

DEPARTMENT OF HISTORY

COURSE STRUCTURE & SYLLABI
(For the students admitted from year 2023-2024 onwards)

Programme : B.A. History



JAMAL MOHAMED COLLEGE (AUTONOMOUS)
Accredited with A++ Grade by NAAC (4th Cycle) with CGPA 3.69 out of 4.0
(Affiliated to Bharathidasan University)
TIRUCHIRAPPALLI – 620 020

B.A. HISTORY

Sem	Course Code	Part	Course Category	Course Title	Ins. Hrs/ Week	Credit	Marks		Total
							CIA	ESE	
I	23U1LT1/LA1/LF1/LH1/LU1	I	Language - I		6	3	25	75	100
	23UCN1LE1	II	English - I	English for Communication -I	6	3	25	75	100
	23UHS1CC1	III	Core - I	History of India upto 647 C.E.	4	4	25	75	100
	23UHS1CC2		Core - II	History of Tamil Nadu upto 850 C.E.	4	4	25	75	100
	23UHS1AC1		Allied - I	Human Rights in India	4	3	25	75	100
	23UHS1AC2		Allied - II	Modern Political Theory	4	3	25	75	100
	23UCN1AE1	IV	AECC - I	Value Education	2	2	-	100	100
Total					30	22			700
II	23U2LT2/LA2/LF2/LH2/LU2	I	Language - II		6	3	25	75	100
	23UCN2LE2	II	English - II	English for Communication-II	6	3	25	75	100
	23UHS2CC3	III	Core - III	History of India from 647 C.E. to 1526 C.E.	4	4	25	75	100
	23UHS2CC4		Core - IV	History of Tamil Nadu from 850 C.E. to 1529 C.E.	4	4	25	75	100
	23UHS2AC3		Allied - III	Indian Geography	4	3	25	75	100
	23UHS2AC4		Allied - IV	Mass Communication	4	3	25	75	100
	23UCN2SS	IV	Soft Skills Development	Soft Skills Development	2	2	-	100	100
	23UCN2CO	V	Community Outreach	JAMCROP	-	@	-	-	@
	23U2BT1/ 23U2AT1		Basic Tamil - I / Advanced Tamil - I	எழுத்தும் இலக்கியமும் அறிமுகம் - I/ தமிழ் இலக்கியமும் வரலாறும் - I	-	-	-	100 [#]	-
Total					30	22			700
@Only grades will be given									
III	23U3LT3/LA3/LF3/LH3/LU3	I	Language - III		6	3	25	75	100
	23UCN3LE3	II	English - III	English for Communication-III	6	3	25	75	100
	23UHS3CC5	III	Core - V	History of India from 1526 C.E. to 1707 C.E.	4	4	25	75	100
	23UHS3CC6		Core - VI	History of Tamil Nadu from 1529 C.E. to 1800 C.E.	4	4	25	75	100
	23UHS3AC5		Allied -V	Tourism and Hospitality Management	3	3	25	75	100
	23UHS3AC6		Allied - VI	Indian Administration	3	3	25	75	100
	23UHS3GE1	IV	Generic Elective - I		2	2	-	100	100
	23UCN3AE2		AECC - II	Environmental Studies	2	2	-	100	100
Total					30	24			800
IV	23U4LT4/LA4/LF4/LH4/LU4	I	Language - IV		6	3	25	75	100
	23UCN4LE4	II	English - IV	English for Communication-IV	6	3	25	75	100
	23UHS4CC7	III	Core - VII	History of India from 1707 C.E. to 1885 C.E.	4	4	25	75	100
	23UHS4CC8		Core - VIII	History of Tamil Nadu from 1800 C.E.to 1987 C.E.	4	4	25	75	100
	23UHS4AC7		Allied - VII	Indian Archaeology	4	3	25	75	100
	23UHS4AC8		Allied - VIII	Archives and Museums	4	3	25	75	100
	23UHS4GE2	IV	Generic Elective - II		2	2	-	100	100
	23UCN4EL		Experiential Learning	Field Visit	-	2	-	100	100
	23UCN4EA		Extension Activities	NCC, NSS, etc.	-	1	-	-	-
23U4BT2/ 23U4AT2		Basic Tamil - II/ Advanced Tamil - II	எழுத்தும் இலக்கியமும் அறிமுகம் - II/ தமிழ் இலக்கியமும் வரலாறும் - II	-	-	-	100 [#]	-	
Total					30	25			800
V	23UHS5CC9	III	Core - IX	History of India from 1885 C.E. to 1947 C.E.	6	5	25	75	100
	23UHS5CC10		Core - X	Islamic Culture and Civilization from 570 C.E.to 1258 C.E.	5	5	25	75	100
	23UHS5CC11		Core - XI	History of Far East	5	5	25	75	100
	23UHS5CC12		Core - XII	Modern Europe from 1789 C.E.to 1919 C.E.	5	5	25	75	100
	23UHS5DE1A/B		Discipline Specific Elective - I		5	4	25	75	100
	23UHS5SE1	IV	Skill Enhancement Course - I	Tamil Epigraphy	2	1	-	100	100
	23UHS5SE2		Skill Enhancement Course - II	Computer Applications in History	2	1	-	100	100
	23UHS5EC1		Extra Credit Course - I [*]	Online Course	-	*	-	-	-
Total					30	26			700
VI	23UHS6CC13	III	Core - XIII	History of India from 1947 C.E. to 2014 C.E.	5	5	25	75	100
	23UHS6CC14		Core - XIV	Modern Europe from 1919 C.E.to 1990 C.E.	5	5	25	75	100
	23UHS6CC15		Core - XV	History of USA from 1865 C.E.to 1964 C.E.	5	5	25	75	100
	23UHS6CC16		Core - XVI	History of Tiruchirappalli	5	5	25	75	100
	23UHS6DE2A/B		Discipline Specific Elective - II		5	4	25	75	100
	23UHS6DE3A/B		Discipline Specific Elective - III		4	4	25	75	100
	23UCN6AE3	IV	AECC - III	Gender Studies	1	1	100	-	100
	23UHS6EC2		Extra Credit Course - II [*]	Online Course	-	*	-	-	-
23UHSECA	Extra Credit Course for all ^{**}		Online Course	-	**	-	-	-	
Total					30	29			700
* Programme Specific Online Course for Advanced Learners									
**Any Online Course for Enhancing Additional Skills									
Grand Total					148				4400

