



ALAGAPPA UNIVERSITY



(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India



FACULTY OF ARTS DEPARTMENT OF HISTORY



M.A., HISTORY

REGULATIONS AND SYLLABUS

(For the candidates admitted from the
Academic Year 2022 - 2023)

DEPARTMENT OF HISTORY

M.A., HISTORY

REGULATIONS AND SYLLABUS

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ALAGAPPA UNIVERSITY

(A State University Accredited with “A+” grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC),
Karaikudi -630003, Tamil Nadu.

The panel of Members-Broad Based Board of Studies

<p>Chairperson: Name: Prof.S.S.Sundaram, Designation: Professor & Head, Department of Indian History, University of Madras, Teaching Experience:24, Research Experience: 20 , Area of Research: Indian History</p>	
<p>Foreign Expert: Name: Dr.Sivachandralingam Sundaraja, Designation: Associate Professor, Department of History, University of Malaya, Malaysia Teaching Experience: 37 years , Research Experience: 37 years , Area of Research: The Past And Contemporary Malaysian Indians (History),Economic And Commercial History Of Malaysia (History), Historiography And Methods In History (History), Malaysian History (History)</p>	
<p>Indian Expert: Name: Dr.T.Asokan, Designation: Associate Professor, Department of History, Bharathidasan University, Trichirappalli, Teaching Experience: 20 years, Research Experience: 20 years , Area of Research: Science and Technology with Special reference to Indian Space Research/ Indian Constitution.</p>	
<p>Industry Expert: Name: Prof. S.Rajavelu, Designation: Former Dean ,Company name and address: Faculty of Arts, Tamil University, Thanjavur. Experience: 34 years, Area: Archaeology</p>	
<p>Members (All Department faculty) Name: Dr.AR.Saravanakumar, Designation: Head i/c, Department of History, Alagappa University, Teaching Experience: 25 years , Research Experience:14 years, Area of Research:</p>	
<p>Name: Dr.G.Paranthaman, Designation: Assistant Professor, Department of History, Alagappa University, Teaching Experience: 8 years, Research Experience: 6 years , Area of Research: TamilNadu History</p>	
<p>Alumnus/Alumna: Name: Mr.K.Maniraja, Current position: Ph.D Scholar - Type of Profession, Professional Address: No:266, Kamarajar Colony, Kundrakudi, Thirupathur, Sivanganga Dist</p>	

ALAGAPPA UNIVERSITY
DEPARTMENT OF HISTORY
Karaikudi-630003, Tamil Nadu.

REGULATIONS AND SYLLABUS-(CBCS- University Department)
[For the candidates admitted from the Academic Year 2022 – 2023 onwards]

Name of the Department: **Department of History**

Name of the Subject Discipline: **History**

Programme of Level: **M.A.,**

Duration for the Course: **Full Time (Two Years)**

1. Choice-Based Credit System

A choice-Based Credit System is a flexible system of learning. This system allows students to gain knowledge at their own tempo. Students shall decide on electives from a wide range of elective courses offered by the University Departments in consultation with the Department committee. Students undergo additional courses and acquire more than the required number of credits. They can also adopt an inter-disciplinary and intra-disciplinary approach to learning, and make the best use of the expertise of available faculty.

2. Programme

“Programme” means a course of study leading to the award of a degree in a discipline.

3. Courses

‘Course’ is a component (a paper) of a programme. Each course offered by the Department is identified by a unique course code. A course contains lectures /tutorials/ laboratory/ seminar/ project/ practical training/ report writing/ Viva-voce, etc or a combination of these, to meet effectively the teaching and learning needs.

4. Credits

The term “Credit” refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. Normally in each of the courses credits will be assigned on the basis of the number of lectures/ tutorial/ laboratory and other forms of learning required to complete the course contents in a 15-week schedule. One credit is equal to one hour of lecture per week. For laboratory/field work one credit is equal to two hours.

5. Semesters

An Academic year is divided into two **Semesters**. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examination and evaluation purposes. Each week has 30 working hours spread over 5 /6 days a week.

6. Medium of Instruction: English

7. Departmental committee

The Departmental Committee consists of the faculty of the Department. The Departmental Committee shall be responsible for admission to all the programmes offered by the Department including the conduct of entrance tests, verification of records, admission, and evaluation. The Departmental Committee determine the deliberation of courses and specifies the allocation of credits semester-wise and course-wise. For each course, it will also identify the number of credits for lectures, tutorials, practicals, seminars etc. The courses (Core/ Discipline Specific Elective/ Non-

Major Elective) are designed by teachers and approved by the Departmental Committees. Courses approved by the Departmental Committees shall be approved by the Board of Studies/Broad Based Board of Studies. A teacher offering a course will also be responsible for maintaining attendance and performance sheets (CIA -I, CIA-II, assignments and seminar) of all the students registered for the course. The Non-major elective programme, MOOCs coordinator and Internship Mentor are responsible for submitting the performance sheet to the Head of the department. The Head of the Department consolidates all such performance sheets of courses pertaining to the programmes offered by the department. Then forward the same to be Controller of Examinations.

8. Programme Educational Objectives (PEOs)

PEO-1	To demonstrate the significance of historical topics with reference to broader historical context, historiographic trends, or contemporary relevance
PEO-2	To construct original historical arguments using a blend of primary and secondary source material.
PEO-3	To convey abroad understanding of historical material suitable for Teaching Aids.
PEO-4	To develop an ability to attend all competitive examinations with positive approach for the upliftment of individual and society.
PEO-5	To promote an understanding of the major stages in the evolution of Indian society through the ages.
PEO-6	To develop an understanding of the historical forces responsible for the evolution of Indian society in the Ancient, Medieval and Modern times.
PEO-7	To motivate the students to explore the unexplored history there by developing research skill.
PEO-8	To make them become good citizens, virtuous and competent leaders.
PEO-9	To promote consciousness of national needs and commitment towards service
PEO-10	To train the students to attend all competitive examinations with positive approach.

9. Programme Specific Objectives-(PSO)-Minimum 6 objectives are required

PSO-1	To achieve a personal understanding of whether or not they possess the ability, motivation and interest to pursue further postgraduate study in History.
PSO-2	To identify the fissiparous trends which hampered the growth of the Indian nation in different periods.
PSO-3	To recognize that the Indian culture has not remained and developed in isolation, rather was a result of a synthesis of different cultures and to understand the contemporary process of change, continuity and development.
PSO-4	To inculcate scientific temper and objectivity to the study of India's past in order to relate to the present.
PSO-5	To foster proper understanding of the contemporary problems of India in historical perspective so as to develop an enlightened citizenship for active participation in the establishment of a just social order

10. Programme Outcome-(PO)

PO-1	Apply knowledge in political and social setup at national and global level through research in Global context.
PO-2	Foster analytical and critical thinking abilities for data-based decision-making.
PO-3	Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.
PO-4	Ability to develop communication, managerial and interpersonal skills.
PO-5	Capability to lead themselves and the team to achieve organizational goals
PO-6	Inculcate contemporary business practices to enhance employability skills in the competitive environment.
PO-7	Equip with skills and competencies to become an entrepreneur.
PO-8	Succeed in career endeavors and contribute significantly to society
PO-9	Possess knowledge of the values and beliefs of multiple cultures and a global perspective.
PO-10	Ability to embrace moral/ethical values in conducting one's life.

11. Programme Specific Outcome-(PSO)

PSO-1	Students will know the Meaning of History, identify the sources, discuss the historical events and processes, the various concepts and theoretical approaches.
PSO -2	Students infer the concepts of Communicate effectively and use ICT tools. Acquisition of entrepreneurial and employability skills
PSO -3	Students gain approach various issues with a critical and analytical mind for viable solutions. Evaluate the historical debates and issues.
PSO -4	Students will acquire the knowledge and skills to pursue higher studies in the domain.
PSO -5	Students will contribute to the development of society due to understanding of the historical roots and context of the various social, environmental, human rights, women's and other issues faced by humanity.

12. Eligibility for admission

Any Graduate/ Preference will be given to History Graduates.

13. Minimum Duration of programme

The programme is for a period of two years. Each year shall consist of two semesters viz. Odd and Even semesters. Odd semesters shall be from June/July to October/ November and even semesters shall be from November / December to April / May. Each semester there shall be not less than 90 working days consisting of 5 teaching hours per working day which shall comprise 450 teaching clock hours for each semester (exclusive of the days for the conduct of the University end-semester examination).

14. Components

A PG programme consists of a number of courses. The term “course” is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a “paper” in the conventional sense. The following are the various categories of the courses suggested or the PG programmes:

a. Core courses (CC)-“Core Papers” means “the core courses” related to the programme concerned including practical’s and project work offered under the programme and shall cover core competency, critical thinking, analytical reasoning, and research skill.

b. Discipline- Specific Electives (DSE) means the courses offered under the programme related to the major but are to be selected by the students, shall cover additional academic knowledge, critical thinking, and analytical reasoning.

c. Non-Major Electives (NME)-Exposure beyond the discipline

i. All PG programme students have to undergo a total of two Non Major Elective courses with 2 credits offered by other departments (one in II Semester another in III Semester).

ii. A uniform time frame of 3 hours on a common day (Tuesday) shall be allocated for the Non-Major Electives.

iii. Non Major Elective courses offered by the departments pertaining to a semester should be announced before the end of previous semester and the same shall be submitted to the Curriculum Design and Development Cell and posted in the University websites.

iv. **Registration process:** Students have to register for the Non-Major Elective course within 15 days from the commencement of the semester either in the department or online. The list of registered candidates shall be submitted to Director, Curriculum Design and Development Cell.

d. Self- Learning Courses from MOOCs platforms.

i. MOOCs shall be on voluntary for the students.

ii. All PG programmes students have to undergo a total of 2 Self Learning Courses (MOOCs) one in II semester and another in III semester.

iii. The actual credits earned through MOOCs shall be transferred to the credit plan of programmes as extra credits.

iv. If the Self Learning Course (MOOCs) is without credit, 2 credits/course be given and transferred as extra credit

v. While selecting the MOOCs, preference shall be given to the course related to employability skills.

e. Projects/Dissertation/Internships (Maximum Marks:200)

The duration of the Project/Dissertation/internship shall be a minimum of three months in the fourth semester.

Plan of work

Project/ Dissertation

The candidate shall undergo Project/Dissertation Work during the final semester. The candidate should prepare a scheme of work for the dissertation/project and should get approval from the guide.

The candidate, after completing the dissertation /project work, shall be allowed to submit it to the university departments at the end of the final semester. If the candidate is desirous of availing the facility for mother departments/ universities/ laboratories/ organizations they will be permitted only after getting approval from the guide and HOD. In such a case, the candidate shall acknowledge the same in their dissertation/ project work.

Internship

The students who have opted for an Internship must undergo industrial training in the reputed organizations to accrue industrial knowledge in the final semester. The student has to find industry related to their discipline (Public limited/ Private Limited/owner/NGOs etc.,) in consultation with the faculty in charge/ Mentor and get approval from the head of the department and Departmental Committee before going for an internship.

i. No. of copies of the dissertation/ project report/ internship report

The candidate should prepare three copies of the dissertation/ project/ report and submit the same for the evaluation of examiners. After evaluation, one copy will be retained in the department library, one copy will be retained by the guide and the students hall hold one copy.

Format to be followed for dissertation/project report

The format /certificate for thesis to be followed by the student are given below

- ii. Title page
- iii. Certificate
- iv. Acknowledgment
- v. Content as follows:

Chapter No	Title	Page Number
1	Introduction	
2	Aim and objectives	
3	Review of literature	
4	Materials and methods	
5	Result	
6	Discussion	
7	Summary	
8	References	

➤ **Format of the title page**

Title of Dissertation/Project work

Dissertation/Project submitted in partial fulfilment of the requirement for the degree of Master of Science to the Alagappa University, Karaikudi -630003.

By

(Student Name)(Register Number)University Logo

Department of-----

Alagappa University

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-216, QS BRICS Rank-104, QS India Rank-20)

Karaikudi - 630003(Year)

vi. Format of certificates

Certificate-Guide

This is to certify that the **Dissertation/Project** entitled“-----” submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the degree of Master of Science in-----by Mr/Mis----- (RegNo-----) under my supervision. This is based on the results of studies carried out by him/her in the Department of-----,Alagappa University, Karaikudi-630003. This dissertation/Project or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar titles or record of any University or Institution.

Place: Karaikudi

Date:_____

Research Supervisor

Certificate - (HOD)

This is to certify that the thesis entitled“-----” Submitted by Mr/ Mis----- (Reg No:-----) to the Alagappa University, in partial fulfilment for the award of the degree of Master of-----in -----is a bonafide Record of research work done under the supervision of Dr.-----,Assistant Professor, Department of----- , Alagappa University. This is to further certify That the thesis or any part there of has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Declaration (student)

Date:

I hereby declare that the dissertation entitled“-----”
submitted to the Alagappa University for the award of the degree of Master of-----in-----
-----has been carried out by me under the guidance of Dr.-----,Assistant
Professor, Department of-----, Alagappa University, Karaikudi-630003.
This is my original and independent work and has not previously formed the basis of the award of
any degree, diploma, associateship, fellowship, or any other similar title of any University or
Institution.

Place: Karaikudi

Date:_____

Internship

vii. Format to be followed for Internship report

The format/certificate for internship report to be followed by the student are given below

viii. Title page-Format of the title page

Title of internship report

Internship report submitted in partial fulfilment of the requirement for the Master of degree into the
Alagappa University, Karaikudi -630003.

By(Student Name)

(Register Number)University Logo

Department of-----

Alagappa University

*(A State University Accredited with “A+” grade by NAAC (CGPA: 3.64) in the Third Cycle and
Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-216, QS BRICS Rank-
104, QS India Rank-20)*

Karaikudi -630003(Year)

Certificate-(Format of certificate-faculty in-charge)

This is to certify that the report entitled“-----”
Submitted to Alagappa University, Karaikudi-630003 in partial fulfillment for the Master of Science
in-----by Mr/Mis----- (RegNo -----) under my supervision. This is
Based on the work carried out by him/her in the organization M/S----- --. This
Internship report or any part of this work has not been submitted elsewhere for any other degree,
diploma, fellowship, or any other similar record of any University or Institution.

Place:

Research Supervisor

Date:_____

Certificate(HOD)

This is to certify that the Internship report entitled“-----” Submitted by Mr/Mis.-----(**Reg No** -----)to the Alagappa University, in partial fulfilment for the award of the Master of Science in ----- is a bonafide record of Internship report done under the supervision of-----,Assistant Professor, Department of-----,Alagappa University and the work carried out by him/her in the organization M/S -----. This is to further certify that the thesis or any part there of has not formed the basis of the award to the student of any degree, diploma, fellowship, or anyother similar title of any University or Institution.

Place: Karaikudi

Head of the Department

Date:_____

Certificate- (Format of certificate– Company supervisor or Head of the Organization)

This is to certify that the Internship report entitled“----- ----”submitted to Alagappa University, Karaikudi-630003 in partial fulfillment for the Master of Science in -----by Mr/Mis----- (Reg No:-----) under my supervision. This is based on the work carried outby him/her in our organization M/S----- ----- for the period of three months or -----. This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or anyother similar record of any University or Institution.

Supervisor or in charge

Place:

Date:_____

Declaration(student)

I hereby declare that the Internship Report entitled “-----” Submitted to the Alagappa University for the award of the **Master of Science in** ----- has been carried out by me under the supervision of-----,Assistant Professor, Department of-----,Alagappa University, Karaikudi–630003.This is my original and independent work carriedout by me in the organization M/S-----for the period of three months or-----and has not previously formed the basis of the award of any degree,diploma,associateship,fellowship,oranyothersimilartitleofanyUniversityorInstitution.

Place: Karaikudi

(-----)

Date:_____

- Acknowledgment
- Content as follows:

Chapter No	Title	Pagenumber
1	Introduction	
2	Aim and objectives	
3	Organisation profile/details	
4	Methods / Work	
5	Observation and knowledge gained	
6	Summary and outcome of the Internship study	
7	References	

15. Teaching methods

Each Course is to be designed variously under lectures / tutorials / laboratory or fieldwork /seminar/ practical training/ assignments/ term paper or report writing etc, to meet effective teaching and learning needs.

16. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students who have earned 74% to 70% of attendance need to apply for condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance need to apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 60% of attendance are not eligible to appear for the End Semester Examination (ESE). They shall re-do the semester(s) after completion of the programme.

17. Examination

The examinations shall be conducted separately for theory and practical's to assess(remembering, understanding, applying, analysing, evaluating, and creating) the knowledge required during the study. There shall be two systems of examinations viz., internal and external examinations. The internal examinations shall be conducted as Continuous Internal Assessment tests I and II (CIA Test I& II).

a. Internal Assessment

The internal assessment shall comprise a maximum of 25marks for each subject. The following procedure shall be followed for awarding internal marks.

