mss. C.1500(India office library, London) Mughal Paintings Traif Husaya Shahi mss. C. 1560 (Bharatiya Itihasa Samosa Dhaka Mandala, Pune)	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Mughal Art and Architecture: Humayun's Tomb –Delhi, Akbar Capital City -Fatehpur Sikri, Akbar Mausoleum- Sikhandra, Tomb of Itimad-ud-daulah- Agra, Tomb of Salim Chisti-Fatepur Sikri, Jama Masjid- Delhi, Red Fort- Agra Taj Mahal- Agra, Bibi-kaMaqbara- Aurangaba	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Textbooks

Tomory, Edith. A History of Fine Arts in India and the West. Reprinted ed., Orient Longman, 2019.
Deva, Krishna. Temples of North India. National Book Trust, 2002.
Brown, Percy. Indian Paintings Under the Mughals. Cosmo Publications, 2003.
Srinivasan, K.R. Temples of South India. National Book Trust, fourth edition, 2010.
Thomas, Job. Islamic Art and Culture: An Introduction. NCBH Publication, 2023.

<p>References</p> <p>Rao, T.A. Gopinath. Elements of Hindu Iconography. Vols. 1 & 2, Motilal Banarsidass, 4th edition, 2017.</p> <p>Gupta, S.P., and Shashi Asthana. Elements of Indian Art: Including Temple Architecture, Iconography & Iconometry, Indraprastha Museum of Art and Archaeology, 2007.</p> <p>Dallapiccola, Anna L. Indian Paintings. Niyogi Books, 2011.</p>
<p>Suggested Reading</p> <p>Hardy, Adam. The Indian Temple Architecture. Abhinav Publications, 2002.</p> <p>Thapar, Binda. Introduction to Indian Architecture: Arts of Asia. Periplus Editions, 2005.</p>
<p>Web Resources</p> <p>e-PGPathshala (inflibnet.ac.in)</p> <p>Indian Temple Architecture - Evolution, Type, Design Layout Plan & Difference in North & South Indian Temples (culturalindia.net)</p> <p>Chapter-6 (ncert.nic.in)</p>

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

Introduction to Epigraphy and Numismatics

Course Code	231HV6M02		
Credits	5		
Hours / Cycle	6 Hours		
Category	Part - III	CORE	Theory
Semester	VI		
Year of Implementation	From the academic year 2023-2024 onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To understand the origins and history of writing in world and Indian history. To impart knowledge of the various scripts and inscriptions seen in ancient India To comprehend the history of coinage in world and Indian history and further study coins of various ruling periods. To impart knowledge of various south Indian coins seen through various ruling periods in South India. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Explains about the emergence, of epigraphy and numismatics and its importance.	PSO 1 PSO 2	K1
CO 2	To interpret and study the origins and history of writings in world and Indian history. Further the gave knowledge on the Indus script.	PSO 1 PSO 2 PSO 4	K2
CO 3	To identify various ancient scripts seen in India its origins and declines. Identifies different type of inscriptions and the writing material used.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To analyse the origins of coinage in world and Indian history and coins in various dynasties in various periods in Indian history.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate various South Indian coins, raw material used and technological methods used to create them in various dynasties in India.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Definition of Epigraphy and Numismatics-Importance of Epigraphy and Numismatics for Writing History	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Origin of Writing - History of Writing in India- Indus Script and its Decipherment	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Ashokan Brahmi Script-Kharosthi Script: Origin and Decline- Origin of Writing in South India –Tamil Brahmi,Vata Eluthu, Grantha Script.-Dating in Inscription- Eras: Kali, Saka, Vikrama-Types of Inscription-Format of Inscription-Writing Material-Authenticity	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Origin of Coinage-Early Indian Coins- -Punchmark Coins-Tribal Coins-Coins of Foreigners Coins of the Kushanas, Guptas - Coins of Sultanate and Mughals.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	South Indian Coins-coins of the Satavahanas, Ikshvaku – Chalukya, Pallava, Pandya, Chola, Hoysala, Kakatiya, Vijayanagar Dynasties - Metals and Standard-Technology	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Dani, A.H. Indian Palaeography. Munshiram Manoharlal Publishers, 3rd edition, 2011. Gupta, P.L. Coins. South Asia Books, 2013. Sircar, D.C. Studies in Indian Coins. Motilal Banarsidass Publishers, 2008. Sircar, D.C. Indian Epigraphy. Motilal Banarsidass Publishers, paperback edition, 2017. Narasimha Murthy, A.V. Indian Epigraphy. B.R. Publishing Corporation, 2015.				
References Buhler, G. Indian Palaeography. Indological Book House, Delhi, 1968. Pandey, R.B. Indian Palaeography. Motilal Barasidas, Benaras, 1952. Srivastava, Prashant. Aspects of Ancient Indian Numismatics. Agam Kala Prakashan, 1995. Kalra, Mahesh, and Suraj A. Pandit. Recent Researches in Epigraphy and Numismatics. Kaveri Books, 2018.				
Suggested Reading Altekar, A.S. Corpus of Indian Coins - Vol. IV: The Coinage of the Gupta Empire. The Numismatic Society of India, Varanasi, 1957. Chakraborty, Surendra Kisor. A Study of Ancient Indian Numismatics. Gyan Pod, 2021. Mahadevan, I. Early Tamil Epigraphy, Cre-A, Chennai, 2003.				