GENERIC ELECTIVE COURSES

Semester	Course Code	Course Title
III	23UHS3GE1	Indian History for Competitive Examinations-I
IV	23UHS4GE2	Indian History for Competitive Examinations-II

#Self-Study Course– Basic and Advanced Tamil

(Applicable to the candidates admitted from the academic year 2023-2024 onwards)

Semester	Course Code	Course Title
II	23U2BT1	Basic Tamil – I (எழுத்தும் இலக்கியமும் அறிமுகம் - I)
	23U2AT1	Advanced Tamil – I (தமிழ் இலக்கியமும் வரலாறும் - I)
IV	23U4BT2	Basic Tamil – II (எழுத்தும் இலக்கியமும் அறிமுகம் - II)
	23U4AT2	Advanced Tamil – II (தமிழ் இலக்கியமும் வரலாறும் - II)

Mandatory

Basic Tamil Course-I and II are offered for the students who have not studied Tamil Language in their schools and college.

Advanced Tamil Course-I and II are offered for those who have studied Tamil Language in their schools but have opted for other languages under Part-I.

DISCIPLINE SPECIFIC ELECTIVES

Semester	Course Code	Course Title
V	23UHS5DE1A	Art and Architecture of Tamil Nadu
	23UHS5DE1B	Cultural Tourism in India
VI	23UHS6DE2A	Study and Practice of History
	23UHS6DE2B	Makers of Modern India
	23UHS6DE3A	Indian Constitution

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
I	23UHS1CC1	Core – I	4	4	25	75	100
Course Title		History of India upto 647 C.E.					

SYLLABUS		
Unit	Contents	Hours
I	Sources: Primary and secondary sources -Archaeological and Literary sources- -Foreign Accounts-Geographical features and its impact-Pre-historic age: Palaeolithic, Mesolithic Neolithic and Chalcolithic Ages- *Indus Valley Civilization-Sites * –Main features – Town planning – Society and Culture-Megalithic culture and Iron Age.	12
II	The Aryans and the Vedic age: Religious and Philosophic literatures -Transformation from Rig Vedic to Later Vedic Period–Political, Social and Economic Life-Significance of Vedic Age-Evolution of Monarchy and Varna system. *The Mahajanapadas*- Republics and Monarchies-Rise of Urban centres; Trade Routes; Economic growth-The rise of Magadha: Bimbisara - Ajatasatru-NandasMahapadma Nanda	12
III	Religious reform movements: Jainism: Mahavira- Principles and teaching of Mahavira Buddhism: Gauthama Buddha – *Teachings of Buddhism * –Spread of Buddhism –Sects of Buddhism and Jainism-The Ajvikas–MakkhaliGosala- Greeks: India on the eve of Alexander’s invasion-Alexander’s invasion and its impact.	12
IV	Mauryan dynasty : Chandra Gupta Maurya – Bindusara – Asoka– contribution to Buddhism – Society–Economy – Mauryan Administration- Art and Architecture .Sunga dynasty: Pushyamitra-Cultural Effects- The Kanva Dynasty : VasudevaKanva – The Satvahanas; Socio –Economic and religious condition – Karavela of Kalinga- *Hathigumpha inscription *-Indo-Greeks- Sakas-Kushana Dynasty : Kanishka: Mahayana Buddhism- Gandhara Art – Contribution towards Buddhism.	12
V	The Guptas and Vardhanas–Polity and administration- Chandra Gupta I –Samudra Gupta and Allahabad pillar inscription – conquest and consolidation of Empire –Chandra Gupta II - System of Administration – The Huns -Decline of Empire – Golden Age: Society - Economy - *Cultural Development under Guptas * -Account of Fahein –Educational Institutions: Nalanda-Vikramshila-Vallabhi-Harshavardhana – political and cultural achievements – Contribution towards Buddhism-Account of Heiun Tsang.	12
VI	Current Trends (For CIA only) ASI- Excavations- Archaeological sites- Identification of Ancient sites	