Theory-25marks

Sr. No	Content	Marks
1	Average marks of two CIA test	15
3	Seminar/group discussion/quiz	5
4	Assignment/fieldtrip report/case study report	5
	Total	25

Project/Dissertation/internship-50 Marks(assessbyGuide/incharge/HOD/supervisor)

1	Two presentations(mid-term)	30Marks
2	Progress report	20Marks
	Total	50Marks

a. External Examination

- There shall be examinations at the end of each semester, for odd semesters in the month of October/November; for even semesters in April/ May.
- A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in October /November or April / May. However candidates who have arrears in Practical shall be permitted to take their arrear Practical examination only along with Regular Practical examination in the respective semester.
- A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulation prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.
- For the Project Report/Dissertation Work / internship the maximum marks willbe100 marks for project report evaluation and for the Viva-Voce it is 50 marks (if in some programmes, if the project is equivalent to more than one course, the project marks would be in proportion to the number of equivalent courses).
- Viva-Voce: Each candidate shall be required to appear for Viva-Voce Examination(in defense of the Dissertation Work /Project/internship).

b. Scheme of External Examination (Question Paper Pattern)

Theory-Maximum75Marks

Section A	10questions.All questions carry equal marks.(Objective type questions)	10 x1 = 10 Marks	10 questions–2 each From every unit
Section B	5 questions Either / or type like 1.a(or)b. All questions carry equal marks	5 x5 = 25	5questions–1 each from every unit
Section C	Essay type questions 5 out of 8 questions. All questions carry equal marks	5 x8 =40	5 question –Should cover all units

18. Dissertation /Project report/Internship report Scheme of evaluation

Dissertation/Project report/Internship report	100Marks
Vivo voce	50Marks

19. Results

The results of all the examinations will be published through the Department where the student underwent the course as well as through University Website

20. Passing minimum

- A candidate shall be declared to have passed in each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 50% in the aggregate, taking Continuous assessment and End Semester Examinations marks together.
- The candidates not obtained 50% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing the CIA tests and by submitting assignments.
- Candidates, who have secured the pass marks in the End- Semester Examination and in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and/or in University examinations.
- A candidate shall be declared to have passed in the Project /Dissertation / Internship if he /she gets not less than 40% in each of the Project / Dissertation / Internship Report and Viva-Voce and not less than 50% in the aggregate of both the marks for Project Report and Viva-Voce.
- A candidate who gets less than 50% in the Project / Dissertation / Internship Report must resubmit the thesis. Such candidates need to take again the Viva-Voce on their submitted Project report.

21. Grading of the Courses

Once the marks of the CIA and ESE for each of the courses are available, they will be added. The marks, thus obtained will then be graded as per the scheme provided in the following

MARKS	GRADE POINT	LETTER GRADE
96 and above	10	S+
91 – 95	9.5	S
86 – 90	9.0	D++
81 – 85	8.5	D+
76 – 80	8.0	D
71 – 75	7.5	A++
66 – 70	7.0	A+
61 – 65	6.5	A
56 – 60	6.0	B
50 – 55	5.5	C
Below50	0	RA

From the second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by **Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)**. These two are calculated by the following formulate

n

$$\sum C_i G_{ii} = 1$$

$$GPA = \frac{\sum C_i G_{ii}}{n}$$

n

$$\sum C_{ii} = 1$$

Where 'Ci' is the Credit earned for Course I in any semester; 'Gi' is the Grade Point obtained by the student for Course I and 'n' is the number of Courses **passed** in that semester.

CGPA (Cumulative Grade Point Average) = Average Grade Point of all the Courses passed starting from the first semester to the current semester.

22. Classification of the successful candidate

A candidate who secured not less than 60% of the aggregate marks in the whole examinations shall be declared to have passed the examination in First class. All other successful candidates shall be declared to have passed in the Second class. The candidate who obtains 76% of marks in the aggregate shall be deemed to have passed the examination in first class with distinction provided they should have passed all the examinations at the first appearance. Candidates who passed all the examinations prescribed for the course in the first instance and within two academic years from the year of admission to the course are alone eligible for university ranking.

A candidate is deemed to have secured the first rank provided if he/she should have passed all the papers in the first attempt itself and should have secured the highest Cumulative grade point average (CGPA).

Each student should have taken --- credits as a core course, -- **credits as a major elective**; --- **credits as non-major elective**, ---- **credits as dissertation / project work / internship, in addition, MOOCs courses as extra credits, thus totalling at least 90 credits are required to complete PG degree programme.**

23. Classification of the final result

The final result of the candidate shall be based only on the CGPA earned by the candidate.

- a) Successful candidates passing the examinations and earning CGPA between 6.01 and 7.50 shall be declared to have passed in First Class and those who earned CGPA between 5.00 and 6.00 shall be declared to have passed in Second Class.
- b) Candidates earning CGPA between 7.51 and 9.00 in the first appearance within the prescribed duration of the programme shall be declared to have passed in First Class with Distinction and those who earned CGPA 9.01 and above in the first appearance within the prescribed duration of the programme shall be declared to have passed in First Class – Exemplary in the respective Programmes.
- c) Absence from an examination shall not be taken as an attempt.

Final result

CGPA	Letter Grade	Classification of Final Results
9.51 and above	S+	First Class–Exemplary
9.01 – 9.50	S	
8.50 – 9.00	D++	First Class –Distinction
8.01 – 8.50	D+	
7.50 – 8.00	D	
7.01 – 7.50	A++	First Class
6.51 – 7.00	A+	
6.01 – 6.50	A	
5.51 – 6.00	B	Second Class
5.00 – 5.50	C	
Below 5.00	RA	Re-appear

24. Maximum duration of the completion of the programme

The maximum period for completion of M.Sc.,/ M.A.,/ M.B.A/ B.Ed.,/ M.Ed.,/ B.P.Ed/ M.P.Ed in shall not exceed eight semesters continuing from the first semester.

25. Conferment of the Master's Degree

A candidate shall be eligible for the conferment of the Degree only after he/ she has earned the minimum required credits for the Programme prescribed there for (i.e.90 credits). Programme).

26. Village Extension Programme

The Sivaganga and Ramnad districts are very backward districts where a majority of people lives in poverty. The rural mass is economically and educationally backward. Thus the aim of the introduction of this Village Extension Programme is to extend out to reach environmental awareness, social activities, hygiene, and health to the rural people of this region. The students in their third semester have to visit anyone of the adopted villages with in the jurisdiction of Alagappa University and can arrange various programs to educate the rural mass in the following areas for three day based on the theme. 1.Environmental awareness 2.Hygiene and Health. A minimum of two faculty members can accompany the students and guide them.

PG– M.A. History –Programme Structure

S.No	Paper Code	Title of the paper		T/P	Credits	Hours/Week	Marks		
I Semester							I	E	Total
1	415101	Core 1	Socio-Cultural History of Tamil Nadu from Sangam Age to 1800 CE	T	4	4	25	75	100
2	415102	Core 2	Indian Civilisation and Culture upto 1206 CE	T	4	4	25	75	100
3	415103	Core 3	Socio-Economic and Cultural History of India from 1206 to 1707CE	T	4	4	25	75	100
4	415104	Core 4	Cultural Heritage of India	T	4	4	25	75	100
5	415105	Core 5	History of Sivaganga	T	4	4	25	75	100
6	415501/ 415502	DSE*-1	Art and Architecture of South India/ Tourism and Travel Management	T	4	5	25	75	100
		Library/Yoga/ counseling /Field Visit				5			
					24	30	150	450	600
II Semester									
7	415201	Core 6	Socio – Cultural History of Tamil Nadu from 1801 to 2000 CE	T	4	4	25	75	100
8	415202	Core 7	History of Modern India from 1707 to 1885 CE	T	4	4	25	75	100
9	415203	Core 8	Freedom Movement in India	T	4	4	25	75	100
10	415204	Core 9	History of Cholas	T	4	4	25	75	100
11	415205	Core 10	History of World Civilization (Excluding India)	T	4	4	25	75	100
12	415503 / 415504	DSE*2	Principle and Methods of Archaeology/ Constitutional History of India	T	4	5	25	75	100
13			Non-Major Elective	T	2	3	25	75	100
15		Self-learning course(SLC)–MOOCs ***			Extra credit				
		Library/Yoga/counseling / Field Visit				2			
					26	30	175	525	700
III Semester									
16	415301	Core 11	Contemporary History of India	T	4	4	25	75	100
15	415302	Core 12	History of Europe from 1453 to 1789 CE	T	4	4	25	75	100
16	415303	Core 13	Historiography & Methodology	T	4	4	25	75	100
17	415304	Core 14	Social Religious Movement in Modern India	T	4	4	25	75	100
18	415305	Core 15	International Relations	T	4	4	25	75	100
19	415505 / 415506	DSE*3	History for Competitive Examinations/ Gender Studies	T	4	5	25	75	100
20			Non-Major Elective	T	2	3	25	75	100
21		Self-learning course(SLC)–MOOCs***			Extra credit				
		Library/Yoga/counseling /Field Visit				2			
					26	30	175	525	700
IV Semester									
22		Core 16	****Dissertation Work or Internship programme		14	30	50	150	200
					14	30	50	150	200
Total					90	120	550	1650	2200

*DSE – Student Choice and it may be conducted by parallel sections.

**NME –Student have to select courses offered by other (Faculty)departments.

*** SLC- Voluntary basis

****Dissertation/internship report–Marks-Vivo-voce (50)+ thesis (100) + internal (50) = 200

T –Theory P-Practical

NME	-	General Studies for Competitive Examination	2	3
NME	-	Cultural Heritage of India	2	3

Semester -I					
Core 1	Course Code 415101	Socio-Cultural History of Tamil Nadu from Sangam Age to 1800CE	T	Credits 4	Hours 4
Unit-I					
Objective 1	To analyse the physical boundary of ancient Tamilagam.				
Origin: Geography of Tamil Nadu - Sources - Pre-historic sites and Culture - Early History: Adichchanallur - The Age of Sangam – Sangam Polity - Crowned Monarchs - Chieftains - Society - Religion - Trade and Commerce - Culture and Civilisation- Recent Findings: Alagankulam - Keeladi - Archaeology of Vaigai River Valley - Society and Economy – Religion - Trade-Literature and Fine Arts-The Kalabhras– Impact of their rule.					
Outcome 1	Learners recognize the evolution of Tamil culture				K1
Unit-II					
Objective 2	To study the origin of Kalabhras and Pallavas				
Pallavas and Pandyas: The Early Pallavas - Later Pallavas -Mahendravarma-I and Narasimharman – I – Administrative System – Cultural Developments – Society and Economy-Education and Literature - Pallava Art, Architecture, Sculpture and Painting - The First Empire of the Pandyas – Society and Culture – Bhakti Movement - Alvars and Nayanmars -Literature-Impact.					
Outcome 2	Learners associate the role of Tamil literature and its reciprocity with the society.				K2
Unit-III					
Objective 3	To explain the socio-economic and religious aspects in Tamil Nadu.				
Cholas and Later Pandyas: Cholas - Raja Raja-I - Rajendra I -KulothungaI-Central Administration-Local Self – Government – Cultural Developments, Society and Economy-Overseas Trade-Education and Literature -Religion - Art and Architecture - The Later Pandyas - Cultural developments - Society and Economy - Marcopolo -Influence of Hoysalas -The Muslim Invasions in Tamil Nadu – Malik Kafur – Sultanate of Madurai.					
Outcome 3	Learners integrate the evolution of political institutions in Tamil Nadu till Nayaks				K6
Unit-IV					
Objective 4	To compare and contrast the achievement of the Pandyas and Cholas				
Vijayanagar Empire: Tamilagam under Vijayanagar rule – Battle of TalaiKota 1565-Kumara Kampana's Expedition to Tamil Nadu – Nayaks of Thanjavur, Madurai and Gingee -Cultural Features- Society and Economy - Literature, Religion, Art and Architecture - Nature of Rule - Society-contribution to art and administration-Art and Architecture.					
Outcome 4	Learners consider the merits of the regional cultural significance.				K5
Unit-V					
Objective 5	To analyse the Telugu impact on Tamilagam.				
Tamil Nadu under the Little Kingdoms: Maratha Society- Religion- Literary growth- Administration- Art and Architecture – Sethupathi’s of Ramanathapuram – Society – Religion - Christianity- Establishment of Colonial Tamil Nadu under the Nawabs of Arcot - Administration under the Nawabs - The Poligar System.					
Outcome 5	Learners discover the growth of literature.				K3
Suggested Readings:-					
Champakalakshmi, R.(1996).Trade, <i>Ideology and Urbanization :South India 300-1300</i> . New Delhi: Oxford University Press.					
Gurukkal, Rajan.(2010). <i>Social Formations of Early South India</i> , New Delhi: Oxford University					

Press.

Krishnasamy Pillai. (1964). *Tamil Country Under Vijayanagar*, Annamalai university,
Krishnaswami Aiyangar, S. (1992). *Beginning of South Indian History; Ancient India and South Indian History and Culture*.

Mahalingam, T.V.(1998). *Kanchipuram in the Early South Indian History and Culture; South Indian Policy*.

Meenakshi.C.,(1928)*AdministrationAndSocialLifeUnderThePallavas*,Madras:MadrasUniversity.

Heras,(2003). *South India Under the Vijayanagar Empire: The Aravido Dynasty*, New Delhi: Cosmo Publication.

Iyengar, Srinivasa, P.T. (1929). *History of Tamils*, Madras: C.Coomaraswamy and Sons.

Karashima, Noboru. (1988).*South India- Society and Economy*, New Delhi: Oxford University Press.

Mahalingam, T.V.(1951).*Economic Life under the Vijayanagar Empire*, Madras: Madras University.

Mennakshi.C.(1977).*Administration and Social Life under the Pallavas*, Madras: Madras University.

Nilakanta Sastri, K.A. (1978). *The Colas*, Madras: Madras University.

Pillai,K.K.(1975). *Social History of Tamils*, Madras: Madras University.

Sewell, Robert(1900). *A Forgotten Empire (Vijayanagar): A Contribution to the History of India*, Asian Educational Services.

Stein,Burton. (1980).*State and Society in Medieval South India*, New Delhi: Oxford University Press.

Subbarayulu, Y. (2012). *South India under the Cholas*, New Delhi: Oxford University Press.

Veluthat,Kesavan.(2010).*The Early Medieval in South India*, New Delhi: Oxford University Press.

Online Resources:

<https://www.tn.gov.in/tamilnadustate>

<https://diksha.gov.in/tn/>

<https://www.bharatonline.com/tamilnadu/history.html>

K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
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Course Designed by: Dr.G.Paranthaman

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	3	3	2	2	2	3
CO2	3	2	3	3	2	3	2	3	3	2
CO3	3	3	2	2	3	3	2	2	3	3
CO4	3	2	2	2	3	2	2	3	3	3
CO5	3	3	2	3	2	3	3	2	3	2
W.AV	2.8	2.6	2.2	2.4	2.6	2.8	2.2	2.4	2.8	2.6

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	2
CO2	3	3	2	2	3
CO3	3	2	3	3	3
CO4	3	3	3	2	3
CO5	3	2	2	2	2
W.AV	2.8	2.6	2.6	2.4	2.6

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

Semester -I					
Core 2	Course Code	Indian Civilization and Culture upto	T	Credits	Hours
	415102	1206 CE		4	4
Unit-I					
Objective 1	To Explain the sources and the features of Pre and Proto history at the national and regional level.				
Pre-History and Proto-History: Geographical factors and their influences- Introducing Prehistory and Proto history – Negotiating the Sources: Archaeological Sources: Exploration, Excavation, Epigraphy, Numismatics and Monuments- Dating of Archaeological Sites – Literary Sources-Foreign Accounts- Pastoralism and Food production- Indus/Harappa Civilisation-Vedic and later Vedic periods-Aryan debates-Iron Age Culture-The Transition to Early Historic Culture.					
Outcome 1	Learners recognize the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization				K1
Unit-II					
Objective 2	To Understanding of the social, political and economic life in the Vedic age and the post- Vedic polity and religion				
Expansion of State System: Mahajanapadas-Monarchical and Republican States -Economic and Social Developments and Emergence of Second Urbanization in 6 th century BCE-Emergence of Heterodox Sects-Jainism, Buddhism and Ajivikas.					
Outcome 2	Learners associate the various theories of origin of Aryans, and their socio-economic life.				K2
Unit-III					
Objective 3	To learn about the Mauryan and Post- Mauryan period				
From State to Empire: Rise of Magadha-Greek invasion under Alexander and its effects - Mauryan Expansion - Mauryan Polity - Society -Economy - Asoka’s Dhamma and its Nature - Decline and Disintegration of the Mauryan Empire-Mauryan Art and Architecture-Asokan Edicts: Language and Script.					
Outcome 3	Learners integrate the polity, administration and religious policy of Mauryas and the origin and development of new religions				K6
Unit-IV					
Objective 4	To study the Knowledge of the history of the Peninsular India under various dynasties				
Dissolution of Empire: Emergence of Regional Powers: Indo-Greeks, Sungas, Kanvas, Satavahanas, Kushanas and Saka- Ksatrapas - Kharavela of Kalinga-Post-Mauryan Art and Architecture-Gandhara, Mathura and Amaravati Schools.					
Outcome 4	Learners discover the history of Peninsular India under various dynasties.				K5
Unit-V					
Objective 5	To study the chief features of the Age of Guptas and its legacy				
Emergence of regional kingdoms: Deccan Kingdoms - The Chalukyas of Badami-Kadambas of Banavasi – The Rashtrakutas – Contribution to Art and Literature – Rise of Guptas – Polity and Society- Life in the Gupta Age-Harsha and his Times- Rajput Kingdoms-Society and Culture.					
Outcome 5	Learners consider detailed account of the Age of Guptas and Harsha’s administration				K3
Suggested Readings:-					
Basham,A.L. (2016). <i>The Wonder That Was India</i> . New Delhi: Surjeet Publication.					
Habib, Irfan. (2001). <i>Prehistory</i> . Delhi: Tulika.					

Karashima, Noboru. (2009). *Ancient to Medieval South Indian Society in Transition*, New Delhi: Oxford University Press.

(2014). *A Concise History of South India*, New Delhi: Oxford University Press.

Kosambi, Damodar Dharmanand.(1965). *The Culture and Civilisation of Ancient Indian Historical Outline*, New Delhi: Vikas Publishing House Pvt. Ltd.