Web Resources[e-PGPathshala \(inflibnet.ac.in\)](http://e-PGPathshala.inflibnet.ac.in)[Origin and Development of Indian Scripts.pdf | Dr. Subrat Prusty - Academia.edu](#)**Correlation of POs/PSOs to each CO**

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

Conservation of Museum Objects and Field Conservation Techniques

Course Code	231HVM03		
Credits	5		
Hours / Cycle	6 Hours		
Category	Part - III	Core	Theory
Semester	VI		
Year of Implementation	From the academic year 2023-2024 onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To understand the various methods of preservation and conservation of museum objects which involve conservation, restoration and preservation. To impart knowledge of the role of various staff in a museum and different tools and instruments used for conservation of objects. To comprehend and understand the various methods and techniques used for the conservation of organic and inorganic material. To impart knowledge of various techniques to conserve and preserve monuments. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Explains about the emergence, of preservation of museum objects, its ethics of restoration preservation of archaeological objects.	PSO 1 PSO 2	K1
CO 2	To interpret and study various staff and their roles and study the various tools and instruments used to avoid decay and deterioration of objects.	PSO 1 PSO 2 PSO 4	K2
CO 3	To identify various methods to preserve organic material.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To analyse the various methods to preserve inorganic material.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate various field conservation techniques which help in the restoration and reconstruction of monuments.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Definition of Preservation of Museum Objects - Ethics of Conservation, Restoration and Preservation - History of Archaeological Conservation – Archeological Code	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Conservation Laboratory - Museum Staff, Necessary Equipments, Instruments, Tools, and Chemicals – Cause of Decay: Physical, Chemical and Bio Deterioration	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Preservation of Organic Materials: Manuscripts, Palm leaves, Paper, Leather, Textile, Wood, Preservation of Paintings (Paper and Mural Paintings)	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Preservation of Organic Materials: Manuscripts, Palm leaves, Paper, Leather, Textile, Wood, Preservation of Paintings (Paper and Mural Paintings)	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Field Conservation Techniques: Reconstruction and Restoration of Monuments-Grouting by Pressure Gravity, Guniting, Underpinning, Filletting, Edging, Monitoring of Cracks- Conservation of Excavated Site- Consolidation and Strengthening of Foundations Salvaging and Transplantation of Monument	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Jeyaraj, V. Handbook of Conservation of Museum Objects. The Commissioner Of Museums, Government Museum, Chennai, 2002. Jeyaraj, V. Care for Museum Objects. Government Museum, Chennai, 2002. Singh, A.P. Conservation and Museum Techniques. Agam Kala Prakashan, 2018. Berger, Gustav A., and William H. Russell. Conservation of Paintings: Research and Innovations. Archetype Publications Ltd, 2000				
References Dowman, Elizabeth A. Conservation in Field Archaeology. Methuen & Co. Ltd., London, 1970. Jeyaraj, V. Care of Paintings. Government Museum, Chennai, 2002. Agrawal, D.P. Conservation of Manuscripts and Paintings of South Asia. Butterworth Heinemann, 1984.				
Suggested Reading Agrawal, D.P. Conservation of Cultural Property in India. Agam Kala Prakashan, 2003. Bisht, A.S. Conservation of Wooden Objects. D.K. Print World Ltd, 2009.				
Web Resources E:\MFC-01-04\c1.pmd (egyankosh.ac.in) e-PGPathshala (inlibnet.ac.in)				