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Text Book(s):
1. T.B.1. Khurana., K.L., History of India Earliest Times to 1526 A.D., Lakshmi NarainAgarwal, Agra, 1995 2. T.B.2. Aggarwal., J.C., Ancient Indian History, S.Chand Publications, New Delhi, 1999 Unit I T.B.1 Chapter 1,2,3, 4 T.B.2. Chapter 1,2,3,4 Unit II T.B.1 Chapter 5,6,7 T.B.2. Chapter 5,6,7 Unit III T.B.1 Chapter 8,9,10 T.B.2. Chapter 8,9,10 Unit IV T.B.1 Chapter 10,11 T.B.2. Chapter 12,13,14,15 Unit V T.B.1 Chapter 13,14,15 T.B.2. 16,17
Reference Book(s):
1. Basham. A.L., The Wonder that was India, Surjeet Publications, New Delhi,2007 2. Thoper, Romila, Ancient Indian Social History, Orient Longman, New Delhi,2004 3. Kosambhi, D.D., The Culture and Civilization of ancient India: In HistoricalOutline, Sage Publication, New Delhi, 2000 4. Jain, P.C., Socio, Economic Exploration of Medieval India, B.R.Publishing,Delhi,1976 5. Majumdar, R.C., Raychoudry., H.C., &Datta An Advance History of India, Macmilan Publication, New Delhi, 2000
Web Resource(s):
wikipedia.org/wiki/History of India www.ncertbooks.guru > ancient-indian-history-by-r-s-sharma-pdf www.ugc.ac.in/pdfnews/2904310_B.A.-Hons.-History.pdf

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Examine the Geographical features Literature and Ancient culture and Civilization of India.	K1
CO2	Explain the Vedic Society, Religious Movement and their Principles	K2
CO3	Assess the rise and fall of Empires, administration, urbanization process, Art and Architecture.	K3
CO4	Estimate the evolution of State formation and Governance.	K4
CO5	Evaluate the foreign relations of ancient Indian Kingdoms.	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	2	3	3	2	3	3	3	3	2.8
CO2	3	3	2	3	2	3	3	2	3	3	2.7
CO3	3	3	3	3	3	3	2	2	3	2	2.7
CO4	3	3	3	3	2	3	3	3	3	3	2.9
CO5	3	3	2	3	3	3	3	2	3	3	2.8
Mean Overall Score											2.78
Correlation											HIGH

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. T. Umar Sadiq

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
I	23UHS1CC2	Core – II	4	4	25	75	100

Course Title	History of Tamil Nadu upto 850 C.E.
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SYLLABUS		
Unit	Contents	Hours
I	The Geographical Features of Tamil Nadu-Sources - Pre-History: Pre-Historic Sites in Tamil Nadu – Sangam Age: Sangam Polity - SangamCheras, Cholas and Pandyas- Seven Chieftains– *Five Fold Regions *	12
II	Political Institutions- -Administration in the Sangam Age-Village Administration-Social and Economic Conditions of the Sangam Age- Position of Women- Culture in the Sangam Age- Religion-Education-: *Sangam Literature *-Fine Arts: Music- Dance- Drama- Painting	12
III	Kalabhara Interregnum: Identity of Kalabhras- Kalabhara Rule in Tamil Nadu- Impact of Kalabhra Rule – *Influence of Jainism and Buddhism * - First Pandyan Empire: ArikesariMaravarman-JatilaParantakaNedunjadaiyan- Pandyan Architecture: Cave Temples	12
IV	Pallavas: Origin of Pallavas-Establishment of Pallava Rule-Mahendravarman I- Narasimhavarman I- Narasimhavarman II-Nandivarman II- *Administration of Pallavas*- Social and Economic conditions under the Pallavas-Educational Institutions under the Pallavas	12
V	Pallava Architecture-: *Rock-cut cave Temples*- Structural Temples-Fine Arts:Paintings- Music- Drama-Bhakthi Movement: Alvars- Nayanmars-Literature-Impact of Bhakthi Movement	12
VI	Current Trends (For CIA only) Temple Art and Architecture-Recent Archaeological Excavations in Tamil Nadu	