Majumdar, Ramesh Chandra, Hemchandra Raychaudhuri & Kalikinkar Datta. (1973). *An Advanced History of India, Part2* ,New Delhi: Macmillan India.

Mehta,JL.(2014).*Advanced Study in the History of Medieval India, Vol–I1000 to 1206*,New Delhi: Sterling Publishers Pvt. Ltd.

(2005).*India's Ancient Past*, New Delhi: Oxford University Press.

Smith, Vincent.(1999).*Early History of India*, New Delhi: Atlantic Publishers.

Thapar, Romila.(1997).*Asoka and the Decline of the Mauryas: With a New Afterword, Bibliography and Index*, New Delhi: Oxford University Press.

(2003).*Cultural Pasts Essays in Early Indian History*, New Delhi: Oxford University Press.

.(2005)*Early India: From the Origins to AD 1300*, New Delhi: Penguin Books.

Upinder Singh.(2004).*The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*, New Delhi: Permanent Black.

Online Resources:

<http://www.historydiscussion.net/articles/sources-of-ancient-indian-history-archaeological-andliterary-sources/2336>

<http://theindianhistory.org/Mauryan/mauryan-dynasty-timeline.html>

http://m.kkhsou.in/EBIDYA/HISTORY/MODIFY_gupta_empire.html

K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
Course Designed by: Dr.R.Radha					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	3	3	2	2	2	3
CO2	3	2	3	3	2	3	2	3	3	2
CO3	3	3	2	2	3	3	2	2	3	3
CO4	3	2	2	2	3	2	2	3	3	3
CO5	3	3	2	3	2	3	3	2	3	2
W.AV	2.8	2.6	2.2	2.4	2.6	2.8	2.2	2.4	2.8	2.6

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	2
CO2	3	3	2	2	3
CO3	3	2	3	3	3
CO4	3	3	3	2	3
CO5	3	2	2	2	2
W.AV	2.8	2.6	2.6	2.4	2.6

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

I-Semester					
Core 3	Course Code	Socio-Economic and Cultural History of	T	Credits	Hours
	415103	India from 1206 to 1707 CE		4	4
Unit-I					
Objective 1	To Study the sources and early medieval history of India				
Establishment of Islam Rule: Sources- Documentary and Non-documentary- Literary Sources- Trends in Medieval Indian Historiography- Establishment of Turko-Afghan Rule- The Turkish Invasion- Mahmud of Ghazni- Mohammed of Ghor- Impact on Indian politics- Slave Dynasty- Qutb-ud-din-Aibak-Iltutmish-Sultana Razzia- Balban the Concept of Sovereignty; The Growth of Centralized State Policy.					
Outcome 1	Analyze the Establishment of Muslim rule in medieval India.				K1
Unit II					
Objective 2	To Know the administration of Islamic rule in Indian Politics				
The Khalji Experimentation: Khaljis Dynasty- Jalaluddin Khalji- Alauddin Khalji - Economic Measures - Religious Policy - Military Exploits - The Rise of Tughlaqs-Mohammad Bin Tughlaq -His Administrative Measures and their impact-The Sayyids and Lodis.					
Outcome 2	Understand the social, economic, religious polices of Islamic rule in India				K4
Unit III					
Objective 3	To know the rise of Bahmini and Vijayanagar Empire in Deccan region and their contributions				
Rise of Deccan Sultanates and Vijaya Nagar Empire: Deccan Sultanate;Bijapur, Golkonda, Bidar,Berarand Ahmadnagar- The rise and fall of Bahmini Kingdom-Rise of Vijaya Nagar Empire. Administration & Economy: Administration under the Sultanate Frontier Policies under Delhi Sultanate-Inter-State Relations during the Sultanate - Agricultural Production and Irrigation System, Village Economy-Industries. Society and Culture:Social Organisation and Social Structure - The Sufis -Bakthi Movement - Women Saints of Medieval India - Art and Architecture, Indo-Islamic Architecture- Persian literature-literature in the regional languages of North.					
Outcome 3	Evaluate study Social ,economic and religious conditions of Deccan Sultanates and Vijayanagar Empire				K2
Unit IV					
Objective4	To examine the social and religious institutions under the Mughal Empire				
Foundation of the Mughal Empire : Babur - Tuzuk-i-Baburi- Humayun- Exile and Restoration- The Afghan Phase: Sher Shah Sur - Akbar's theory of Kingship- Jahangir-Nurjahan-Shahjahan-The Golden Age-Aurangazeb-Revolts-The Rajput Rebellion-Later Mughals -Decline of Mughal Empire-Rise of Marathas – Peshwas					
Outcome 4	Explain the life history of Mughal Empires				K5
Unit V					
Objective 5	To Know the contributions of art and architecture of the Muslim rulers				
Culture and Society: Evolution of the Sikh community and the Khalsa Panth-Persian Histories and other literature-Hindi and other religious literature-Mughal architecture-Mughal Painting-Provincial architecture and painting- Classical music-Science and Technology.					
Outcome 5	Evolution the historical value monuments of Muslim rules				K3

Suggested Readings:-

Ali Athar, M.(2006).Military Technology and Warfare in the Sultanate of Delhi, New Delhi: Icon Publications.

Chandra, Satish.(2004).Medieval India, From Sultanate to the Mughals,1206-1526 Part–I, Delhi:Har-Anand Publications.

.(2004).Medieval India: From Sultanate to the Mughals Part–II,1526-1707,Delhi:Har-Anand.

Habib,Irfan.(2013).Medieval India: The study of a civilization, New Delhi: NBT.

(2007).Agrarian System of Mughal India1556-1707,New Delhi:OUP.

Hasan, S.Nurul.(2008).Religion, State, and Society in Medieval India, New Delhi.

Jackson, Peter. (1997). The Delhi Sultanate, New Delhi: Cambridge University Press.

Kumar, Sunil.(2007).The Emergence of the Delhi Sultanate, New Delhi: Permanent Black.

Sewell, Robert.(2009).A Forgotten Empire: Vijayanagar, United Kingdom: Dodo Press.

Online resources

[https://rlacollege.edu.in/pdf/Question-papers/History-Hons/B.A\(prog\)_HistorySubject-History%20of%20India%201206-1707.pdf](https://rlacollege.edu.in/pdf/Question-papers/History-Hons/B.A(prog)_HistorySubject-History%20of%20India%201206-1707.pdf)

<https://egyankosh.ac.in/bitstream/123456789/68904/3/Theme-I.pdf>

https://www.shaalaa.com/question-paper-solution/university-of-pune-ba-history-special-paper-3-history-medieval-india-1206-1707-ad-tyba-history-3rd-year-tyba-2012-2013_3578

K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
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Course designed by: Dr.T.Balasubramanian

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	L(1)	M(2)	L(1)	S (3)	L(1)	M(2)	L(1)	L(1)
CO2	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	L(1)	L(1)
CO3	M(2)	M(2)	M (2)	M (2)	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)
CO4	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	L(1)
CO5	M (2)	L(1)	L (1)	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	M(2)
W.AV	2.4	2.0	1.8	2.0	2.2	3	2.0	2.2	1.6	1.2

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	M(2)	M(2)
CO2	S(3)	M(2)	S (3)	M(2)	M(2)
CO3	S(3)	M(2)	S(3)	L(1)	M(2)
CO4	S(3)	M(2)	M(2)	S(3)	M(2)
CO5	M(2)	M(2)	M(2)	S(3)	M(2)
W.AV	2.8	2.2	2.4	2.2	2.0

S–Strong(3),M-Medium(2),L-Low(1)

Semester - I					
Core 4	Course Code: 415104	Cultural Heritage of India	T	Credits 4	Hours 4
Unit - I					
Objective 1	To study the scope and evolution of Culture of India				
Culture: Definition of Culture - Nature and importance- Components of Culture -Types of Culture - Elements of Culture - Evolution and development of Culture in India.					
Outcome 1	Students Evaluate the scope and evolution of Culture of India			K5	
Unit - II					
Objective 2	To know the importance of Indian Culture				
Characteristics of Indian Culture: Meaning, Definition –Features of Cultural Heritage - Scope of Cultural Heritage in India - Impact of Cultural Heritage - History of Cultural and Pilgrimage Heritage in India.					
Outcome 2	Students understand the importance of Indian Culture			K2	
Unit - III					
Objective 3	To focus the important cultural Heritage Monuments				
Pilgrim Sites: Varanasi – Kailash – Manasorovar - Rishikesh-Badrinath- Ketharinath- Rameshwaram-Sanchi-Nalanda-Saranath-Lumbini- Mt.Abu-Saravana Belagolo - Nagore Dargah- Amiritsaras - Velankanni Church.					
Outcome 3	Students Remember the important cultural Heritage Monuments			K1	
Unit - IV					
Objective 4	To learn the evolution of Arts, Architecture, Folk Art and Handicrafts				
Architecture: Forts - Palaces - Indian Paintings- Performing Arts of India - Dances: classical -folk -Indian Music - Musical instruments – Handicrafts: Textiles - clay works - stone works - woodworks - Craft Melas-Craft Villages of India.					
Outcome 4	Students analyze the evolution of Arts, Architecture, Folk Art and Handicrafts			K4	
Unit - V					
Objective 5	To provide knowledge on the role of fairs and festivals of Indian Culture				
Fairs and Festivals: Kumbhamela- Pushkar Fair - Ganga Sagar - Baneshwar - Sonapur Cattle - Tarnetar - Banganga - Festivals : National Festivals - Bikaner - Ladakh - Lucknow - National Kite - Gangaur - Diwali - Ramzan - Christmas- State : Festivals - Pongal - Buddha purnima- Mahavir Jayanathi - Baisakhi, Dhashara - Pooram.					
Outcome 5	Students understand the role of fairs and festivals of Indian Culture			K2	
Suggested Readings:-					
Brown Percy. ,(2010).Indian Architecture (Buddhist and Hindu), D.B. Taraporevala Sons & Company, Bombay.					
Brown Percy. (2010).Indian Architecture (Islamic period), D.B. Taraporevala Sons & Company, Bombay.					
Gupta. S.P., Lal. K., Bhattacharya.M. (2002). Cultural Tourism in India, DK Print.					
Hussain.S.A., (1987).The national culture of India, National Book Trust, New Delhi.					

Jain, Jyotindra & Arti, Aggrawala. (1989). National Handicrafts and Handlooms Museum, Mapin Publishing, New Delhi.					
Online Resources					
https://byjus.com/free-ias-prep/unesco-world-heritage-sites-india-for-upsc-prelims-exam/					
https://ignca.gov.in/Asi_data/5382.pdf					
https://unacademy.com/content/upsc/study-material/general-awareness/indian-culture-and-heritage/					
K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
Course designed by: Dr.S.Santhi					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	3	1	2	2	1	2	3	2
CO2	3	2	3	1	2	2	1	1	3	2
CO3	2	3	2	3	2	3	3	3	2	2
CO4	2	2	2	3	1	3	3	2	2	3
CO5	3	3	2	3	1	2	3	1	2	1
W.AV	2.2	2.8	2.4	2.2	1.6	2.4	2.2	1.8	2.4	2

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	3	1
CO2	1	2	2	3	3
CO3	3	3	2	2	2
CO4	2	2	1	2	2
CO5	1	3	1	2	3
W.AV	1.8	2.8	1.6	2.4	2.2

S–Strong(3),M-Medium(2),L-Low(1)

Semester -I					
Core 5	Course Code	History of Sivaganga	T	Credits	Hours
	415105			4	4
Unit-I					
Objective 1	To examine the Socio Cultural status of Sivaganga				
Geographical Features: Geographical factors and their influences - Climate and Rainfall- Vaigai River – Sivaganga Profile- Topographical.					
Outcome 1	Learners understand the origin of Sivaganga				K2
Unit–II					
Objective 2	To understand the Sources of Tamil Nadu History				
Keezhadi Excavations: - Prehistory and Proto history – Negotiating the Sources: Archaeological Sources: Exploration, Excavation, Epigraphy, Numismatics and Monuments - Dating of Archaeological Sites - Literary Sources - Foreign Accounts - Vaigai Civilization (Keezhadi).					
Outcome 2	Learners understand intriguing patterns of Keezhadi Excavations.				K2
Unit–III					
Objective 3	To describe administrative reforms under the Sivaganga				
History of Sivaganga: Sethupathis of Ramnad- Rajah Sasivarna Thevar (1730–1750) - Muthu Vaduganatha Peria Oodaya Thevar (1750–1772) - Rani Velu Nachiyar (1772–1780) - Marudhu Brothers (1783-1801) - Remaining rulers –Freedom Struggle- Creation of Sivaganga District .					
Outcome 3	Learners distinguish the significance of the history of Sivaganga				K4
Unit–IV					
Objective 4	To explain the British Policies and their impact on Sivaganga				
Administration and Economy: Economic Development - Administration Industries- Sugar Industry- Solar Power Farm- Agriculture – Soil Classification-Land Utilization - Rivers Flowing in the District - Forests-Environment-Transport and Communication - Medical and Health – Education - Consumption of Fertilizers and Pesticides – Electricity - Financial Institutions.					
Outcome 4	Leaners discuss knowledge of the British rule in Sivaganga.				K6
Unit–V					
Objective 5	To learn the People of Sivaganga				
Society and Culture: Socio Cultural - Population and Literacy - Demography-Women’s Position - Religion - Village Festival - Folk Religion’s role in the Administration of Justice.					
Outcome 5	Leaners interpret the freedom fighters of Sivaganga				K1
Suggested Readings:-					
Annaswamy Iyer .K <i>The Sivaganga Zamindary. its origin and litigation, (1730-1899)</i> Madras, 1899					
Baden Powell B.H. <i>The Land Systems of British India, Oriental Publishers, New Delhi, 1974</i>					
Balakrishnan .M <i>Sivagangai Sanakkiyan Thandavarayan Pillai (T), Chennai, 2005</i>					
Bala Krishnan .M. <i>Viduthalai Porai Thodangivaitha Veera Marudhu Pandiyar, Sura books, Chennai, 2001</i>					
Baker.C.J. (1975). <i>The Politics of South India – 1920-1937.</i> New Delhi: Macmillian Company .					
Baker.C.J. and D.A.Washbrook. (1976). <i>South India, Political Institutions and Political Change</i>					

1880-1947. Delhi: Macmillan.
 Iyengar Krishnaswamy, R.(1923). *Contributions of South India to Indian Culture*. Calcutta.
 Kamal S.M Seermigu Sivagangai Seemai, Chennai, 1997.
 Kamal S.M Sethupathigal Charithiram (T), Chennai, 2008.
 Kathirvel .S History of Maravas, Madras, 1962.
 Rajayan, K. (1974). *History of Tamil Nadu 1565-1987*. Madurai: Madurai University.
 Rajendran, N. (1994). *National Movement in Tamilnadu 1905-1914*. UK: Oxford University Press.
 Srinivasachari, C.S. (1947). *Social and Religious Movement in the 19th century*. USA: National Information and Publications.
 Subramaniam, N.(1977). *History of Tamilnadu*. Madurai: Koodal Publishers.
 Suntharalingam, R. (1980). *Politics and Nationalist Awakening in South India, 1852-1891*. New Delhi: Rawar Publications.
 Swamy Durgadhas .S.K *Sivagangai Seemai (T)*, Madras,1965
 Thiruvarangarajan V *Velu Nachiyar (1750-1796)*, Chennai,1997.

Online Resources:

<https://sivaganga.nic.in/>
<https://www.sivagangaiseemai.com/history/sivagangai-kingdom.html>
<https://www.tamilagam.in/sivagangai-district.html>

K1- Remember | **K2- Understand** | **K3- Apply** | **K4- Analyze** | **K5-Evaluate** | **K6-Create**

Course Designed by: Dr.G.Paranthaman

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	3	2
CO3	3	3	3	2	2	3	2	2	3	3
CO4	3	3	3	2	2	2	2	3	3	3
CO5	2	3	3	2	3	3	3	2	3	2
W.AV	2.6	2.8	2.8	2.2	2.4	2.8	2.2	2.4	2.8	2.6

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3
CO2	2	2	3	3	3
CO3	3	3	3	3	2
CO4	3	2	3	3	3
CO5	2	2	2	3	2
W.AV	2.6	2.4	2.6	2.8	2.6

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

Semester I					
DSE 1	Course Code: 415501	Art and Architecture of South India	T	Credits 4	Hours 5
Unit - I					
Objective 1	To understand the origin and evolution of Art & Architecture				
The origin and evolution of Art & Architecture: Indus Civilization - architecture - Nagara, Dravida and Vesara styles Mauryan Architecture - Asokan Pillars- Rock cut caves- Stupas, Chaityas and Viharas.					
Outcome 1	Students will be able to understand the South Indian Art and Architecture				K2
Unit - II					
Objective 2	To learn the architectural style of Guptas, Vakatakas and Chalukyas.				
The architectural style of Guptas, Vakatakas and Chalukyas: Gupta Architecture - Vakataka Architecture - Ajantha and Ellora. - Deccan Architecture - Chalukyan Architecture- - Aihole, Pattatakkal and Badami					
Outcome 2	Students analyze the architectural style of Guptas, Vakatakas and Chalukyas.				K4
Unit - III					
Objective 3	To study the architecture of important Monuments.				
Rock Cut Cave and Structural Temples: Architecture of Sangam period, secular and religious, Pallava Architecture - Rock-cut caves - Mandagapattu, Mamandur, Thalavanur, Mamallapuram- Monolithic temples -Mamallapuram - Structural temples - Shore temple - Kailasanatha temple - Vaikunthaperumal temple - Early Pandyas: Rock-cut caves temples - Pillayarpati - Sittannavasal - Malaiyadiatti - Kudimiyanmalai - Tiruchirapalli					
Outcome 3	Students Evaluate the architecture of important Monuments.				K5
Unit - IV					
Objective 4	To elaborate the vimana development in Chola Architecture				
Early Chola Architecture: Nartamalai - Vijayalesvarar temple ,Kodumbalur - Muvarkovil - Kumbakonam - Nageshvarar temple, Middle Chola Architecture: Brihadeeswarar temple (Big temple at Thanjavur) and Gangaikondacholapuram Later Chola Architecture: Darasuram, Pandya Architecture.					
Outcome 4	Students Remember the vimana development in Chola Architecture				K1
Unit - V					
Objective 5	To understand the art style of sculptures and Paintings				
Art style of sculptures and Paintings: Rastrakuta Architecture- Ellora - Hoysala Architecture - Belur, Halabid ,Orissan Architecture - Bhuvaneshwar, Konark - Chandella Architecture - Khajuraho - Vijayanagara Architecture - Hampi - Development of Gopuram , Iconography and sculptures, Paintings.					
Outcome 5	Students understand the art style of sculptures and Paintings				K2
Suggested Readings:					
Acharya Prasanna Kumar. (1946).AnEncyclopedia of Hindu Architecture, Manasara Series 7, Oxford University Press, New Delhi.					
Fergusson.J.(1910). History of Indian and Eastern Architecture, 2 vols, John Murray, Londo.					
Gopinatha Rao.T.A. (1914). Elements of Hindu Iconography, Motilal Banarsidass, New Delhi.					