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

Entrepreneurship Development

Course Code	231HV6M04		
Credits	5		
Hours / Cycle	6 Hours		
Category	Part - III	Core	Theory
Semester	VI		
Year of Implementation	From the academic year 2023-2024 onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To understand the meaning and importance of entrepreneurs and entrepreneurships and their various roles and functions. To impart knowledge of a business project and its cycle including various steps to a successful project. To comprehend the roles of small scale industries and role of government in their upliftment and further ways to overcome its insecurities. To impart knowledge of various methods of quality control for a product and methods for its sales in accordance with human behaviour. 		
CO #	Course Outcome(s)		PSO Addressed Bloom's Taxonomy Levels (K1 to K5)

On completing the course successfully, the student will be able to			
CO 1	Explains about the emergence, entrepreneurs and entrepreneurships, its traits, functions, theories, behaviours and patterns and different type of entrepreneurships.	PSO 1 PSO 2	K1
CO 2	To interpret and study the birth and lifecycle of a project its different steps and importance of each role along with its cost factors.	PSO 1 PSO 2 PSO 4	K2
CO 3	To identify small scale industries, its types and further various steps of the government to uplift the small-scale industries.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To analyse the various methods of quality control, marketing and sales management based on human behaviour and its various other steps.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate the various sicknesses in a small-scale industry and steps taken to overcome them.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Entrepreneur and Entrepreneurship – Traits, Functions of an Entrepreneur, views and Theories of Entrepreneurship, Innovation – Sources and Principles, Factors affecting Entrepreneurship – Entrepreneurial motivation – Behaviour patterns of Entrepreneur – Rural entrepreneurship – Women Entrepreneurs.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Project and Business ideas: Project classification – Identification, objectives, Formulation, Profile, Life cycle, Constraint, Design, Appraisal methods, Network Analysis, Applicability of Factories Act – Capital cost – Operating cost – Cost estimating and Budgeting	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Steps for starting a small industry: Selection of form of Organisation, Subsidies and incentives offered by the Government to the small-scale industries – Registration Benefits, Sales tax – Excise duty, Power concession – Export incentives – Procedure for import of capital goods and raw material	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

IV	Quality control/quality assurance and testing of product - Elements of marketing & sales management. a) Nature of product and market strategy, b) Packing and advertising, c) After Sales Service g - Management of self and understanding human behaviour.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Sickness in small-scale industries and their remedial measures - Coping with uncertainties, stress management & positive reinforcement - Social responsibility and business ethics	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Entrepreneurship Development: The Basics, Dibin Sekharan , 2021, Notion Press Sharma, Purnima. Development of Small and Medium Scale Industries in India. Bluerose Publishers Pvt. Ltd, 2022. Khanka, S.S., Entrepreneurial Development, S Chand & Company, New Delhi, 2007. Shankar, Raj. Entrepreneurship: Theory and Practice. Vijay Nicole Imprints Private Limited, 2012. Desai, Vasant. Small Scale Industries & Entrepreneurship. Himalaya Publishing House, 2015.				
References Gupta, K. R. Rural Development in India. Atlantic Publisher, 2008. Desai, Vasant. Project Management and Entrepreneurship. Himalaya Publishing House, 2017. Sekharan, Dibin. <i>Entrepreneurship Development: The Basics</i> . Notion Press, 2021.				
Suggested Reading Subramanian, Sivakumar. Entrepreneur's Guide to MSMEs. Rudra Publications, 2021. Kumari, Namita. Women Entrepreneurship in India. Repro Books, 2014.				
Web Resources 9789354963810.PDF (inlibnet.ac.in) BCOS-185E_(336PP).pdf (egyankosh.ac.in)				