..... Self Study

Text Book(s):
<p>T.B.1.Ganapathi, A., A Concise History of TamilnadUpto 1565, Chander Publications, Madurai, 1977 T.B.2.Manoranjithithamoni, C., History of Tamil Nadu Upto 1565 A.D., Dave-Beryl Publications, Tirunelveli, 2012. Unit I T.B.1 Chapter 1,2,3, T.B.2. Chapter 1 to 8 Unit II T.B.1 Chapter 4 T.B.2. Chapter 8 to 14 Unit III T.B.1 Chapter 6 T.B.2. Chapter 15 to 19 Unit IV T.B.1Chapter 7,8 IX T.B.2. 20 to 26 Unit V T.B.1Chapter 10,11T.B.2. 28,29,30</p>
Reference Book(s):
<ol style="list-style-type: none"> 1. NilakantaSastri, K.A., A History of South India from prehistoric times to the fall of Vijayanagar,Oxford University Press, 1958 2. Pillai K.K., Social History ofTamils,University of Madras,1975 3. Pillai, K.K., Historical Heritage of the Tamils, MJP Publishers, 2008 4. Sastri, K.A.N., - History of SouthIndia 5. Noboru Karashima, A Concise History of South India: Issues and Interpretations, Oxford University Press, 2014 6. SrinivasaAiyangar, M.,Tamil Studies, Asian Educational Services, New Delhi,1982
Web Resource(s):
<p>https://www.academia.edu/33505829/3._SOCIETY_ECONOMY_RELIGION_AND_CULTURE_OF_THE_SAN_GAM_AGE https://www.studyhaba.com/sangam-age-notes-pdf-download/</p>

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Describe the Geographical features and Historical sources of Ancient Tamil Nadu.	K1
CO2	Explain the social and economic condition of Ancient Tamilagam.	K2
CO3	Examine the impact of Kalabhra rule on Tamil Society, Literature and Culture.	K3
CO4	Analyse the evolution of education and art and architecture.	K4
CO5	Assess the impact of religious Movements in Tamil Nadu.	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	3	3	3	3	2	2	3	3	2.7
CO2	3	3	3	3	2	3	3	3	3	2	2.8
CO3	3	3	2	3	3	3	3	2	3	3	2.8
CO4	3	3	2	3	3	2	3	3	3	3	2.8
CO5	3	3	3	3	2	3	3	2	3	2	2.7
Mean Overall Score											2.77
Correlation											HIGH

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. M. Mohamed Tajdeen

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
I	23UHS1AC1	Allied – I	4	3	25	75	100
Course Title		Human Rights in India					

SYLLABUS		
Unit	Contents	Hours
I	Introduction-Human Rights and Duties-Concept, Development and Evolution of Human Rights-Classification of Rights-Socio Economic Justice-*Theories of Human Rights*.	12
II	United Nations and Human Rights-* Universal Declaration of Human Rights*-International Covenant on Economic, Social and Cultural Rights-International Covenant on Civil and Political Rights-Rights of Child-Rights of Women-UN High Commission for Human Rights.	12
III	Human Rights in the Indian Context -Constitutional Framework-Basic features-Fundamental Rights-*Directive Principles of State Policy*-Fundamental Duties-Human Rights and Environment-Human Rights and Terrorism-Human Rights and Globalization.	12
IV	Society and Human Rights-Promotion and Protection-State and its role-Role of NGO's ,Mass Media and Educational Institutions-*Human Rights Education in India*	12
V	National Human Rights Commission (NHRC)-State Human Rights Commission (SHRC)-*Human Rights Courts* -Police and Human Rights-Judiciary and Human Rights-Violation of rights -Vulnerable sections-Women, Dalits, Children, Minorities, Bonded Labour-Rights of Old and Differently Abled Persons.	12

*..... * Self Study

Text Book(s):
T.B. 1. Naseema, C, Human Rights Education Theory and Practices, Shipra Publication, Delhi, 2008 T.B.2 Human Rights Administration, University of Madras, Chennai, 2002 Unit I T.B.1 Chapter 1 T.B.2. Chapter 1,2 Unit II T.B.2. Chapter 3 Unit III T.B.2. Chapter 8,9 Unit IV T.B.1T.B.2. 16,17,18,19 Unit V T.B.1 Chapter 2 T.B.2. 10,11,12,13,14
Reference Book(s):
1. Mehartaj Begum, S., Human Rights in India, APH Publishing House, New Delhi, 2000. 2. Vinod Sharma, Human Violation, APH Publishing House, New Delhi, 2002. 3. Sivagami, P., Human Rights a Study, Sriram Publication, Salem, 1998. 4. Jack Donnelly, Universal Human Rights in Theory and Practice, Cornell University Press, London, 2003 5. Mridula Mishra, Human Rights: Refugee Problem in India, Vij Books India Pvt Ltd, New Delhi, 2011
Web Resource(s):
https://www.theadvocatesforhumanrights.org/uploads/ch_2_2.pdf https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Describe the concept and evolution of Human Rights.	K1
CO2	Classify the Kinds and Theories of Human Rights.	K2
CO3	Recognise the role of United Nations in the promotion and protection Human Rights.	K3
CO4	Analyse the impact of Human Rights Violence and the role N.G.Os.	K4
CO5	Evaluate the functions of Human Rights Commission and organisations.	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	2	2	2	1	2	2	2	2.2
CO2	2	3	3	2	2	2	1	3	3	2	2.3
CO3	2	2	2	3	3	2	3	3	2	2	2.4
CO4	2	3	2	3	2	1	2	3	2	3	2.3
CO5	2	3	3	3	3	3	2	1	2	2	2.4
Mean Overall Score											2.32
Correlation											Medium