Harle. J.C. (1986). The Art and Architecture of the Indian Subcontinent, The Pelican History of Art, Penguin Books.

Percy Brown. (1976). Indian Architecture (Buddhist and Hindu Period), D.B.Taraporevala Sons and Co., Bombay.

Rajavelu.S., TamilnattuKudavaraigal, Panpattuveliyeettagam, Chennai.

Soundara Rajan. (1978). K.V., Art of South India- Tamil Nadu and Kerala, New Delhi.

Srinivasan.K.R. (1972). Temples of South India, National Book Trust, India, New Delhi.

Suresh.B.Pillai. (1976). Introduction to the Study of Temple Art, Equator and Meridian, Thanjavur.

Online Resources

<https://www.britannica.com/topic/South-Indian-temple-architecture>

<https://prepp.in/news/e-492-dravidian-architecture-south-indian-temple-style-art-and-culture-notes>

<https://www.cambridge.org/core/books/architecture-and-art-of-southern-india/981B6AE21F6AC7AD9A14903C856C6537>

K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
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Course designed by: **Dr.S.Santhi**

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	2	3	2	1	2	2	2
CO2	2	1	3	2	3	3	1	2	2	2
CO3	2	3	2	2	2	1	3	3	3	2
CO4	1	2	2	1	2	2	3	3	2	3
CO5	2	1	3	1	2	2	3	2	3	1
W.AV	2	1.8	2.2	1.6	2.4	2	2.2	2.4	2.8	2

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	2	2
CO2	3	3	1	2	2
CO3	2	2	3	3	2
CO4	2	2	2	2	1
CO5	3	2	1	3	1
W.AV	2.2	2.4	1.8	2.8	1.6

Semester I					
DSE 2	Course Code: 415502	Tourism and Travel Management	T	Credits 4	Hours 5
Unit - I					
Objective 1	To understand the concepts of Tourism				
Introduction to Tourism: Definition - Scope and Content of Tourism-Concept of Tourism –Purpose of Tourism – Kinds of Tourism – Basic Components of Tourism.					
Outcome 1	Students understand the concepts of Tourism				K2
Unit - II					
Objective 2	To Understand the international Tourism in Transport Communication				
Tourism as an Industry: Different types of Transport Travel Formalities: Passport, Visa and Immigration – Customs formalities.					
Outcome 2	Students apply the international Tourism in Transport Communication				K2
Unit - III					
Objective 3	To know the importance of accommodation in Tourism				
Tourism and Accommodation: Types of Accommodation: Hotels – Youth Hostels and Dharmasalas – Importance of Accommodation in Tourism Development.					
Outcome 3	Students Analyze the importance of accommodation in Tourism				K4
Unit - IV					
Objective 4	To elaborate the Travel Agency Operations				
Travel Agency Operations: Day- to- Day operations – Origin and Growth –Modern Travel Agencies – Functions of Travel Agency – Travel Agency with Service Providers – Handling Client.					
Outcome 4	Students Remember the Travel Agency Operations				K1
Unit - V					
Objective 5	To highlight the significance of tourism internationalizing the culture in India				
Travel Intermediaries: Tour Operators - International Air Transport Association (IATA) –United Nations World Tourism Organization (UNWTO) – Travel Agent Association of India (TAAI) – Indian Association of Tour Operators (IATO) - Tourism Offices in India: Tourism Development Corporation of India (ITDC) –Tamil Nadu Tourism Development Corporation (TTDC)					
Outcome 5	Students Evaluate the significance of tourism internationalizing the culture in India				K5
K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
Course designed by: Dr.S.Santhi					
Suggested Readings:					
A.K.Bhatia.(2002).Tourism Development, Principles and Practice, New Delhi: Sterling Publishers Pvt. Ltd.					
M.L.Singla.(2007). Tourism and Hospitality Industry in India: An Appraisal, Journal of Hospitality Applications and Research, BI, Ranchi.					

A.K.Raina and S.K. Agarwal. (2004). The Essence of Tourism Development: Dynamics, Philosophy and Strategies, New Delhi: First Edition, Sarup & Sons.

R.N. Kaul. (1985). Dynamics of Tourism, Vol. I, Sterling Publishers Pvt. Ltd, New Delhi.

Pragati Mohanty. (2008). Hotel Industry and Tourism in India, APH Publishing Corporation, New Delhi.

M.M. Anand. (1976). Tourism and Hotel Industry in India: A Study in Management, Practice Hall of India, New Delhi.

Vijay Kumar Gupta. (1987). Tourism in India, Gian Publishing House, Delhi.

Online Resources

<https://www.studocu.com/in/document/bharathiar-university/bba/travel-and-tourism-management-note/22358875>

<https://www.gcwnk.ac.in/userfiles/file/EcCONTENT%20Travel%20&%20Tourism%20Management%20Semester-II%202021-22.pdf>

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	2	3	2	1	2	2	2
CO2	2	1	3	2	3	3	1	2	2	2
CO3	2	3	2	2	2	1	3	3	3	2
CO4	1	2	2	1	2	2	3	3	2	3
CO5	2	1	3	1	2	2	3	2	3	1
W.AV	2	1.8	2.2	1.6	2.4	2	2.2	2.4	2.8	2

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	2	2
CO2	3	3	1	2	2
CO3	2	2	3	3	2
CO4	2	2	2	2	1
CO5	3	2	1	3	1
W.AV	2.2	2.4	1.8	2.8	1.6

Semester -II					
Core 6	Course Code 415201	Socio – Cultural History of Tamil Nadu from 1801 to 2000 CE	T	Credits 4	Hours 4
Unit-I					
Objective 1	To understand the changes after the British Acquisition of Tamil Nadu.				
Sources: Sources-Archival Sources – Newspapers and Journals - Condition of Tamil Nadu at the beginning of the 19 th Century.					
Outcome 1	Learners recognize the impact of self-respect movement in Tamil Nadu				K1
Unit–II					
Objective 2	To analyse the relevance of socio-religious movements of the 19th century				
British Policies and Their Impact on Tamil Nadu: British Policies and their Impact on Tamil Nadu - Land Revenue Policies - Zamindari to Ryotwari - Western Education - Role of Missionaries - Munro's Scheme of Education - Education of Depressed Classes - Muslim Education - Female Education – Rise of Educated Elite.					
Outcome 2	Learners associate the role leaders in the emancipation of depressed classes				K2
Unit–III					
Objective 3	To understand the essence of the Ryotwari system				
Freedom Fighters of Tamil Nadu: Role of Tamil Nadu in the Freedom Struggle - South Indian Rebellion - Vellore Mutiny - Kattabomman, Marudhu Brothers, Velu Nachiyar- National Movement in Tamil Nadu - Pre-Gandhian Era and Gandhian Era-National Freedom Fighters of Tamil Nadu.					
Outcome 3	Learners integrate the role St. Ramalingam's works on the society				K6
Unit–IV					
Objective 4	To assess the importance of the new industrial economy				
Reform Movements: Reform Movements – Cultural Practices – Superstitions – Religion-Saivism – St. Ramalingar – Vaishnavism – Impact of Islam and Christianity-Theosophical Society and Ramakrishna Mission.					
Outcome 4	Learners consider the social and caste tensions in Tamil Society				K5
Unit–V					
Objective 5	To understand the significance of the non-Brahmin movement				
Tamil Nadu in the 20th Century: Concept of Dravidian Culture -Emergence and Rise of Non-Brahmin/Dravidian Movement Justice Party, 1920-37 - Periyar EVR and Self Respect Movement, Temple Entry Movement, Dalit Movement - Congress Rule 1937-67 - Rajaji, K. Kamaraj - M. Bhaktavachalam – Dravidar Kazhagam-C.N. Annadurai and DMK- Socio Economic Educational and Cultural developments of Tamil Nadu in the 20 th century.					
Outcome 5	Learners discover the impact of linguistic separatist movement on Tamil Nadu				K3
Suggested Readings:- Arnold, David. (1977). <i>The Congress in Tamil Nadu, Nationalist Policies in South India, 1919-1937</i> . New Delhi. Arooran, N.K. (1980). <i>Tamil Renaissance and Dravidian Nationalism</i> . Madurai. Baker, C.J. (1975). <i>The Politics of South India - 1920-1937</i> . New Delhi: Macmillian Company. Baker, C.J. and D.A. Washbrook. (1976). <i>South India, Political Institutions and Political Change 1880-1947</i> . Delhi:					

Macmillan.

Geetha, VandS.V.Rajadurai.(1999)*TowardsaNon-BrahminMillennium:IyotheeThasstoPeriyar*. Delhi: Samya.

Hardgrave,R.(1965).*The Dravidian Movement*. Mumbai: Popular Prakashan.

Irschick, Eugene.(1969). *Politics and Social Conflict in South India: The Non-BrahminMovementandTamilSeparatism,1916-1929*.Berkeley:UniversityofCaliforniaPress.

IyengarKrishnaswamy,R.(1923).*ContributionsofSouthIndiatoIndianCulture*. Calcutta.

Rajayan,K.(1974).*HistoryofTamilNadu1565-1987*.Madurai:MaduraiUniversity.

Rajendran,N.(1994).*National Movement in Tamil Nadu1905-1914*.UK:OxfordUniversitypress.

Srinivasachari,C.S.(1947).*Social and Religious Movement in the 19th century*.USA: National Information and Publications.

Subramaniam,N.(1977).*History of Tamil Nadu*. Madruai: Koodal Publishers.

Suntharalingam,R.(1980).*Politics and Nationalist Awakening in South India,18521891*.New Delhi: Rawar Publications.

Online Resources:

<https://www.tn.gov.in/tamilnadustate>

<https://diksha.gov.in/tn/>

<https://www.bharatonline.com/tamilnadu/history.html>

K1- Remember K2- Understand K3- Apply K4- Analyze K5-Evaluate K6-Create

Course Designed by: Dr.G.Paranthaman

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	3	3	2	2	2	3
CO2	3	2	3	3	2	3	2	3	3	2
CO3	3	3	2	2	3	3	2	2	3	3
CO4	3	2	2	2	3	2	2	3	3	3
CO5	3	3	2	3	2	3	3	2	3	2
W.AV	2.8	2.6	2.2	2.4	2.6	2.8	2.2	2.4	2.8	2.6

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	2
CO2	3	3	2	2	3
CO3	3	2	3	3	3
CO4	3	3	3	2	3
CO5	3	2	2	2	2
W.AV	2	3	2	3	2

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

Semester - II					
Core 7	Course Code	History of Modern India from 1707 to 1885 CE	T	Credits	Hours
	415202			4	4
Unit-I					
Objective 1	To help the students understand India's colonial past.				
Colonial Penetration into India: Sources of Modern Indian History: Archival Materials, Biographies and Memoirs- Newspapers, Oral Evidences, Creative Literature and Paintings - Monuments, Coins - The Early European Settlements - The Portuguese and the Dutch - Battle of Collachal -The English and the French East India Companies-Their struggle for supremacy- Carnatic Wars.					
Outcome 1	Leaners remember the reasons for the emergence of 1857 revolt				K1
Unit-II					
Objective 2	To know the importance and relevance of understanding this past is the fact that the roots of many political institutions and ideas, social and economic structures that are central to politics in India today can be traced back to this past.				
Establishment of British rule in India: Rule in Bengal-The conflict between the English and the Nawabs of Bengal - Siraj and the English -The Battle of Plassey - Significance of Plassey - Mir Jafar and Mir Kasim -The Battle of Buxar -Robert Clive.					
Outcome 2	Leaners understand the significance of regional revolt.				K2
Unit-III					
Objective 3	To achieve the understanding by studying colonialism in India from different perspectives that reveal different facets of colonialism in India: social-economic, political, religious, legal, and educational.				
The British Conquest and Expansion: Warren Hastings -Cornwallis -Lord Wellesley - Lord Hastings - William Bentinck - The Wars:Anglo - Mysorewars - Anglo - Marathawars-AngloBurmeseWars-Annexation of Sind-Ranjit Singh - Anglo-Sikh wars-Lord Dalhousie andDoctrineofLapse - Anglo - Afghanrelations.					
Outcome 3	Leaners apply the significance of swadeshi movement				K3
Unit-IV					
Objective 4	To assess the early forms of resistance against colonial government				
Administration And Society: British policy towards Indian states:RingFencePolicy - 1765-1813,SubordinateIsolation,1813 - 57 - Socio - Religious Movements of the 19 th century: educationalpolicyunderEastIndia Company-Administrativestructureandpolicies:JudicialandPoliceReforms.					
Outcome 4	Leaners analyze the significance of poligar rebellion				K4
Unit-V					
Objective 5	To point out regional variations in the resistance.				
Uprising Against British: Causes of uprising in 1857 - Events andResults - Queen Victoria Proclamation -Constitutional Developments of IndiaunderBritishupto1857Revolt.EarlyResistancetoColonialRuleanditsNature-Rise of National Consciousness-Cultural Awakening-Growth of a Middle Class-Political Associations before 1885.					

Outcome 5	Leaner's evaluate the significance of peasant movements	K6			
Suggested Readings:-					
Barbara,D.MetcalfandThomas,R.Metcalf.(2006). <i>AConciseHistoryOfModernIndia</i> . London:CambridgeUniversityPress.					
Bayly,C.A.(1988). <i>IndianSocietyandtheMakingoftheBritish EmpireinTheNewCambridgeHistoryofIndia</i> . CambridgeUniversityPress.					
Bandyopadhyay,Sekhar.(2004). <i>FromPlasseytoPartitionandAfter:AHistoryofModernIndia</i> .New Delhi: OrientBlackswan.					
BipanChandra.(2009). <i>HistoryofModernIndia</i> . NewDelhi:OrientBlackswanPublication.					
Dhevendhiran,K.(2017). <i>IndianHistory1707to1856</i> .IndependentlyPublished.					
Dube,IshitaBanerjee.(2014). <i>AHistoryofModernIndia</i> .NewDelhi:CambridgeUniversityPress.					
LakshmiSubramanian.(2010). <i>HistoryofIndia,1707-1857</i> .NewDelhi:OrientBlackswan.					
ManikaRajPriya.(2016). <i>1857thefirstWarofIndependence</i> .NewDelhi:Centrum.					
Mehra,P.L.(1987). <i>ADictionaryofModernIndianHistory1707-1947</i> .NewDelhi:OxfordUniversityPress.					
Roychoudhary,S.C.(2016). <i>HistoryofModernIndia</i> .Delhi,SurjeetPublication.					
Sen,S.N.(2006). <i>History ModernIndia</i> ,NewDelhi:NewAgeInternational.					
WilliamDalrympleandYuthikaSharma.(2012). <i>PrincesandPaintersinMughalDelhi,1707-1857</i> .NewDelhi:PenguinBooksIndiaPvt.Ltd.					
Online Resources:					
https://www.theatlantic.com/magazine/archive/1857/11/british-india/531183/					
https://www.britannica.com/event/British-raj					
https://www.loc.gov/item/05002068/					
K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
Course Designed by: Dr.G.Paranthaman					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	3	3	2	3	3	3
CO2	2	3	3	2	2	3	3	2	2	2
CO3	2	2	2	3	3	3	2	3	3	3
CO4	3	2	3	3	3	2	3	2	2	2
CO5	3	3	2	2	3	3	3	2	2	2
W.AV	2.6	2.6	2.4	2.6	2.8	2.8	2.6	2.4	2.4	2.4

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2
CO2	2	2	3	3	3
CO3	2	3	3	3	2
CO4	3	3	2	2	3
CO5	2	2	3	3	2
W.AV	2.4	2.6	2.8	2.8	2.4