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

Skill Based Training

Course Code		231HV6M05	
Credits		5	
Hours / Cycle		6 Hours / Cycle	
Category		Part I	Core
Semester		VI	
Year of Implementation		From the academic year2023-24..... onwards	
Course Objectives		<ul style="list-style-type: none"> To learn the skills of exploration, identification of stone tools, art forms, conservation methods. To acquire the knowledge of writing skills for writing reports and dissertation. To appreciate and develop skills for research and enquiry towards archaeological evidences. 	
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 2	To have the knowledge about the principles and methods in archaeology	PSO 1 PSO 2 PSO 4	K2
CO 4	Do study of secondary and primary sources for the study of a chosen research topic.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	Evaluate the research based on the sources and provide innovation and creativity	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5
CO 3	To communicate the outcome of the dissertation and present it with ICT tools	PSO 1 PSO 2 PSO 3 PSO 4	K3

Rubric for assessment*					
Criteria	CO # - K level	Descriptors			
		Outstanding	Good	Average	Unsatisfactory
Domain Knowledge	CO2 – K2	10 – 8 Exhibits excellent knowledge on the subject and narrates with confidence and is able to list the sources	7-6 Exhibits sufficient knowledge on the subject and narrates with confidence	5-4 Exhibits little knowledge on the subject and narrates with difficulties	< 4 Exhibits poor knowledge on the subject
Presentation	CO3 – K3	10 – 8 The presentation was presented with clarity of thought, detailed information's, Arguments and Counter Arguments along with the use of ICT.	7-6 The presentation was carried out clearly with detailed information	5-4 The presentation was clear	< 4 The presentation lacks clarity
Analyze	CO4 – K4	10 – 8 Ability to apply more than one method to arrives at conclusion	7-6 Appropriate methods are used but arrives at conclusions	5-4 Appropriate methods are used but arrives at vague conclusions	< 4 Lack of any analyses. The arguments are poorly linked to one another.
Evaluate & Create	CO5 – K5	20 – 16 Original Ideas that can be patented / copyrighted/ impact polices	15-12 Ideas are original, Interesting and can be applied in the contemporary society	11 – 8 Ideas evolved are relevant	< 7 Ideas evolved are completely irrelevant



MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)

TAMBARAM EAST, CHENNAI 600 059

DEPARTMENT OF HISTORY

B.A. HISTORY & B.A. HISTORY (VOCATIONAL): ARCHAEOLOGY & MUSEOLOGY

PART III & PART IV THEORY COURSES

INTERNAL CONTINUOUS ASSESSMENT TEST – I & III

(For Students Admitted from 2023-24 batch onwards)

Time: 2 Hours

Max. Marks: 50

SECTION A (3 X 2 = 6 Marks)

(Answer any THREE out of FIVE questions each not exceeding 40 words)

1. CO 1 – K1
2. CO 2 – K2
3. CO 1 – K1
4. CO 2 – K2
5. CO 1 – K1

SECTION B (3 X 8 = 24 Marks)

(Answer any THREE out of FIVE questions each not exceeding 250 words)

6. CO 1– K1
7. CO 2 – K2
8. CO 3 – K3
9. CO 3 – K3
10. CO 4 – K4

SECTION C (1 X 20 = 20 Marks)