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. T. Umar Sadiq

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
I	23UHS1AC2	Allied – II	4	3	25	75	100
Course Title		Modern Political Theory					

SYLLABUS		
Unit	Contents	Hours
I	Political Theory: *Meaning and Definition*-Human nature- Religion- Ethics and Politics.	12
II	Thomas Hobbes: His Methodology- Scientific Materialism- Theory of Social Contract- Sovereignty- *Individualism*.	12
III	John Locke: The Second Treatise of Government-Natural Law, Natural Rights, Social Contract, *Liberalism*	12
IV	Jean Jacques Rousseau: Social Contract- General Will-Jeremy Bentham: *Utilitarianism*- Liberty	12
V	Gandhi: Pacifism- *Non-violence and Power*- The Non-Violent Society- The Government- The Technique of Non-violent Action.	12
VI	Current Trends (For CIA only) – Feminism-Liberalism-Globalisation-Reconstruction of the principal political values such as justice, liberty, common good, community living.	

..... Self Study

Text Book(s):
1. F.W. Coker., <i>Recent Political Thought</i> , The World Press Pvt. Ltd., Calcutta.1971. 2.A. Hacker., <i>Political Theory: Philosophy, Ideology, Science</i> , Macmillan, New York,1961. 3. J.H. Hallowell., <i>Main Currents in Modern Political Thought</i> , Holt, New York1969.
Reference Book(s):
1. George, H. Sabine., <i>A History of Political Theory</i> , Oxford and I.B.H. Publishing, New Delhi,1973. 2. C.L. Wayper., <i>Political Thought</i> , New Delhi, (Revised Edition), 1989. 3. D.Germino., <i>Modern Western Political Thought: Machiavelli to Marx</i> , Chicago University Press, and Chicago, 1972. 4. N. R. Brian., <i>Western Political Thought</i> , Pearson, New Delhi, 1966. 5.Raymond Plant., <i>Modern Political Thought</i> ,Rawath Publications, Rajasthan, 2019.
Web Resource(s):
1. https://www.civildserviceindia.com/subject/Political-Science/notes/ 2. https://www.jmc.edu/academics.php?dep=history 3. https://www.crvp.org/publications/Series-I/I-47.pdf

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Defines the ideas and principles that form the basis for Constitutions and Governments.	K1
CO2	Illustrate the conceptual understanding about major traditions and trends in Political theory.	K2
CO3	Interpret the concepts of contemporary state of political theory across the globe and to elaborate the conceptual models elaborated by scholars.	K3
CO4	Evaluate the modern debates in liberty, equality, Fundamental rights, Freedom of speech, freedom of expression, liberalism and feminism.	K4
CO5	Asses the philosophical approach of 'Gandhi and it relevance in Contemporary Political Thought.	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	3	2	3	2	2	3	2	2	2.3
CO2	2	2	3	3	2	3	2	2	3	2	2.4
CO3	3	2	2	2	3	2	2	3	3	2	2.3
CO4	2	2	2	3	3	3	3	2	2	2	2.4
CO5	2	2	2	3	2	2	3	3	3	2	2.4
Mean Overall Score											2.36
Correlation											Medium

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. J. Augustin

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
I	23UCN1AE1	AECC - I	2	2	-	100	100
Course Title		Value Education for Men					

SYLLABUS		
Unit	Contents	Hours
I	VALUES IN LIFE: Purpose and philosophy of life – Need for values –five fold moral culture. Values: truth, loyalty, integrity, humility, trustworthy, considerate, not being greedy, clean habits, punctuality, kindness, gratitude, patience, respect and character building.	6
II	PERSONAL WELLBEING: Social responsibility - taming a healthy mind and body – personal hygiene - Balanced diet – meditation – yoga - positive thinking – introspection - a passion for Nature- Win-win strategy.	6
III	ROLE OF MEN IN FAMILY: As a responsible student – committed employee - loyal husband - dedicated father – fatherhood- sacrificing human – considerate true friend.	6
IV	MAN A SOCIAL BEING: A friendly neighbour - living a life with definite motives – emotions and moral desire- uncompromising will power- puberty-secondary sexual characters- marriage: Purpose – marital life- Harmony with spouse- fidelity towards spouse.	6
V	PROFESSIONAL VALUES: More of a giver than a taker - being compassionate – patriotism - respecting culture - dependence on God – avoiding worry-professional ethics.	6