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

II Semester					
Core 8	Course Code : 415203	Freedom Movement in India	T	Credits 4	Hours 4
Unit-I					
Objective1	To trace the early resistance against the Colonial Rule				
Early Resistance to the British – Role of Tamil Nadu – Puli Tevan – Poligar Uprisings; Veera Pandia Kattabomman – South India Rebellion (1800 – 1801); Role of Maruthu Brothers – Oomathurai – Dindugal Gopal Naicker – Tiruchirappalli Proclamation - Vellore Mutiny (1806) ; Causes – Courses – Results.					
Outcome1	Able to trace the early resistance against the Colonial Rule				K5
Unit II					
Objective2	To discuss the 1857 revolt				
1857 Revolt ; Nature and Character of the Revolt – Causes – Beginning and Spread of the Revolt – Impact of the Revolt					
Outcome2	Able to discuss the 1857 revolt				K2
Unit III					
Objective3	To analyze the formation and growth of Indian National Congress				
Formation and growth of Indian National Congress ; causes – First Annual session 1885 – First Phase of the Congress 1885 – 1905; contribution of congress leaders – Major demands – Second phase 1905 – 1919; Partition of Bengal – Swadeshi Movement – Home Rule Movement – Congress and First World War.					
Outcome3	Able to analyze the formation and growth of Indian National Congress				K3
Unit IV					
Objective4	To illustrate the role of Gandhi in Indian Freedom Struggle				
Gandhi and Congress – Early satyagrahas – Jallaiyanwalabagh massacre – Non co-operation Movement and its Results – Civil Disobedience Movement and its Impact – Individual Satyagraha.					
Outcome4	Point out the reasons for the emergence of Indian Muslim League				K 4
Unit V					
Objective5	To develop the progress of Indian freedom struggle				
Towards the Independent ; Cripps Mission – Quit India Movement – Cabinet Committee – Direct Action Day – Role of INA in Indian Freedom Movement – Partition and Independent.					
Outcome5	Explain the growth of Indian freedom struggle				K1
Suggested Readings:-					
Bipin Chandra, Mirudula , (1989) ,Aditya Mukerjee and Sucheta Mahajan, India’s Struggle for Independence Penguin Books, India,					
Bipin Chandra, (1993), Communalism in Modern India, Vikas Publishing House, New Delhi,					
Brown Judith,(1972,) Gandhi’s Rise to Power Indian Politics 1915 – 1922, Cambridge,					
Chandra, Bipin, (1984), Nationalism and Colonialism in Modern India, New Delhi,					
Majumdar, R.C. (1960) (ed) History and Culture of Indian People, Bharatiya Vidya Bhavan, Bombay.					
McLane J.R.(1977) Indian Nationalism and the Early Congress, Princeton, 1977					
Mehrotra, S.R.(1971) The Emergence of the Indian National Congress, Delhi, 1971					
Nanda, B.R. and V.C.(1972) Joshi Studies in Modern Indian History, Orient Longman, Bombay,					
Panikar, K.N. (2007) Colonialism, Culture, and Resistance, Oxford University Press, New Delhi,					

Rajendran, N. (1994) Nationalist Movement in Tamil Nadu, 1905-1914, OUP,
 Sarkar, Sumit, (1983) Modern India 1885 – 1947, Macmillan, Delhi,

Online resources

<https://www.nonviolent-conflict.org/indian-independence-struggle-1930-1931/>

<https://www.nationalarchives.gov.uk/education/resources/indian-independence/>

<https://unacademy.com/content/nda/study-material/indian-history/freedom-movement-in-india-1858-revolt-causes/>

K1- Remember K2- Understand K3- Apply K4- Analyze K5-Evaluate K6-Create

Course designed by: Dr.T. Balasubramanian

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	M(2)
CO2	S(3)	M(2)	S(3)	M(2)	L(1)	S(3)	M(2)	M(2)	M(2)	L(1)
CO3	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
CO4	M(2)	M(2)	M(2)	L(1)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)
CO5	M(2)	L(1)	L(1)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
W.AV	2.4	2.2	2.2	1.8	2.2	2.8	2.4	2.6	2.4	1.6

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)	S(3)	M(2)
CO2	S(3)	M(2)	M(2)	S(3)	M(2)
CO3	M(2)	S(3)	S(3)	M(2)	S(3)
CO4	S(3)	M(2)	M(2)	S(3)	S(3)
CO5	S(3)	L(1)	L(1)	L(1)	L(1)
W.AV	2.8	2.2	2.2	2.4	2.2

S–Strong(3),M-Medium(2),L-Low(1)

Semester - II					
Core 9	Course Code: 415204	History of Cholas	T	Credits 4	Hours 4
Unit - I					
Objective 1	To understand the Cholas important Sources				
Sources: Sangam Age- Sangam Literature – Excavation Antiquities (Kaveri Poombattinam, Uraiur, – Bakthi Literature – Coins – Inscriptions – Copper Plates – Monuments.					
Outcome 1	Students understand the Cholas important Sources			K2	
Unit - II					
Objective 2	To understand the origin of Cholas				
Sangam Age Cholas: Karikala Chola- Ukkirapperuvaluthi - Nalankilli and Nedunkilli–Kocengannan- Chieftains – Muttaraiyar, Paluvettaraiyar, Kodumbalur Chiefs. Imperial Early Cholas: Foundation of Medieval Cholas, Vijayalaya - Aditya I -Parantaka I – Kandarathithan - Uttama Chola - Sundara chola.					
Outcome 2	Students evaluate the origin of Cholas			K4	
Unit - III					
Objective 3	To explain the Cholas and their administrative system				
Medieval Cholas -Raja Raja Chola-I, the Great – Rajendra Chola-I – Vira Rajendra - Rajathi Raja I – Kulothunga- IVikkirama Chola - Kulothunga II - Raja Raja- II – Rajathi Raja- II –Kulothunga- III - Raja Raja III - Rajendra III Decline of the Cholas.					
Outcome 3	Students Remember the Cholas and their administrative system			K1	
Unit - IV					
Objective 4	To describe the Socio-Economic conditions of the Cholas				
Administration and Society: Chola Territory – Government – Valanadu, kottam, Nadu Administration-Local Self-Government–Urar, Sabha and Nattar Taxation– Military – Economic Development – Educational system-Colleges and Hospitals-Caste System and Religion-Trade: Inland and Foreign- Agriculture – Irrigation system.–Classification of lands, Forests-Environment – Socio Cultural - Population and Literacy - Demography- Position Women.					
Outcome 4	Students understand the Socio-Economic conditions of the Cholas			K2	
Unit - V					
Objective 5	To estimate the Art and Architecture of Cholas Temple				
ART AND ARCHITECTURE: Early Chola temples -Narthamalai – Thirukkattalai – Rajarajiswaram at Thanjavur – GangaikondaCholapuram – Darasuram – Thiruvaiyaru– Chidambaram ThillaiNadarajar Temple – Thiruvarur temple, Temple Worship and Festivals- Style of Sculptures.					
Outcome 5	Students evaluate the Art and Architecture of Cholas Temple			K4	
Suggested Readings:- Champakalakshmi, R. (1996). <i>Trade, Ideology and Urbanization: South India 300-1300</i> , New Delhi: Oxford University Press. Gurukkal,Rajan. (2010). <i>Social Formations of Early South India</i> , New Delhi: Oxford University Press. Hall, Kenneth R., (1980), Trade and State graft in the Age of the Colas, Abinev Publication, New Delhi. Krishnaswami Aiyangar S. (1992). <i>Beginning of South Indian History; Ancient India and South Indian History and Culture</i> .					

Iyengar, Srinivasa, P.T. (1929). *History of Tamils*, Madras: C.Coomaraswamy and Sons.

Karashima, Noboru. (1984). *South India History and Society studies from inscriptions. AD850- 1800*, New Delhi: Oxford University Press.

Karashima, Noboru. (1988). *South India-Society and Economy*, New Delhi: Oxford University Press.

Karashima, Noboru. (2009). *Ancient to Medieval: South Indian Society in Transition*, Oxford University Press.

Karashima, Noboru. (2014). *A Concise History of South India, Issues and interpretations*, Oxford University,

Nilakanta Sastri, K.A. (1978). *The Colas*, Madras: Madras University.

Pillai, K.K. (1975). *Social History of Tamils*, Madras: Madras University.

Rajamanikkanar .M, (2005), *Cholar Varalaru*, Chennai.

Stein, Burton, Peasant. (1980). *State and Society in Medieval South India*, New Delhi: Oxford University Press.

Subbarayulu, Y. (2012). *South India under the Cholas*, New Delhi: Oxford University Press.

Veluthat, Kesavan. (2010). *The Early Medieval in South India*, New Delhi: Oxford University Press.

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<https://www.agc.ac.in/resources/cholas.pdf>

<https://historicalindia.org/article/chola-empire>

<https://www.studyiq.com/articles/medieval-india-imperial-cholapart-indian-history-free-pdf-download/>

K1- Remember | **K2- Understand** | **K3- Apply** | **K4- Analyze** | **K5-Evaluate** | **K6-Create**

Course designed by: **Dr.S.Santhi**

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	2	3	2	1	2	2	2
CO2	2	1	3	2	3	3	1	2	2	3
CO3	2	3	2	2	2	1	3	3	3	2
CO4	2	2	2	1	2	2	3	3	2	3
CO5	2	1	3	1	2	2	3	2	3	3
W.AV	2.2	1.8	2.2	1.6	2.4	2	2.2	2.4	2.8	2.6

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	2	2
CO2	3	3	1	2	2
CO3	2	2	3	3	2
CO4	2	2	1	2	1
CO5	3	2	2	3	1
W.AV	2.2	2.4	1.8	2.8	1.6

Semester -II					
Core 10	Course Code	History of World Civilization (Excluding India)	T	Credits	Hours
	415205			4	4
Unit-I					
Objective 1	To explain the concepts of civilization and culture and brief history of pre-historic period				
Meaning and Definition of Civilizations: Rise and growth of Civilizations-Comparison between Culture and Civilization- Views of Civilizations: Toynbee - D.D.Kosambi.					
Outcome 1	Learners Compare the concepts of civilization and culture and brief history of pre-historic period				K5
Unit-II					
Objective 2	To present different features of various ancient civilizations				
Ancient Civilizations: Mesopotamian Civilization– Sumerian Civilization: Invention of Wheel - Lunar Calendar - Development of Cuneiform Writing - Religion - Babylonian Civilization: Code of Hammurabi - Nebuchadnezzar and Hanging Gardens of Babylon.					
Outcome 2	Learners understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations				K2
Unit-III					
Objective 3	To explain the main West Asian civilizations				
Egyptian Civilization: Origin- Political History-Pharaohs-Social and Economic life-Cultural Contributions-Heiroglyphic Script-Religion– Intellectual Achievements.					
Outcome 3	Learners remember about origin and growth of river valley civilizations				K1
Unit-IV					
Objective 4	To compare the features of Chinese and Japanese civilizations				
Chinese Civilization: Formative stages - The Chau Dynasty – Politics – Society –Religion and Philosophy- Confucianism and Taoism – Arts and Crafts-Chinese Script.					
Outcome 4	Learners articulate the features of Chinese and Japanese civilizations				K3
Unit-V					
Objective 5	To study and compare Greek and Roman Civilizations				
Greek and Roman Civilizations:					
A.					
Ancient Greece– Legacy of Greece – City States – Hellenistic Civilization.					
B.					
Ancient Rome–Legacy of Rome-Political Ideas-Law-Language and Literature-Religion-Philosophy-Science.					
Outcome 5	Learners justify the contributions of Greek and Roman civilizations				K4
Suggested Readings:-					
Allan,O. Knownslar and Terry L.Smart.(1981). <i>People and Our World: A Study of World History</i> , Holt, New York: Rinehart and Winston Publishers.					
BruceG.Trigger.(2003). <i>Understanding Early Civilizations: A Comparative Study</i> , New York: Cambridge University Press.					
Douglas J. Brewer.(2007). <i>Egypt and the Egyptians</i> , New York: Cambridge University Press.					

Felipe Fernandez-Armesto. (2000). *Civilizations*, London: Macmillan.
 Joseph R. Strayer & Hans W. Gatzke.(1979).*The Mainstream of Civilization*, New York: Harcourt Brace Jo Vanovich, Inc.
 Lynn Thorndike.(2000).*Encyclopedia of World Civilizations*, 2 Vols. Delhi: Shubhi Publications.
 Robert E. Lerner and Standish Meacham.(1986).*Western Civilizations*, New York: Norton &Company.
 Swain, J.E. (1970). *A History of World Civilization*. New Delhi: Euresia Pub House.

Online Resources:

<https://www.worldhistory.org/civilization/>

<https://www.historyworld.net>

<https://www.ancienthistorylists.com>

K1- Remember K2- Understand K3- Apply K4- Analyze K5-Evaluate K6-Create

Course Designed by: Dr.R.Radha

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	3	2
CO3	3	3	3	2	2	3	2	2	3	3
CO4	3	3	3	2	2	2	2	3	3	3
CO5	2	3	3	2	3	3	3	2	3	2
W.AV	2.6	2.8	2.8	2.2	2.4	2.8	2.2	2.4	2.8	2.6

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3
CO2	2	2	3	3	3
CO3	3	3	3	3	2
CO4	3	2	3	3	3
CO5	2	2	2	3	2
W.AV	2.6	2.4	2.6	2.8	2.6

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

Semester - II					
DSE 2	Course Code: 415503	Principles and Methods of Archaeology	T	Credits 4	Hours 5
Unit - I					
Objective 1	To know the scope of Archaeology				
Archaeology : Definition – Kinds of Archaeology-Archaeology and other disciplines - Archaeology and other sciences- History of archaeology – Antiquarianism – Culture History – New Archaeology –Post-Processual Archaeology.					
Outcome 1	Students Understand the scope of Archaeology			K2	
Unit - II					
Objective 2	To study the development of Indological Studies				
Foundation of Indological Studies -The Development of Indological Studies - Sir William Jones- Asiatic Society-James Prinsep - Alexander Cunningham - James Burgess- Robert Bruce Foote - John Marshal - Mortimer Wheeler- K.N. Dikshit - N.G. Majumdar-Post Independence Era.					
Outcome 2	Students describe the development of Indological Studies			K4	
Unit - III					
Objective 3	To focus the archaeological exploration method				
Archaeological Data - Type of sites-Selection of a site - Problem Oriented Approach - Research Design - Sampling Methods-Site Surface Survey-Site Survey Methods - Geophysical Methods -Resistivity Survey - Ground Penetrating Radar - Magnetometry.					
Outcome 3	Students apply the archaeological exploration method			K3	
Unit - IV					
Objective 4	To important knowledge on the methods of Excavation Techniques				
Excavation of Settlements : Field Techniques - Excavation Techniques - Excavation Types- Horizontal/Area Excavation - Open-area Excavation - Vertical Excavation - Site Grid - Quadrant Method - Trial Trenches - Open - Area Excavation - Digging Methods - Principles of Excavation – Excavation of a Structural Remains - Excavation of a Burial - Excavation of Megalithic Burial - Excavation of Caves & Rock Shelters.					
Outcome 4	Students remember the methods of Excavation Techniques			K1	
Unit - V					
Objective 5	To understand the site survey and field methods				
On Field: Excavation Techniques - Stratigraphy - Trench Layout - Section Drawing - Structure Drawing - Elevation and Plan - Pottery Drawing - Stone Tool Drawing - Object Photography - Ceramic Analyses - Antiquity Registration - Report writing.					
Outcome 5	Students analyze the site survey and field methods			K4	

Suggested Readings:-

Ali.B. Shaik., (1978), History: Its Theory and Method, Macmillan India Ltd, Madras.
 Barker.P. (1982), Techniques of Archaeological Excavation, Batsford, London.
 Bhattacharya.N. N., (1988) Ancient Indian History and Civilization, Manohar, New Delhi.
 Crawford.O.G.S.,(1953) Archaeology in the Field, Phoenix, London.
 Crawford.O.G.S.,(1953), Archaeology in the Field, Phoenix, London,1953.
 Dancey.W.S.,(1985), Archaeological Field Methods: An Introduction, Surjeet Publications, New Delhi.
 Harris.E.C.,(1979), Principles of Archaeological Stratigraphy, Academic Press, London.
 Heizer, (1949), A Guide to Archaeology Field Methods, The National Press, Berkelay.
 Rajan.K.,(2002), Archaeology: Principles and Methods, Manoo Pathippakam, Thanjavur, 2002.
 Raman.K. V.,(1991), Principles and Methods in Archaeology, Parthajan Publication, Madras.