(Answer any ONE out of TWO questions not exceeding 1000 words)

11. CO4 – K4
12. CO5 – K5/K6

Mark Distribution: CO-wise

CO #	Section A	Section B	Section B	Total	Weightage in %
CO 1	2 x 3 = 6	1 x 8 = 8		14	16
CO 2	2 x 2 = 4	1 x 8 = 8		12	13

CO 3	-	2 X 8 = 16		16	18
CO 4	-	1 X 8 = 8	1 x 20 = 20	28	31
CO 5	-	-	1 x 20 = 20	20	22
Total	10	40	40	50/90	100



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DEPARTMENT OF HISTORY

B.A. HISTORY & B.A. HISTORY (VOCATIONAL): ARCHAEOLOGY & MUSEOLOGY

PART III & PART IV THEORY COURSES

INTERNAL CONTINUOUS ASSESSMENT TEST – II (INNOVATIVE METHOD)

(For Students Admitted from 2023-24 batch onwards)

Max. Marks: 50

Formative Learning

- Project Based Learning (PBL)
- Case Studies
- Field Assignments
- Paper/Poster Presentation
- Computer simulations/ Virtual Labs
- Department Specific Methods

Formative Assessment (Based on 21st Century Skills)

Rubric for assessment*					
Criteria	CO # - K level	Descriptors			
		Outstanding	Good	Average	Unsatisfactory
Domain Knowledge	CO2 – K2	10 – 8 Exhibits excellent knowledge on the subject and narrates with confidence and is able to list the sources	7-6 Exhibits sufficient knowledge on the subject and narrates with confidence	5-4 Exhibits little knowledge on the subject and narrates with difficulties	< 4 Exhibits poor knowledge on the subject
Presentation	CO3 – K3	10 – 8 The presentation was presented with clarity of thought, detailed information's, Arguments and Counter	7-6 The presentation was carried out clearly with detailed information	5-4 The presentation was clear	< 4 The presentation lacks clarity

		Arguments along with the use of ICT.			
Analyze	CO4 – K4	10 – 8 Ability to apply more than one method to arrives at conclusion	7-6 Appropriate methods are used but arrives at conclusions	5-4 Appropriate methods are used but arrives at vague conclusions	< 4 Lack of any analyses. The arguments are poorly linked to one another.
Evaluate & Create	CO5 – K5	20 – 16 Original Ideas that can be patented / copyrighted/ impact polices	15-12 Ideas are original, Interesting and can be applied in the contemporary society	11 – 8 Ideas evolved are relevant	< 7 Ideas evolved are completely irrelevant

Mark Distribution: CO-wise

Criteria	CO #	Marks	Weightage in %
Domain Knowledge	CO2	10	20
Presentation	CO3	10	20
Analyze	CO4	10	20
Evaluate & Create	CO5	20	40
Total		50	100

B.A. HISTORY (VOCATIONAL): ARCHAEOLOGY & MUSEOLOGY
PART III COURSE – SKILL BASED TRAINING (PROJECT/DISSERTATION/FIELD
WORK/INTERNSHIP)

INTERNAL CONTINUOUS ASSESSMENT TEST – I, II & III

(For Students Admitted from 2023-24 batch onwards)