Hours of Teaching: 5 Hours and Hours of Activity: 25 Hours

Textbook(s):
1. Value Education for health, Happiness and harmony, the world community service centre, Vethathri Publications
2. N. Venkataiah, Value Education, APH Publishing Corporation, New Delhi, 1998
3. K.R. Lakshminarayanan and M. Umamageshwari, Value Education, Nalnilam Publication, Chennai.
Web References:
1. https://www.slideshare.net/humandakakayilongranger/values-education-35866000
2. https://www.ananda.org/blog/5-secrets-to-a-harmonious-marriage/
3. https://www.un.org/esa/socdev/family/docs/men-in-families

Activity:

- Assignment on Values (not less than 20 Pages)
- Multiple Choice Questions and Quiz
- Elocution - (Manners and good Habits for 3 to 5 minutes)
- Field Visit
- Debating - Current issues
- Essay writing: Proper use of e-gadgets, Ethics, Cyber ethics, Social media, etc.,
- Case Study / Album Making / Poster Presentation / Documentary- Celebrating National Days, Drug abuse & illicit trafficking, Independence Day, Secularism, Teachers Day, National Youth Awakening Day, Father's Day / Mother's Day and etc.,

EVALUATION COMPONENT: TOTAL: 100 MARKS**Component I:**

Documentary (or) Poster Presentation (or) Elocution - 25 marks

Component II:

Quiz (or) Multiple choice questions Test - 25 marks

Component III:

Album Making (or) Case Study on a topic (or) Field visit - 25 marks

Component IV:

Assignment (or) Essay Writing (or) Debating - 25 marks

Course Coordinator: Dr. M. Purushothaman

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
II	23UHS2CC3	Core – III	4	4	25	75	100

Course Title	History of India from 647 C.E. to 1526 C.E.
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SYLLABUS		
Unit	Contents	Hours
I	Sources: Archaeological and Literary sources- Accounts of Foreign Travellers- - The Kingdoms of Deccan: The Chalukyas –Western Chalukyas of Vatapi-Pulakesin II- Aihole- Later Western Chalukyas of Kalyani and Eastern Chalukyas of Vengi-Cultural contribution- Rashtrakutas –Yadavas of Devagiri– Kakathiyas of Warangal-Hoysalas–*Art and architecture*- Socio- economic development.	12
II	The Rajputs: Theories of origin – Rajput Kingdoms: Pratiharas ,Chahamanas, Tomars, Paramaras, Palas, Chauhans and Chandelas –Sub-divisions-Society and culture- *Development of Architecture under Rajputs* – Arab invasion on Sindh – Causes - Muhammad –bin- Qasim –Battle of Rewar-Administrative reforms- Effects and significance of Arab conquest.	12
III	Rise of Turks -Ghaznavids: Mahmud of Ghazni and his invasions on India – Shihabudin Muhammad Ghori – Battles of Tarain –Impact of Ghazni and Ghori’s invasions- Formation of Delhi Sultanate – Mamluks- Qutb-ud-din Aibek- Iltutmish –Consolidation of Sultanate rule-Razia Sultana – Ghiyasudin Balban: *Theory of Kingship*-Administrative reforms.	12
IV	The Khiljis – Jalal-ud-din Khilji – Alaud-din-Khilji -Conquest and consolidation – Administrative reforms- Economic Reforms- *Market Regulations* – South Indian Expedition of Malik Kafur-Tughlaq Dynasty : Ghiyasud-din-Tughlaq- Muhammad bin Tughlaq- Administrative reforms– Firozshah Tughlaq – Public works- Legacy of Tughlaq rule.	12
V	Sayyid dynasty : Khizr Khan – Mubarak Shah – Muhamad and Alauddin Shah – Lodis: Sikandar Lodi – Ibrahim Lodi – Fall of the Delhi Sultanate – Administration, Art ,Architecture ,Literature under the Delhi Sultanate –Vijayanagar Empire- Harihara and Bukka-Impact of Vijayanagar Rule *Bhakthi Movement and Sufism*	12
VI	Current Trends (For CIA only) Monuments of Delhi Sultanate – Important Sufi Centres- Communal Harmony	