Online Resources

<https://indianculture.gov.in/ebooks/principles-and-methods-archaeology>

[https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._History%20\(English\)_321%2011E1%20_%20Principles%20and%20Methods%20of%20Archaeology_MA\(History\).pdf](https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._History%20(English)_321%2011E1%20_%20Principles%20and%20Methods%20of%20Archaeology_MA(History).pdf)

https://littleflowercollege.edu.in/upload/e_contents/files/cc12d28af684f039914ef4629ad8bd63.pdf

K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
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Course designed by: **Dr.S.Santhi**

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	2	3	2	1	2	2	2
CO2	2	1	3	2	3	3	1	2	2	3
CO3	2	3	2	2	2	1	3	3	3	2
CO4	2	2	2	1	2	2	3	3	2	3
CO5	2	1	3	1	2	2	3	2	3	3
W.AV	2.2	1.8	2.2	1.6	2.4	2	2.2	2.4	2.8	2.6

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	2	2
CO2	3	3	1	2	2
CO3	2	2	3	3	2
CO4	2	2	1	2	1
CO5	3	2	2	3	1
W.AV	2.2	2.4	1.8	2.8	1.6

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

Semester -II					
DSE 2	Course Code 415504	Constitutional History of India	T	Credits 4	Hours 5
Unit-I					
Objective 1	To enable the students to learn the fundamental concepts of Indian Constitution				
Constitutional Development During Company Rule: Brief Outline of the East India Company -The Regulation Act of 1773- Pitts Acts of 1784- The Charter Acts of 1793, 1813, 1833.					
Outcome 1	Learners understand historical processes and circumstances in which the Constitution was drafted.				K2
Unit-II					
Objective 2	To provide opportunity for students to be familiar with the diverse visions that guided the makers of the Indian Constitution.				
Evolution of Representative Governance: Queen's Proclamation- Government of Indian Act of 1858- Indian Council Act of 1861- Local Self Government - Proposal of Mayo and Ripon - Various Commissions during Curzon's Viceroyalty 1. Police Commission 2 Education Commission 3.Decentralization Commission of 1808 - Brief Introduction to the Formation of Indian National Congress -Indian Council Act of 1892 - Brief Introduction to the Formation of Muslim League - The Indian Council Act of 1909.					
Outcome 2	Learners relate the certain key features of the Constitution and compare these to other constitutions in the world.				K3
Unit-III					
Objective 3	To analyze the salient features of Indian Constitution.				
Making Responsive Governance: The Government of India Act of 1919- Main Provisions - Simon Commission Nehru Report -Salient Features- Jinnah's Fourteen Points-The Round Table Conference - The Government of India Act of 1935 - Main Provisions - Formation of the Congress - Government in Provinces.					
Outcome 3	Learners adapt various forms of governments				K6
Unit-IV					
Objective 4	To study the origin of State and its types.				
Towards Freedom: August Offer of 1940 - Cripps Mission of 1942 - Wavell's Plan of 1945 - Cabinet Mission Plan of 1946 - Attlee's Declaration of 1947 - Mountbatten's Plan - Mechanisms on the Partition and Debates on Federation States - The Indian Independence Act of 1947.					
Outcome 4	Learners assess the significance of western and Indian political thought				K5
Unit-V					
Objective 5	To assess the significance of democracy				
Formation of the Constituent Assembly- Its Debates and Deliberations - Promulgation of the Constitution- Salient Features.					
Outcome 5	Learners find the significance of bicameral legislation				K1
Suggested Readings:-					
Avasti, A.P. (2002). <i>Indian Political System</i> . Agra.					
Durga Das Basu.(2018). <i>Introduction to the Constitution of India</i> . Gurgaon: LexisNexis.					
Grover, V. (ed.). (1997). <i>Political Systems and Contribution of India</i> . New Delhi: Deep Publications.					
Johari, J.C. (1996). <i>Indian Political Systems</i> . New Delhi: Annual Publications.					

Khanna, V.N. (1981). *Constitution and Government of India*. New Delhi: Bookwell.
 LaxmiKanth. (2004). *Indian Polity*. New Delhi: Tate Mcgraw Hill.
 Mehta, Narindar (1978). *Indian Political System: A study in Government and Politics in India*. Julondar.
 Nainta, R.P. (2000). *The Government under the Constitution*. New Delhi: Deep and Deep.
 Pylee, M.V. (2017). *India's Constitution*. New Delhi: S. Chand Pub.
 Pandey, J.N. (2018). *The Constitutional Law of India*. Allahabad: Central Law Agency.

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

K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
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Course Designed by: **Dr.R.Radha**

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	2	2	3	2	3	2	2
CO2	2	3	2	3	3	2	3	2	3	3
CO3	3	3	2	2	3	3	3	3	2	2
CO4	3	2	2	3	3	3	3	2	2	2
CO5	2	3	3	2	3	2	3	3	2	3
W.AV	2.6	2.8	2.2	2.4	2.8	2.6	2.8	2.6	2.2	2.4

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	1	2	2	3	2
W.AV	2.6	2.8	2.6	2.8	2.6

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

Semester -III					
Core 11	Course Code 415301	Contemporary History of India	T	Credits 4	Hours 4
Unit-I					
Objective 1	To understand the realm of current politics through democracy governments				
The Making of Modern India: The Aftermath of Partition – The Integration of Princely States – The making of Parliamentary Democracy –Reorganization of States– Indian Emergency– Emergence of Coalition Politics–The Mandal Commission–The Punjab Crisis–Panchyat Raj and reservation for women– Era of Coalitions.					
Outcome 1	Students will acquire the knowledge on Making of Contemporary India				K3
Unit-II					
Objective 2	To expose India's foreign policies of various governments.				
India's Foreign Policy: Origins, Continuity and Changes: Panch Sheel – Issues in India – Pakistan Relations – Chinese Aggression –India China War – Non Alignment – India-Pakistan War of 1967 and 1971 –Simla Agreement–PokharanI–Siachen Conflict–Look East Policy– Nuclear Policy and Tests–Kargil War.					
Outcome 2	Students will explain the role of political parties to built secular democracy				K2
Unit-III					
Objective 3	To evaluate economic policies and development of science and technology				
Economic Policies and Progress in Science and Technology: Beginnings of Planned Economy – Five Year Plans – Land Question – Industrial Policy – Green Revolution – Progress in Science and Technology in the Nehruvian and post – Nehruvian Era – Liberalization of Economy–Economic transformation.					
Outcome 3	Students will inspect the significance of India's Foreign Policy				K4
Unit-IV					
Objective 4	To study social changes which transformed the Indian society				
Social Change and Transformation: Land Marks in the Progress of Education – Hindu Code Bills – Changes in Family Structure, Caste and Stratification– Assertion of Dalits and Backward castes–Civil Society Activism: Bhoodan, Chipko and Save Narmada Movements.					
Outcome 4	Students will criticize the development of Indian Economy in the Global context.				K5
Unit-V					
Objective 5	To analyze the issues and challenges in contemporary India.				
Contemporary Issues and Challenges: Regional Separatism –Identity Politics in India–Left Wing Extremism and Insurgency–Corruption in Indian Public Life: Scams and Scandals–Women and Personal Laws–The Affirmative Action Debate in India.					
Outcome 5	Students will evaluate the students into historical understanding of contemporary Indian politics, economic and social conditions				K5
Suggested Readings:-					
Bipan Chandra.(2000). <i>India after Independence</i> . London: Penguin Books.					
Dharma Kumar.(1983). <i>The Cambridge Economic History of India Vol.2</i> .UK: Cambridge University Press.					
Dietmar Rothermund.(2000). <i>Contemporary India Political, Economic and Social Developments</i>					

Since 1947. India: Pearson Education.
 Khanna,B.S.(1994).*Pancyayat Raj in India*. New Delhi: South Asia Books.
 Mahatma Gandhi. (1940). *The Story of My Experiments with Truth*. India: Beacon Press.
 Srinath Raghavan.(2010)*War and Peace in Modern India: A Strategic History of the Nehru Years*. Delhi: Permanent Black.
 Sumit Sarkar.(2014).*ModernIndia: 1885-1947*.NewDelhi:PearsonEducationIndia.
 Sumit Ganguly and Rahul Mukerji. (2012). *India since 1980*. New Delhi: Cambridge University Press.
 Menon,V.P.(2014).*Integration of the Indian States*. Hyderabad: Orient Blackswan.

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<https://knowindia.india.gov.in/states-uts/>
<https://presidentofindia.nic.in/>
<https://carnegieendowment.org/2023/06/28/india-s-statistical-system-past-present-future-pub-90065>

K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
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Course Designed by: Dr.G.Paranthaman

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	3	3	2	2	2
CO2	3	3	2	3	3	2	2	3	3	3
CO3	2	3	2	2	3	3	3	3	3	2
CO4	2	2	2	3	3	3	3	3	3	2
CO5	3	3	3	2	3	2	2	3	3	2
W.AV	2.4	2.8	2.2	2.4	2.8	2.6	2.6	2.8	2.8	2.2

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

Mapping Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	3
CO2	2	3	2	3	3
CO3	3	3	3	3	2
CO4	2	3	3	3	3
CO5	2	2	2	3	2
W.AV	2.4	2.6	2.6	2.8	2.6

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

Semester-III					
Core 12	Course Code 415302	History of Europe from 1453 to 1789 CE	T	Credits 4	Hours 4
Unit-I					
Objective 1	To know the fall of Constantinople				
The Byzantine Era: Roman Empire's Three Heirs- The Byzantine, Islamic and Early Medieval Western World - Christianity, Islam and Byzantine culture.					
Outcome1	Analyzing the reasons and effects of the fall of Constantinople				K4
Unit II					
Objective 2	To assimilate the meaning of Renaissance				
Age of Renaissance: Meaning and Impact of Renaissance in Literature – Science – Art –Architecture and Philosophy- Geographical Discoveries					
Outcome2	To know the meaning of Renaissance				K3
Unit III					
Objective3	To know the world history				
Formation of Nation State: Spread of Christianity - Rise of Feudalism-Impact of Islam- Contribution to Education, Art and Philosophy–Nation States–Spain and Portugal– France– England.					
Outcome3	Critically evaluating different events in world history				K4
Unit IV					
Objective 4	To know the origin of Reformation				
Age of Reformation: Origin- Leaders- Effects-Counter-Reformation- The Age of Absolutism- James-I, Gustafus Adolphus, Louis XIV.					
Outcome4	Under the meaning of Reformation				K2
Unit V					
Objective5	To know the meaning and definition of a enlightenment				
Age of Enlightenment: The Meaning of Enlightenment- Fredrick II –Maria Theresa of Austria- Peter the Great of Russia- Joseph II of Austria- Age of Revolutions–American and French Revolution					
Outcome5	Analyze the Evaluating the various scientific developments during Enlightenment period and its contributions				K5
Suggested Readings:-					
Charles Grant Robertson, Sir.(1928). <i>A History of Western Europe, A.D. 1453- 1789: From The Fall Of Constantinople To The French Revolution</i> , (Benn's Sixpenny Library, and No.61.London.					
Fisher.H.A.I. (1936). <i>A History of Europe 1942</i> . UK: Edward Arnold.					
Hayes.C.J.H. (1962). <i>History of Europe Since 1500</i> . London: Macmillan New York.					
Hazen,(1945). <i>History of Modern Europe</i> . London: Oxford.					
Hobsbawm E.J.(1962). <i>The Age of Revolution, 1789–1848</i> .US: (Weiden feld &Nicolson.					
Mukherjee,L.(2014). <i>Europe Since The French Revolution,1740–1950</i> . Kolkata:MI.Mukerjee Publisher.					
.....(2014). <i>A Study of European History,1453-815</i> .Kolkata:MI. Mukerjee Publisher.					
Southgate.(2004). <i>History of Europe</i> . New Delhi: Aravali Books.					
Thomas Henry Dyer.(2000). <i>Modern Europe From The Fall Of Constantinople To The</i>					

Establishment Of German Empire, A.D1453–1871Volume–I,UK: Palala Press.

Online resources

https://vou.ac.in/slm/mah/MAH-102_History%20of%20Europe.pdf
<http://indianculture.gov.in/ebooks/history-modern-europe-1453-1789>
<https://history.washington.edu/divisions/europe-medieval-modern-times>
<https://lnabooks.com/product/modern-europe-1453-1789/>

K1- Remember K2- Understand K3- Apply K4- Analyze K5-Evaluate K6-Create

Course Designed by: Dr. T. Balasubramanian

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	L(1)	M(2)	M(2)	S(3)	M(2)	M(2)	L(1)	L(1)
CO2	M(2)	L(1)	M(2)	M(2)	L(1)	S(3)	L(1)	M(2)	M(2)	L(1)
CO3	M(2)	M(2)	L(1)	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO5	M(2)	L(1)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)
W.AV	2.2	1.6	1.6	1.8	1.8	3	1.8	2	1.8	1.4

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)	L(1)	L(1)
CO2	S(3)	S(3)	M(2)	M(2)	M(2)
CO3	S(3)	M(2)	M(2)	L(1)	M(2)
CO4	S(3)	M(2)	M(2)	S(3)	M(2)
CO5	M(2)	L(1)	M(2)	S(3)	M(2)
W.AV	2.8	2.2	2.2	2	1.8

S–Strong(3),M-Medium(2),L-Low(1)

Semester -III					
Core 13	Course Code 415303	Historiography & Methodology	T	Credits 4	Hours 4
Unit-I					
Objective 1	To explain the concepts related to history and its relationship with other disciplines				
History-An Overview: Definitions-Nature-Scope–Importance- History as a Science -History and its Auxiliary Sciences - Uses and Abuses –Lessons of History- Causation and Imagination in History - Structure - Kinds of History–Heuristics Operation, Criticism in History, Synthesis and Presentation.					
Outcome 1	Learners explain the writings of history from ancient to modern times.				K2
Unit–II					
Objective 2	To discuss various philosophies and interpretations of history				
Ancient and Medieval Historiography: Preconditions of Historiography - Greek - Herodotus–Thucydides- Greek Historical Method;Roman-LivyandTacitus;Chinese-Confucius;Christian Historical Consciousness - St. Augustine ; Medieval Muslim Literature - Ibn Khaldun.					
Outcome 2	Learners compare history to be aware of renowned historians and their Contributions to historical developments.				K2
Unit–III					
Objective 3	To examine the evolution of historical writing in the West				
Modern Historiography: The Impact of the Renaissance on Historiography -Machiavelli - Rationalist School(EdwardGibbon)-RomanticIdealism(Hegel)-Utilitarianism(J.S.Mill)-Positivism(Comte)-ScientificSocialism(KarlMarx) – Critical Scientific(Leopold Von Ranke) - English School (Trevelyan and Toynbee) - Social Theory (Oswald Spengler) - Post Modernism					
Outcome 3	Learners gain knowledge of different techniques in Historical Research methodology				K3
Unit–IV					
Objective 4	To examine the contribution of various historians to the development of Indian historiography				
Indian Historiography: Bana-Kalhana-Alberuni-AmirKushru-AbulFazl- Alexander Cunningham - Vincent A. Smith –Jayaswal, K.P. – Sarkar, JN. - Kosambi, D.D.- Sharma, R.S.-Majumadar R.C - Irfan Habib - Ranajit Guha – RomilaThapar- Robert Bruce Foot- Nilakanta Sastri, K.A. - Sathyanatha Iyer - Pillai, K.K., - Aiyangar, S.K. - Subramaniam.N - Rajayyan, K - Sheik Ali - Panikkar, K.M. - Manickam, S. - Iravadham Mahadevan – SadasivaPandarathar,T.V–Mahalingam. T.V. - Burton Stein - Noboru Karashima - Subbarayalu- Champakalakhsmi, R - Characteristics of Indian Historiography-Significance of Regional History – Recent Trends of Indian History.					
Outcome 4	Learners understand the historical context of the Indian society.				K2
Unit–V					
Objective 5	To explain the processes and procedures involved in the conduct of historical research				

Historical Research: Definition - Types of Research - Prerequisite of a Researcher- Selection of a Topic - Collection of Data- Review of Literature- Hypothesis - Objectives - Designing the Study - Project Outline - Sources - Methods of Historical Research: Historical Criticism - Objectivity and Subjectivity - Plagiarism - Documentation: Historical Citation- References - Footnotes - Tables and Charts – Bibliography Style Manuals – Chicago, MLA, APA.

Outcome 5	Learners evaluate the contribution of historians through ages.	K5
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Suggested Readings:-

- Benjamin, Jules R. (2010). *A Student's Guide to History. 11th ed.* Boston and New York. Black, Jeremy., MacRaid., (2000). *Studying History*, London: MacMillan.
- Carr, E. H. (1961). *What is History?*.UK: University of Cambridge Press.
- Collingwood, R. G.(1946).*The Idea of History*.UK:OxfordUniversityPress.
- Chakravarty. (2012). *History, Historical Thought and Historiography*. New Delhi: Pearson Education India.
- Chandrasekar, Y.K. (2012). *Historical Research Theory and Methods*, Kochi: Swasthic Publication
- Davidson., James West., Mark .(2010). *After the Fact: The Art of Historical Detection*. Boston: McGraw-Hill.
- Davies, Stephen. (2003). *Empiricism and History*. New York: Palgrave.
- EileenKa-MayCheng.(2012).*Historiography,anIntroductoryGuide*.UK:Bloomsbury PublishingPlc.
- Eley, Geoff. A. (2005). *Crooked Line: From Cultural History to the History of Society*. University of Michigan Press.
- Elton,G.R. (1969). *The Practice of History*. New York: HarperCollins.
- Ernst Breisach. (2007). *Historiography*. Chicago: The University of Chicago Press.
- Hobsbawm, Eric J. (1997). *On History*. London: Weidenfeld & Nicolson.
- Iggers, Georg G. (1997). *Historiography in the Twentieth Century :From Scientific Objectivity to the Postmodern Challenge*, London: Wesleyan University Press.
- John Lewis Gaddis. (2004). *The Landscape of History*. New York: OUP.
- Jonas Ahlskog. (2020). *The Primacy of Method in Historical Research: Philosophy of History and the Perspective of Meaning: 40 (Routledge Approaches to History)*. Routledge.
- Marc Bloch. (1954). *The Historian's Craft*. New York.
- Manickam,S.(1997).*TheoryofHistoryandMethodofResearch*.Madurai:Padumam Publishers.
- Marius, Richard.(1999). *A Short Guide to Writing about History*. NY: Longmans.
- Marwick, Arthur.(1989). *The Nature of History*. New York.
- Mary Lynn Rampolla.(2012). *A Pocket Guide to Writing in History, 7th ed.*
- Mc Cullagh., Behan, C. (1998). *The Truth of History*. London: Routledge.
- M.L.A. Handbook for Researchers Thesis and Assignment Written* (1990). New Delhi:WillyEastern.
- Ranajit Guha. (1993). *Subaltern Studies Vol. IV and V*. UK: University of Minnesota Press.
- Rajayyan,K. (1982). *History in Theory and Method:A study in Historiography*, Madurai: RajPublication.
- Rajendran,N. (2015). *Historiography*. Chennai: Clio Publication.

Simon Gunn., Lucy Faire. (2016). *Research Methods for History*. Edinburgh University Press Ltd.

Sen, S.P. (1973). *Historians and Historiography*. Calcutta: Institute of Historical Studies.