Max. Marks: 50

Rubric for assessment*					
Criteria	CO # - K level	Descriptors			
		Outstanding	Good	Average	Unsatisfactory
Domain Knowledge	CO2 – K2	10 – 8 Exhibits excellent knowledge on the subject and narrates with confidence and is able to list the sources	7-6 Exhibits sufficient knowledge on the subject and narrates with confidence	5-4 Exhibits little knowledge on the subject and narrates with difficulties	< 4 Exhibits poor knowledge on the subject
Presentation	CO3 – K3	10 – 8 The presentation was presented with clarity of thought, detailed information's, Arguments and Counter Arguments along with the use of ICT.	7-6 The presentation was carried out clearly with detailed information	5-4 The presentation was clear	< 4 The presentation lacks clarity
Analyze	CO4 – K4	10 – 8 Ability to apply more than one method to arrives at conclusion	7-6 Appropriate methods are used but arrives at conclusions	5-4 Appropriate methods are used but arrives at vague conclusions	< 4 Lack of any analyses. The arguments are poorly linked to one another.
Evaluate & Create	CO5 – K5	20 – 16 Original Ideas that can be patented / copyrighted/ impact policies	15-12 Ideas are original, Interesting and can be applied in the contemporary society	11 – 8 Ideas evolved are relevant	< 7 Ideas evolved are completely irrelevant

Criteria	CO #	Marks	Weightage in %
Domain Knowledge	CO2	10	20
Presentation	CO3	10	20
Analyze	CO4	10	20
Evaluate & Create	CO5	20	40
Total		50	100



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DEPARTMENT OF HISTORY

B.A. History & B.A. HISTORY (VOCATIONAL): ARCHAEOLOGY & MUSEOLOGY

PART III & IV THEORY COURSES

END OF SEMESTER EXAMINATIONS – NOVEMBER / APRIL

(For Students Admitted from 2023-24 batch onwards)

Time: 3 Hours

Max. Marks: 100

SECTION A (8 X 2 = 16 Marks)

(Answer ALL questions, each not exceeding 50 words)

Note to Q paper setter: One question from each unit and not more two questions from each unit

1. CO 1 – K1
2. CO 2 – K2
3. CO 1 – K1
4. CO 2 – K2
5. CO 1 – K1
6. CO 2 – K2
7. CO 1 – K1
8. CO 2 – K2

SECTION B (3 X 8 = 24 Marks)

(Answer any THREE, each not exceeding 300 words)

Note to Q paper setter: One from each unit

9. CO 1 – K1
10. CO 2 – K2
11. CO 3 – K3
12. CO 4 – K4
13. CO 5 – K5

SECTION C (3 X 20 = 60 Marks)

(Answer any THREE, each not exceeding 1000 words)

Note to Q paper setter: One from each unit

14. CO 1 – K1
15. CO 2 – K2
16. CO 3 – K3
17. CO 4 – K4
18. CO 5 – K5/K6

Mark Distribution: CO-wise

CO #	Section A	Section B	Section C	Total	Weightage in %
CO 1	$4 \times 2 = 8$	$1 \times 8 = 8$	$1 \times 20 = 20$	36	23
CO 2	$4 \times 2 = 8$	$1 \times 8 = 8$	$1 \times 20 = 20$	36	23
CO 3	-	$1 \times 8 = 8$	$1 \times 20 = 20$	28	18
CO 4	-	$1 \times 8 = 8$	$1 \times 20 = 20$	28	18
CO 5	-	$1 \times 8 = 8$	$1 \times 20 = 20$	28	18
Total	16	40	100	100/156	100



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DEPARTMENT OF HISTORY

B.A. HISTORY (VOCATIONAL): ARCHAEOLOGY & MUSEOLOGY

**PART III COURSE – SKILL BASED TRAINING (PROJECT/DISSERTATION/FIELD
WORK/INTERNSHIP)**

END OF SEMESTER EXAMINATIONS – NOVEMBER / APRIL

(For Students Admitted from 2023-24 batch onwards)

Max. Marks: 100

Criteria	CO#	Marks
Viva	CO2	20
Presentation	CO3	20
Analysis of Results – Dissertation / Report	CO4	40
Evaluate & Create	CO5	20

Mark Distribution: CO-wise

Criteria	CO#	K Level	Marks	Weightage in %
Viva	CO2	K2	20	20
Presentation	CO3	K3	20	20
Analysis of Results – Dissertation / Report	CO4	K4	40	40
Evaluate & Create	CO5	K5	20	20
Total		50	100	100