..... Self Study

Text Book(s):
<p>T.B.1. Khurana., K.L., History of India Earliest Times to 1526 A.D., Lakshmi Narain Agarwal, Agra, 1995</p> <p>T.B.2. Aggarwal., J.C., Ancient Indian History, S.Chand Publications, New Delhi, 1999</p> <p>T.B.3. Aggarwal., J.C., Medieval History of India, S.Chand Publications, New Delhi, 1999</p> <p>Unit I T.B.1 Chapter 1,17 T.B.2. Chapter 2,18,19 T.B.3 Introductory chapter</p> <p>Unit II T.B.1 Chapter 16,18,19 T.B.2. Chapter 19, 20, 21</p> <p>Unit III T.B.1 Part-II, Chapter 3,4,5,6,7,8, III, T.B.3. Chapter 2,3</p> <p>Unit IV T.B.1 Part-II, Chapter 10,11,12 T.B.3. Chapter 4</p> <p>Unit V T.B.1 Part-II, Chapter 13 to 20 T.B.3. 5 to 9</p>
Reference Book(s):
<ol style="list-style-type: none"> 1. Basham. A.L., The Wonder that was India, Surjeet Publications, New Delhi, 2007 2. Thoper, Romila, Ancient Indian Social History, Orient Longman, New Delhi, 2004 3. Majumdar, R.C., Raychoudry., H.C., & Datta An Advance History of India, Macmillan Publication, New Delhi, 2000 4. Iswari Prasad, History of Medieval India, Indian Press Limited, Allahabad, 1933 5. Smith, V.A., Oxford History of India, Oxford University Press, New Delhi, 2005. 6. Metha, J.L., History of Medieval India Vol III, Sterling Publishing Pvt Ltd, New Delhi, 1983

Web Resource(s):

www.tutorialspoint.com/medieval_indian_history/medieval_indian_history_tutorial.pdf
 www.ncertbooks.guru › medieval-india-by-satish-chandra
 https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829

Course Outcomes

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

CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Explain the Literature and culture of Indian Society and the south Indian Kingdoms.	K1
CO2	Analyze the administration, condition of Society and Culture.	K2
CO3	Examine the role of personalities in the rise and fall of dynasties.	K3
CO4	Evaluate the military administration, governance and external policy	K4
CO5	Estimate the impact of religious movements on society.	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	3	3	3	3	2	2	3	3	2.7
CO2	3	3	2	3	2	3	3	3	2	2	2.6
CO3	3	3	2	3	3	3	3	2	2	3	2.7
CO4	3	3	2	3	3	2	3	3	3	3	2.8
CO5	3	3	3	3	2	2	3	2	3	2	2.6
Mean Overall Score											2.74
Correlation											HIGH

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. T. Umar Sadiq

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
II	23UHS2CC4	Core - IV	4	4	25	75	100
Course Title		History of Tamil Nadu from 850 C.E. to 1529 C.E.					

SYLLABUS

Unit	Contents	Hours
I	The Imperial Cholas: Sources-Copper Plates-Literature-Meykirthi-Vijayalaya- Aditya I-Parantaka I- Battle of Takkolam-Rajaraja I- Northern Conquests-Rajendra I: Overseas Expedition -Kulottunga I-Kulottunga III-Administration of the Cholas- Local Self Government: *Kudavolai System*	12
II	Social condition under the Cholas-Economy- Religion: Sects of Vaishnavism- Saiva Siddhanta- Architecture under the Cholas -Contribution of Chola Queens to Temples: The Early Chola Temples- Vijayalacholeeswaram- Imperial Chola Temples- Brahadeeswara Temple-*Gangai Konda Cholapuram*- Later Chola Temple: Airavateswara Temple-Kampaheswara Temple-Cultural Developments: Paintings-Iconography-Sculpture-Music-Dance- Drama- Literature	12
III	The Second Pandyan Empire; - Maravarman Sundra Pandya I-Jatavarman Sundra Pandya I-Maravarman Kulasekara Pandya I- Decline of Second Pandyan Empire- Administration of Second Pandyan Empire-*Accounts of Marco Polo* and Wassaf- Social and Economic Conditions of Pandyan Empire- Trade and Commerce-Religion - Art and Architecture-Nellaiappar Temple	12
IV	Muslim Invasion of Tamil Country: Malik Kafur Invasion- Khusru Khan's Expedition-Ulugh Khan Expedition-The Madurai Sultanate: Jalalu-ud-din Hasan Shah- Ghiyasu-ud-din-Dhamagani- Later Sultans- *Accounts of IbnBatuta*-Impact of Madurai Sultanate Rule	12
V	The Vijayanagar Rule in Tamil Nadu: Sources -Kumara Kampana's Expedition- - Administration under the Vijayanagar Empire:- Nayankara System -Village Administration: Ayagar System- Social and Economic condition-Religion- *Vijayanagar Architecture*: -Jalakandeswara Temple	12
VI	Current Trends (For CIA only) Heritage Monuments- Temples- Local Administration	

..... Self Study

Text Book(s):