Sheik Ali. (1978). *History: Its Theory and Methods*. India: Macmillan.

Sreedharan, E. (2004). *A Textbook of Historiography 500 BC to AD 2000*. New Delhi: Orient Longman.

Storey, William Kelleher. (2004). *Writing History: A Guide for Students*. New York: Oxford Univ. Press.

Tej Ram Sharma. (2005). *Historiography, A History of Historical Writing*. New Delhi: Concept Publishing Company.

Upadhyay, Shashi Bhushan. (2016). *Historiography in the Modern World*. New Delhi: OUP.

Suggested Readings:

<https://edwardseducationblog.files.wordpress.com/2013/07/historical-method.pdf>

[http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History--](http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History--%20Research%20Methology%20in%20writing%20steps.pdf)

[%20Research%20Methology%20in%20writing%20steps.pdf](http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History--%20Research%20Methology%20in%20writing%20steps.pdf)

<https://www.britannica.com/biographies/history/history>

K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
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Course Designed by: Dr.R.Radha

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	2	2	2	3	2	2	3
CO2	3	2	3	2	3	3	2	3	3	2
CO3	2	3	3	2	2	3	3	2	3	3
CO4	2	3	2	2	2	3	2	2	3	3
CO5	3	2	3	3	3	3	3	2	3	2
W.AV	2.4	2.6	2.8	2.2	2.4	2.8	2.6	2.2	2.8	2.6

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	2
CO2	2	2	3	3	3
CO3	3	3	3	3	3
CO4	3	2	3	3	3
CO5	2	2	2	3	2
W.AV	2.6	2.4	2.6	3	2.6

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

III-Semester					
Core 14	Course Code: 415304	Social Religious Movement in Modern India	T	Credits 4	Hours 4
Unit-I					
Objective1	To trace the Structure of Modern Indian society and its formation				
Background: Indian Renaissance- Social and Religious Conditions during the early Modern Period- Impact of British Rule					
Outcome 1	Understand the Early Social Religious Condition of Modern				K3
Unit II					
Objective 2	To know the major religious reform movements in the 19th century				
Major Religious Movements : Hinduism: Brahma Samaj – Arya Samaj –Prathana samaj- young Bengal movement- Ramakrishna Mission - Vallalar’s Sanmarka Sangam - - Islamism: Aligarh Movement - Khilafat Movement - Christianity: Missionaries - Jesuits - Neo Buddhist Movement –Parsi Reform Movements- Sikh Reform Movements- Theosophical Movements					
Outcome 2	Evaluate the categories of major religious reform movements				K4
Unit III					
Objective3	To trace the reasons for temple entry movement and social uprising movements				
Secular Movements : Temple Entry Movement - Shree Narayana Dharma Paripalana - Self Respect Movement - Depressed Class Movements - Dalit Movements - Dravidian Movement – Bhoodan Movement - Social Reform Movements					
Outcome 3	Know the real history of the social causes behind the movement				K5
Unit IV					
Objective 4	To trace the emergence of different social reforms leaders				
Contributions of Major Leaders: <u>Raja Rammohan Roy</u> - Rebendranath Tagore- Henry Louis - Ishwar Chandra Vidyasagar - Jyotira Phule - Swami Dayanand Saraswati- B.R.Ambedkar – M.K.Gandhi - Swami Vivekananda – Sir Syed Ahmed Khan -Annie Besant.					
Outcome 4	Discuss the Eminence of Different leaders of social reforms				K2
Unit V					
Objective 5	To enact the law against the social evils in Modern Society				
Legislation towards Social and Religious Reforms : Abolition of Sati- Preventing Female Infanticide- Widow Remarriage – Controlling Child Marriage – Sarada Act- Introduction of Modern Education.					
Outcome 5	Analyze the legal steps against the social evils.				K3
Suggested Readings:-					
AmbedkarB. R., (2017), <i>Castes in India: Their Mechanism, Genesis and Development</i> ,Create Space Independent Publishing, United States,					
Bandyopadhyay Sekhar., (2006). <i>From Plassey to Partion – A History of Modern India</i> , Orient Blackswan, New Delhi,.					
Chandra, Bipan,(2000). <i>India’s Struggle for Independence</i> , Penquin, United Kingdom,					
Desai, A.R. (1975). <i>Society in India</i> , Popular Prakashan, New Dlehi,					
Desai, A.R.,(1986) <i>Social Background of Indian Nationalism</i> (Mumbai, Popular Prakashan, .					
Gandhi, Mohandas K., (1981) <i>.Autobiography or The Story of My Experiments with Truth</i> (London 1966; Ahmedabad, Navajivan					
Gover. B.L., (2016) <i>.A New Look at Modern Indian History: Form 1707 To The Modern Times</i> , Chand					

Publication , New Delhi,
 Majumdar, R.C.(1960). (ed) *History and Culture of Indian People*, Bharatiya Vidya Bhavan, Bombay, Relevant Vol.
 Nanda, B.R., (1968).*Mahatma Gandhi* (Delhi, Allied Publishers, .
 Nehru, Jawaharlal., (1936) *A.n Autobiography* (London, .
 Raychaoudhary, S.C., (2010). *History of Modern India*, Surjeet Publications, New Delhi, .
 Sarkar Sumit, (2018), *Caste in Modern India*, Permanent Black Publishing, New Delhi,
 Sarkar, Sumit, (1983).*Modern India 1885 – 1947*, Macmillan, Delhi,
 Sen S.N., (2006).*History of Modern India*, New Age International Publishing, New Delhi,
 Vivekananda Swami,(1989), *The Complete Works of Swami Vivekananda*, Advaita Ashrama, Jaipur,

Online resources

<https://global.oup.com/academic/product/social-and-religious-reform-9780195677027>

<https://oxfordre.com/asianhistory/viewbydoi/10.1093/acrefore/9780190277727.013.382>

<https://www.aspireias.com/upsc-related-facts-and-data/General-Features-of-Socio-religious-reform-movements>

K1- Remember K2- Understand K3- Apply K4- Analyze K5-Evaluate K6-Create

Course designed by: Dr.T.Balasubramanian

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	M(2)	S (3)	M(2)	M(2)	M(2)	L(1)
CO2	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	L(1)	M(2)	L(1)	L(1)
CO3	M(2)	M(2)	M(2)	M (2)	L(2)	S(3)	S(3)	M(2)	M(2)	M(2)
CO4	S(3)	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)	L (1)	S(3)	M(2)
CO5	M(2)	L(1)	L (1)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)
W.AV	2.4	2.2	2.0	2.2	2.2	2.6	2.2	1.8	2.0	1.4

S–Strong (3), M-Medium (2), L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)	L(1)	L(1)
CO2	S(3)	M(2)	M(2)	S(3)	M(2)
CO3	M(2)	M(2)	S(3)	M (2)	M(2)
CO4	S(3)	L(1)	M(2)	M(2)	M(2)
CO5	S (3)	L(1)	M(2)	S(3)	M(2)
W.AV	2.8	1.8	2.4	2.2	1.8

S–Strong(3),M-Medium(2),L-Low(1)

Semester - III					
Core 15	Course Code: 415305	International Relations	T	Credits 4	Hours 4
Unit - I					
Objective 1	To explain the Nature and Scope of International Relations				
Introduction to International Relations: Nature and Scope of International Relations – Theories of International Politics – National Power and National Interest – Balance of Power and its relevance – Collective Security –Determinants of Foreign Policy and Diplomacy.					
Outcome 1	Students evaluate the Nature and Scope of International Relations				K5
Unit - II					
Objective 2	To disseminate the United Nations Organization in International Relation				
United Nations Organization: Structure, Power and Functions of U.N.O –Specialized Agencies of U.N.O. – Reformation and Revision of the U.N.O –Challenges before the U.N.O – Evaluation of the U.N.O.					
Outcome 2	Students understand the United Nations Organization in International Relation				K2
Unit - III					
Objective 3	To explain the Contemporary Relevance of Cold war				
Contemporary Relevance of Cold war: Origin, Meaning and Basis of ColdWar – Different Phases of Cold War – Implications and Impact of Cold War –End of Cold War - Collapse of the Soviet Union and the Unipolar World System– Foreign Policies of USA, USSR, China and India.					
Outcome 3	Students analyze the Contemporary Relevance of Cold war				K4
Unit - IV					
Objective 4	To understand the Arms Race, Nuclear Disarmament and Terrorism				
Arms Race, Nuclear Disarmament and Terrorism: General factors pertaining to Arms Race and Nuclear Disarmament – Arms Control Treaties: PTBT, NPT,CTBT, SALT – I & II, START etc., East West Military Confrontation – Impact of Nuclear Weapons on International Politics – History of Terrorism –Definitions of Terrorism – Terrorism and Counter Terrorism on International Politics.					
Outcome 4	Students understand the Arms Race, Nuclear Disarmament and Terrorism				K2
Unit - V					
Objective 5	To estimate the Regional Organizations				
Regional Organizations: Military Pacts: NATO, SEATO, CENTO, ANZUS,Warsaw Treaty, COMECON etc., Idea of Regionalism: OAS, APEC, NAFTA, E.U, BRICS, G7, G15, Arab League, OPEC, OAU, Common Wealth, ASEAN,NAM and the Third World Countries.					
Outcome 5	Students remember the Regional Organizations				K1

Suggested Readings:-

Carr E.H. (1966) *International Relations between two Worlds War*, Macmillan & Co.
 Grenville J. A. S. (2005) *A history of the world from the 20th to the 21st Century*, Routledge, London.
 Jha, Nalini Kant. (2000), *India's Foreign Policy in a Changing World*, New Delhi, South Asia Publishers.
 John Young. (2004), *International relations since 1945: A Global history*, New Delhi, OUP.
 Kauti Bajpai. (2005), *International Relations in India Bringing theory back home*, Hyderabad, Orient Longmans.
 Palmer & Perking. (1980) *International Relations*, Lucknow, Prakasam Publication.
 Palmer Perkins. (2004) *International Relations*, New Delhi, AITBS Publishers and Distributors.
 Prasad, Bimal. (1966) *Origins of India's Foreign Policy*, Bombay, Orient Longman.
 Robert, Jackson. (2003) *Introduction to International Relations*, New Delhi, Oxford University Press.
 Schunann Frederick Lewis. (1933) *International Politics: An Introduction to the Western State System*, McGrawHill Book.
 Stephen, P Cohen. (2001) *India Emerging Power*, New Delhi, Oxford University Press.
 Stephanie Lawson. (2003) *International Relations*, UK, Polity, 2003.
 Vinay Kumar Malhotra. (2001), *Theories and Approaches to International Relations*, New Delhi, Anmol Publications Pvt.

Online Resources

<https://www.britannica.com/topic/international-relations>

https://www.researchgate.net/publication/339953997_INTERNATIONAL_RELATIONS-_AN_INTRODUCTION?_sg%5B0%5D=zjXuAu9W9Pal0vyWfJohS_CTqfPXilyLtEkMvBAMgzRHq-DB4Yk7UthA-H0mDWB5Bh1qauwifH3NnKgm2Lt1nkuntOIWwzofyYmKSHsf.QyMtKA5Vg9SBzSinFl8MYxeqBIQjCmzar0TyyktzKYPXYfGXvwSGKiBXL2KDnCC1EBliw6LNDtGQEVgYOsbw

K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
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Course designed by: **Dr.S.Santhi**

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	3	1	2	2	1	2	3	2
CO2	3	2	3	1	2	2	1	1	3	2
CO3	2	3	2	3	2	3	3	3	2	2
CO4	2	2	2	3	1	3	3	2	2	3
CO5	3	3	2	3	1	2	3	1	2	1
W.AV	2.2	2.8	2.4	2.2	1.6	2.4	2.2	1.8	2.4	2

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	3	1
CO2	1	2	2	3	3
CO3	3	3	2	2	2
CO4	2	2	1	2	2
CO5	1	3	1	2	3
W.AV	1.8	2.8	1.6	2.4	2.2

Semester -III					
DSE 3	Course Code 415505	History for Competitive Examinations	T	Credits 4	Hours 5
Unit-I					
Objective 1	To understand the history of ancient India through its empires.				
ANCIENT INDIA : Sources - Pre-history and Proto-history - Indus Valley Civilization - Aryans and Vedic Period - Period of Mahajanapadas - Mauryan Empire - Post - Mauryan Period (Indo-Greeks, Sakas, Kushanas, Western Kshatrapas) – Guptas.					
Outcome 1	Students will analyse of prehistory and Indus valley civilization in ancient India.				K4
Unit-II					
Objective 2	To study the Delhi sultanate, Mughal and South Indian kingdoms.				
MEDIEVAL INDIA: Early Medieval India(750-1200) - Establishment of the Delhi Sultanate - Political Developments and Economy: Rise of Provincial Dynasties: Bengal, Kashmir (Zainul Abedin), Gujarat, Malwa, Bahmanids - The Vijayanagra Empire - Mughal Empire - Decline of the Mughal Empire .					
Outcome 2	Students will evaluate of Medieval Indian empires and their achievements □				K5
Unit-III					
Objective 3	To know the significant role of the national movement from company rule to pre-Gandhian era.				
MODERN INDIA : European Penetration into India - British Expansion in India - Early Structure of the British Raj - Impact of British Colonial Rule- Social and Religious Reform movements - Indian Response to British Rule (Rangpur Dhing (1783), the Kol Rebellion (1832), the Mopla Rebellion in Malabar (1841-1920), the Santal Hul (1855), Indigo Rebellion (1859- 60), Deccan Uprising (1875) and the Munda Ulgulan (1899- 1900); The Great Revolt of 1857).					
Outcome 3	Students will understanding the importance of the struggle for freedom and its Results				K2
Unit-IV					
Objective 4	To perceive the life and mission of many martyrs of India.				
PRE AND POST GANDHIAN ERA: A. Factors leading to the birth of Indian Nationalism - Politics of Association - The Foundation of the Indian National Congress(INC) - Early Congress leadership - the Moderates and Extremists - The Partition of Bengal (1905); B. The beginning of revolutionary extremism in India - Rise of Gandhi - the Non-cooperation Movement - Civil Disobedience movement- Simon Commission - ; the Round Table Conferences - the Quit India Movement - Transfer of power - the politics of partition - Independence .					
Outcome 4	Students will assess the role of governments towards the development of a nation since Independence.				K5
Unit-V					
Objective 5	To possess knowledge in the making of contemporary India.				
INDIAN CONSTITUTION : Historical Background – Making of the Constitution – Salient Features of the Constitution – Preamble – Union and its territory – Citizenship – Fundamental Rights – Directive Principles of state Policy – Fundamental Duties – Amendment of the Constitution – Basic Structure of the Constitution.					
Outcome 5	Students will understand the need of Indian history for contemporary competitive examinations.				K2

Suggested Readings:-

- Agarwal J.C., (2009). *The Ancient, Medieval & Modern Indian History*. New Delhi: S.Chand&Co.
- Agarwal R.N.(1956) *National Movement and Constitutional Development of India*, New Delhi: Messers Metropolitan Book Co.
- Basu,D.D.(2003). *Introduction to the Constitution of India*. New Delhi: Wadhwa Nagpur.
- Bipan Chandra. *India after Independence*. Bipan Chandra. *Modern India*.
- Chakravarty (1999). *Freedom Fighters of India*.Delhi: Crest Publishing House.
- Grover,B.L.Grover,S.(2008). *A New Look at Modern Indian History From 1707 to the Modern Times*. New Delhi.
- Laxmikanth,(2017). *Indian Polity*15th edition . Chennai: Mcgraw Hill Education.
- Maheshwari, S.R. (2001). *Indian Administration*. New Delhi: Orient Blackswan.
- Michael Edwards. (2011). *British India 1772-1947*. New Delhi: Rupa Publications.
- Pramod Singh Parashar .*Trueman's Indian History*. New Delhi: Kanishka Publications.
- Sarkar Sumit, (1983).*Modern India 1885 –1947*. New Delhi: Macmillan.
- Shailesh Chandra, (2009) *Medieval India (1200 – 1800)*.New Delhi: Alfa Publications.
- Sharma,P.D.Sharma,B.M.(2009). *Indian Administration Retrospect and Prospect*. New Delhi: Rawat Publications.
- Vishnu Bhagavan, VidhyaBhushan. (2005) *Indian Administration*. New Delhi: S.Chand& Co.

Online Resources:

- <https://www.britannica.com/place/India/History>
- <https://www.examsbook.com/indian-history-questions-for-competitive-exams>
- <https://gkfundu.com/important-question-on-indian-history/>
- <https://asiasociety.org/india-historical-overview>

K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
Course Designed by: Dr.R.Radha					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	2	3	3	2	3	3	2
CO2	3	3	2	2	3	3	2	3	3	2
CO3	3	3	2	2	3	3	2	3	3	2
CO4	3	3	2	2	3	2	2	3	2	2
CO5	3	3	2	2	3	3	2	3	3	3
W.AV	3	3	2	2	3	2.8	2	3	2.8	2.2

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
W.AV	3	3	2	3	2

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

Semester -III					
DSE 3	Course Code 415506	Gender Studies	T	Credits 4	Hours 5
Unit-I					
Objective 1	To impart a significant body of knowledge to students about the social construction of gender in various cultural contexts from diverse disciplinary perspectives				
Introduction: Types of Gender, Gender Roles and Gender Division of Labor • Gender Socialization and Gender Stereotyping • Gender Stratification and Gender Discrimination.					
Outcome 1	Learners discuss the social construction of gender				K2
Unit-II					
Objective 2	To elaborate on the concept of patriarchy and male dominance in society and its impact on women				
Gender and Development: Development - changing concept – from growth to development - concept of human development - Women’s role in Development - Different approaches to development: WID - WAD and GAD					
Outcome 2	Learners Assess the concepts of patriarchy and male dominance in the society				K2
Unit-III					
Objective 3	To make the student understand the concepts of masculinity and femininity as analytical categories				
Gender Planning: Human Development Index – Methods of Activity at Gender Based Analysis – Gender Related Development Index - Gender Empowerment Measures – Mainstreaming Gender development policies – Paradigm shift from women well being to Women’s Empowerment; Gender needs – practical and strategic.					
Outcome 3	Learners Outline the concepts of masculinity and femininity as analytical categories				K2
Unit-IV					
Objective 4	To inculcate insights on basic gender concepts and multiple forms of oppression and marginalization				
Globalization: Economic and social Aspects - Impact of Globalization in the light of multiple roles of women - Structural Adjustment Program and Employment of Women.					
Outcome 4	Learners analyze the social differences between men, women, and other gender identities in the society				K4
Unit-V					
Objective 5	To develop the understanding of gender with respect to power that acknowledges the inter sectionality of race, class, sexuality, ethnicity, ability, and other social categories.				
Women’s Movement in India: Women and National Movements, Campaigns by women’s movement around 1960s and 70s – Anti – Price, Anti- Dowry, Caste, gender and class intersections, Patriarchal state and rights of women.					
Outcome 5	Learners discuss gender with respect to power that acknowledges the intersectionality of different social categories				K2

Suggested Readings:-

Jain Devaki (2005) "Women development and the UN: A Sixty year quest for equality and justice". Bloomington, Indiana University

Momsen J. H. (2010) "Gender and Development, 2nd edition", New York, Routledge

Pubantz, J. & Allphin Moore Jr., J. (2008) "Encyclopedia of United Nations". New York, Infobase Publishing.

Schechter M G (2005) "United Nations Global Conferences" New York, Routledge

Vishwanthan N. Ed (2006) "The women gender and development reader". New Delhi, Zubaan

Dreze J & Sen A (2002) "India economic development and social opportunity". New Delhi, OUP

Gupta A. S. et. al (Eds.) (2005) "Reflections of the right to development, centre for development and human rights". New Delhi, Sage Publication

Porter M. and Judd E. (1999) "Feminists doing development" London, Zed books

Sen G. & Caren G. (1985) "Development crisis and alternative visions: Third world women's perspectives". New Delhi, Institute of Social Studies Trust.

Sen M. and Sivakumar A. K (2002) "Women in India How free, How equal?" New Delhi, UNDP India.

Online Resources:

<https://daily.jstor.org/reading-listgender-studies/>

<https://openbooks.library.umass.edu/introwgss/>

<https://www.nature.com/articles/palcomms201518>

K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
Course Designed by: Dr.R.Radha					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	2	3	2	3	3	3
CO2	2	3	2	3	3	2	3	2	2	2
CO3	3	3	2	2	2	3	2	3	3	3
CO4	3	2	3	2	3	3	3	2	2	2
CO5	3	3	3	3	2	2	3	2	2	2
W.A V	2.8	2.8	2.6	2.6	2.4	2.6	2.6	2.4	2.4	2.4

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2
CO2	2	3	2	3	3
CO3	3	3	2	3	2
CO4	3	2	3	2	3
CO5	2	3	2	3	2
W.AV	2.6	2.8	2.4	2.8	2.4

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

Semester -IV			
CC	Core 16	Credits	H/W
	Dissertation Work	14	30

Semester –II- NME					
NME	Course Code	General Studies for Competitive Examination	T	Credits	Hours
				2	3
Unit-I					
Objective 1	To understand the history of ancient India through its empires.				
Ancient India : Sources - Pre-history and Proto-history - Indus Valley Civilization - Aryans and Vedic Period - Period of Mahajanapadas - Mauryan Empire - Post - Mauryan Period (Indo-Greeks, Sakas, Kushanas, Western Kshatrapas) – Guptas.					
Outcome 1	Students will analyse of prehistory and Indus valley civilization in ancient India. □				K4
Unit–II					
Objective 2	. To study the Delhi sultanate, Mughal and South Indian kingdoms.				
Medieval India: Early Medieval India(750-1200) - Establishment of the Delhi Sultanate - Political Developments and Economy: Rise of Provincial Dynasties: Bengal, Kashmir (Zainul Abedin), Gujarat, Malwa, Bahmanids - The Vijayanagra Empire - Mughal Empire - Decline of the Mughal Empire.					
Outcome 2	Students will evaluate of Medieval Indian empires and their achievements □				K5
Unit–III					
Objective 3	To know the significant role of the national movement from company rule to pre-Gandhian era.				
Modern India : European Penetration into India - British Expansion in India - Early Structure of the British Raj - Impact of British Colonial Rule- Social and Religious Reform movements - Indian Response to British Rule (Rangpur Dhing (1783), the Kol Rebellion (1832), the Mopla Rebellion in Malabar (1841-1920), the Santal Hul (1855), Indigo Rebellion (1859- 60), Deccan Uprising (1875) and the Munda Ulgulan (1899- 1900); The Great Revolt of 1857)					
Outcome 3	Students will understanding the importance of the struggle for freedom and its Results				K2
Unit–IV					
Objective 4	To perceive the life and mission of many martyrs of India.				
Pre and Post Gandhian Era: A. Factors leading to the birth of Indian Nationalism - Politics of Association - The Foundation of the Indian National Congress(INC) - Early Congress leadership - the Moderates and Extremists - The Partition of Bengal (1905); B. The beginning of revolutionary extremism in India - Rise of Gandhi - the Non-cooperation Movement - Civil Disobedience movement- Simon Commission - ; the Round Table Conferences - the Quit India Movement - Transfer of power - the politics of partition - Independence					
Outcome 4	Students will assess the role of governments towards the development of a nation Since Independence.				K5
Unit–V					
Objective 5	To possess knowledge in the making of contemporary India.				

Indian Constitution : Historical Background – Making of the Constitution – Salient Features of the Constitution – Preamble – Union and its territory – Citizenship – Fundamental Rights – Directive Principles of state Policy – Fundamental Duties – Amendment of the Constitution – Basic Structure of the Constitution.

Outcome 5	Students will understand the need of Indian history for contemporary competitive Examinations.	K2
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Suggested Readings:-

Agarwal J.C., (2009). *The Ancient, Medieval & Modern Indian History*. New Delhi: S.Chand & Co.
 Agarwal R.N.(1956) *National Movement and Constitutional Development of India*, New Delhi, Messers Metropolitan Book Co.
 Basu,D.D.(2003). *Introduction to the Constitution of India*. New Delhi: Wadhwa Nagpur.
 Bipan Chandra. *India after Independence*. Bipan Chandra. *Modern India*.
 Chakravarthy (1999). *Freedom Fighters of India*. Delhi: Crest Publishing House. Grover,B.L.
 Grover,S.(2008). *A New Look at Modern Indian History From 1707 to the Modern Times*. New Delhi. S.Chand & Company.
 Laxmikanth,(2017). *Indian Polity*15th edition . Chennai: Mcgraw Hill Education. Maheshwari, S.R. (2001). *Indian Administration*. New Delhi: Orient Blackswan.
 Michael Edwards. (2011). *British India 1772-1947*. New Delhi: Rupa Publications.
 Pramod Singh Parashar .*Trueman’s Indian History*. New Delhi: Kanishka Publications.
 Sarkar Sumit, (1983).*Modern India 1885 –1947*. New Delhi: Macmillan.
 Shailesh Chandra, (2009) *Medieval India (1200 – 1800)*.New Delhi: Alfa Publications.
 Sharma,P.D. Sharma,B.M.(2009). *Indian Administration Retrospect and Prospect*. New Delhi: Rawat Publications.
 Vishnu Bhagavan, Vidhya Bhushan. (2005) *Indian Administration*. New Delhi: S.Chand& Co.

Online Resources:

- <https://www.britannica.com/place/India/History>
- <https://www.examsbook.com/indian-history-questions-for-competitive-exams>
- <https://gkfundu.com/important-question-on-indian-history/>
- <https://asiasociety.org/india-historical-overview>

K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
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Course Designed by: Dr.R.Radha

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	2	3	3	2	3	3	2
CO2	3	3	2	2	3	3	2	3	3	2
CO3	3	3	2	2	3	3	2	3	3	2
CO4	3	3	2	2	3	2	2	3	2	2
CO5	3	3	2	2	3	3	2	3	3	3
W.AV	3	3	2	2	3	2.8	2	3	2.8	2.2

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
W.AV	3	3	2	3	2

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

Semester – III					
NME	Course Code	Cultural Heritage of India	T	Credits	Hours
				2	3
Unit - I					
Objective 1	To study the scope and evolution of Culture of India				
Culture: Definition of Culture - Nature and importance- Components of Culture -Types of Culture - Elements of Culture - Evolution and development of Culture in India.					
Outcome 1	Students Evaluate the scope and evolution of Culture of India				K5
Unit - II					
Objective 2	To know the importance of Indian Culture				
Characteristics of Indian Culture: Meaning, Definition –Features of Cultural Heritage - Scope of Cultural Heritage in India - Impact of Cultural Heritage - History of Cultural and Pilgrimage Heritage in India					
Outcome 2	Students understand the importance of Indian Culture				K2
Unit - III					
Objective 3	To focus the important cultural Heritage Monuments				
Pilgrim Sites: Varanasi – Kailash – Manasoroovar - Rishikesh- Badrinath- Ketharinath- Rameshwaram- Sanchi-Nalanda- Saranath- Lumbini- Mt.Abu- Saravana Belagolo - Nagore Dargah- Amiritsaras - Velankanni Church.					
Outcome 3	Students Remember the important cultural Heritage Monuments				K1
Unit - IV					
Objective 4	To learn the evolution of Arts, Architecture, Folk Art and Handicrafts				
Architecture: Forts - Palaces - Indian Paintings- Performing Arts of India - Dances: classical -folk - Indian Music - Musical instruments – Handicrafts: Textiles - clay works - stone works - woodworks - Craft Melas- Craft Villages of India.					
Outcome 4	Students analyze the evolution of Arts, Architecture, Folk Art and Handicrafts				K4
Unit - V					
Objective 5	To provide knowledge on the role of fairs and festivals of Indian Culture				
Fairs and Festivals: Kumbhamela- Pushkar Fair - Ganga Sagar - Baneshwar - Sonapur Cattle - Tarnetar - Banganga - Festivals : National Festivals - Bikaner - Ladakh - Lucknow - National Kite - Gangaur - Diwali - Ramzan - Christmas- State : Festivals - Pongal - Buddha purnima- Mahavir Jayanthi - Baisakhi, Dhashara - Pooram.					
Outcome 5	Students understand the role of fairs and festivals of Indian Culture				K2
Suggested Readings:- Brown Percy. ,(2010). <i>Indian Architecture (Buddhist and Hindu)</i> , D.B. Taraporevala Sons & Company Bombay Brown Percy. (2010). <i>Indian Architecture (Islamic period)</i> , D.B. Taraporevala Sons & Company, Bombay.					

<p>Gupta. S.P., Lal. K., Bhattacharya.M. (2002). <i>Cultural Tourism in India</i>, DK Print. Hussain.S.A., (1987).<i>The national culture of India</i>, National Book Trust, New Delhi. Jain, Jyotindra & Arti, Aggrawala. (1989). National Handicrafts and Handlooms Museum, Mapin Publishing, New Delhi.</p>					
<p>Online Resources https://byjus.com/free-ias-prep/unesco-world-heritage-sites-india-for-upsc-prelims-exam/ https://ignca.gov.in/Asi_data/5382.pdf https://unacademy.com/content/upsc/study-material/general-awareness/indian-culture-and-heritage/</p>					
K1- Remember	K2- Understand	K3- Apply	K4- Analyze	K5-Evaluate	K6-Create
Course designed by: Dr.S.Santhi					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	3	1	2	2	1	2	3	2
CO2	3	2	3	1	2	2	1	1	3	2
CO3	2	3	2	3	2	3	3	3	2	2
CO4	2	2	2	3	1	3	3	2	2	3
CO5	3	3	2	3	1	2	3	1	2	1
W.AV	2.2	2.8	2.4	2.2	1.6	2.4	2.2	1.8	2.4	2

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	3	1
CO2	1	2	2	3	3
CO3	3	3	2	2	2
CO4	2	2	1	2	2
CO5	1	3	1	2	3
W.AV	1.8	2.8	1.6	2.4	2.2

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Educational qualification:

- Ph.D

Professional experience:

- Professor & Head - University of Madras

Honours and Awards:

- Best Teacher Award” Teachers’ Day Celebration- 2020

Recent publications:

- Journals and Books – 40 National and International levels
- Books -2
- Completed, two (02) major projects of the UGC funded by the Ministry of HRD, Govt. of India
- Major Projects - 02

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Educational qualification:

- Ph.D. (History)
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Professional experience:

- Associate Professor - University Malaya
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- Lecturer - University Malaya.
- Senior Lecturer – Tamil University

Honours and Awards:

- Perkhidmatan, Year 2020

Recent publications:

- Sivachandralingam Sundara Raja, "Thamboosamy Pillai and the Colonial Elite of British Malaya", Journal of the Malayan Branch Royal Asiatic Society, June 2021, Vol. 94, Pt. 1, No. 320, pp. 101-118.
- Aishah Bee Ahmad Tajudeen and Sivachandralingam Sundara Raja, "Malaysia's Private Higher Education Sector as Provider of Accesibility: A Wider View of its Historical Growth and Roles vis-a-vis the Public Higher Education Sector", Sejarah, No. 3, Vol. 1, 2021, pp. 143-171.
- Ahmad Dahiru Aminu and Sivachandralingam Sundara Raja, "Implementation of the ECOWAS Collective Security Framework: The Role of Multilateral Cooperation in the Liberian Crisis", African Security Review, 2021.
- M.Utaman Raman and Sivachandralingam Sundara Raja, "Indian Agent Involvement in the Establishment of Permanent Settlement for the South Indian Labouring Community", 1923-1941", Vol. 39, No. 1.2021

Cumulative Impact factor:

Total Citation: 23

h- index: 3

i10-index:

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- M.A.
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- Associate Professor - Bharathidasan University
- Director, Centre for Nehru Studies, Bharathidasan University
- Head - Department of History, Bharathidasan University

Recent publications:

- "Preventive and Control Programme of Leprosy in Tamil Nadu after Independence", Our Heritage, Vol-68-Issue-1-January-2020, pp.5455-5473. ISSN: 0474-903.
- "Prevention and Control Programme of HIV/ AIDS in Tamil Nadu – A Historical Study", Kanpur Philosophers, Vol.8 Issue 1 (B) 2021, pp. 355 – 362. ISSN: 2348 – 8301.
- "History of Quarantine – An Overview", Journal of Modern Tamizh Research, January – March 2021, Vol. 9 No.1 pp.1122 –1129. ISSN: 2321 – 984X
- "Early Tamil Cinema: A Historical Perspective", The Mirror, Vol-8, October2021, pp. 75 – 84. ISSN: 2348-9596.

Cumulative Impact factor:

Total Citation:

h- index:

i10-index:

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Educational qualification:

- M.A Ancient History and Archaeology
- M.Phil Ancient History and Archaeology
- Ph.D Epigraphy and Archaeology

Professional experience:

- Former Dean – Tamil University, Thanjavur
- Director In –Charge – DDE, Tamil University, Thanjavur
- Advisory Committee Member for Excavations Dept. of State Archaeology, Govt of Tamil Nadu
- Director for IQAC

Honours and Awards:

-
-

Recent publications:

- Mother Goddess worship in Tamil nadu, Amaravathi, Felicitation Volume for Professor P.Shanumugam.
- Recent Archaeological Excavations in Tamil Nadu- Nair Endowment Lecture published by Egmore Museum, Govt. of Tamil Nadu
- Revenue Transaction under Krishnadevaraya from Tirumala Tirupati Inscriptions published by ICHR under auspicious of 500 years birth ceremony of Krishnadevaraya,
- Origin and Development of Tamil Brahmi Script in south Indian History Congress
- Madras- the place name its origin – Place Name Society of India

Cumulative Impact factor:

Total Citation:

h- index:

i10- index:

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Educational qualification:

- M.A., (His.),
- M.Phil.,
- Ph.D.,
- PGDPM&IR.,
- UGC –NET

Professional experience:

- Assistant Professor
- Head i/c

Honours and Awards:

- Lifetime Achievement Award
- Mahatma Gandhi International Nobel Peace Award
- Adharsh Vidya Saraswati Rashtriya Puraskar
- Academic Excellence Award

Recent publications:

- Herstories In Contemporary Indian Films, American Journal Of Economics And Sociology
- Digital Innovation, Transformation And Disruption Of Higher Education,
- Multi Model Devices For Logistics And Supply Chain Management
- Impact Of Brand Promotion On Market Performance, Journal Of Positive School Psychology, Volume 6, Year 2022, Pages 7159--7172

Cumulative Impact factor:

Total Citation: 860

h- index: 14

i10- index: 11

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Educational qualification:

- M.A
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- Ph.D

Professional experience:

- Assistant Professor

Recent publications:

- [Did Black Pepper Cause Rewrite Transoceanic Trade And Commerce In Kaveripoompattinam Coromandel Coast](#), Journal Of Natural Remedies
- [Mahatma Gandhi's Life And Freedom Struggle](#), Journal Of Shanghai Jiaotong University (Science)
- [Fossils And Myths Connection Between The Thirumayam Fort Rock And The Mahabalipuram Krishna's Butter Ball?](#) National Journal Of Advanced Science And Technology

Cumulative Impact factor:

Total Citation: 16

h- index: 2

i10- index:

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