TT.B.1.Ganapathi, A., A Concise History of Tamilnad upto 1565, Chander Publications, Madurai, 1977
T.B.2.Manoranjithithamoni, C., History of Tamil Nadu Upto 1565 A.D., Dave-Beryl Publications, Tirunelveli, 2012.
Unit I **T.B.1** Chapter 23 to 28 , IV **T.B.2.** Chapter 31,32
Unit II **T.B.1** Chapter 20,21,22**T.B.2.** Chapter 33 to 39
Unit III **T.B.1** Chapter 23 **T.B.2.** Chapter 40 to 46
Unit IV **T.B.1**Chapter 24,25**T.B.2.** Chapter 47,48
Unit V **T.B.1**Chapter 26,27,28**T.B.2.**49 to 56

Reference Book(s):

1. NilakantaSastri, K.A., A history of South India from prehistoric times to the fall of Vijayanagar,Oxford University Press, 1958
2. Pillai, K.K., Historical Heritage of the Tamils, MJP Publishers, 2008
3. Sastri, K.A.N., - History of SouthIndia
4. Noboru Karashima, A Concise History of South India: Issues and Interpretations, Oxford University Press, 2014
5. SrinivasaAiyangar, M.,Tamil Studies, Asian Educational Services, New Delhi,1982
6. KrishnaswamiAiyangar, S., South India and Her Muhammadan Invaders, Asian Educational Services, New Delhi,1991

Web Resource(s):

<http://gyankipathshala.com/blog/great-living-chola-temples-tamil-nadu-india/>
http://ignca.gov.in/Asi_data/12415.pdf

Course Outcomes

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

CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Explain the development of Local Self Government under the Cholas.	K1
CO2	Discuss the Political and economic condition of Imperial Chola Kingdom.	K2
CO3	Assess the rise and fall of the Pandyan Empire, administration, Art and Architecture.	K3
CO4	Analyse the impact of Madurai Sultanate Rule in Tamil Nadu.	K4
CO5	Evaluate the impact of Vijayanagar Rule in Tamil Society.	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	3	3	3	3	2	2	3	3	2.7
CO2	3	3	2	3	2	3	3	3	2	2	2.6
CO3	3	3	2	3	2	3	3	2	2	3	2.6
CO4	3	3	2	3	3	2	3	3	2	3	2.7
CO5	3	3	3	3	2	2	3	2	3	2	2.6
Mean Overall Score											2.72
Correlation											HIGH

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. M. Mohamed Tajdeen

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
II	23UHS2AC3	Allied - III	4	3	25	75	100
Course Title		Indian Geography					

SYLLABUS		
Unit	Contents	Hours
I	The Earth and the solar system: Shape and Size of the Earth-Earth Movement and its effects-Eclipses- *The Lithosphere*- The Hydrosphere- The Biosphere- Atmosphere.	12
II	Physiographic Divisions of India: Location and Extent--Landforms- --Northern Mountains - *Plains of India*-Plateaus -Islands Territories of India- Administrative divisions	12
III	Drainage of India: *River system of India*-Himalayan and Peninsular Rivers	12
IV	Climate of India: *Monsoon*-Seasons Climatic Regions	12
V	Soils of India: Major soil categories-Vegetation-*Type of Vegetation of India*	12

..... Self Study

Text Book(s):
1.Majid Husain., <i>Geography of India</i> , McGraw Hill, New Delhi, 2000.
2. Khullar., D.R., <i>India A Comprehensive Geography</i> , Kalyani Publication, New Delhi, 2014.
Reference Book(s):
1. Majid Husain., <i>Geography of World and India</i> , McGraw Hill, New Delhi, 2010.
2. Savindra Singh., <i>Physical Geography</i> , Pravalika Publication, Allahabad,2009.
3. Khullar., D.R., <i>Physical, Human and Economic Geography</i> , G.K Publication, New Delhi,2014.
4. Kaul, R.N., <i>Afforestation in Arid zones</i> . N.V. Publishers, The Hague, 1970.
5. Michael., Jones, Scott., <i>Introduction to Physical Geography</i> , University of British Columbia, 2009.
Web Resource(s):
1. https://www.pmfias.com/indian-geography/
2. https://www.jagranjosh.com/general-knowledge/indian-geography/
3. https://lotusarise.com/solar-system-planets-information/

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Describe the features of the milky way galaxy, stars and planets.	K1
CO2	Discuss Physiographic the divisions of India and land forms.	K2
CO3	Illustrate the administrative divisions of India.	K3
CO4	Evaluate the Monsoon and Seasons of India and how for it influence the agricultural pattern of India	K4
CO5	Asses the importance of drainage, soils, and monsoons in the Economic growth of India.	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	3	2	3	2	2	3	2	2	2.3
CO2	2	2	3	3	2	3	2	2	3	2	2.4
CO3	3	2	2	2	3	2	2	3	3	2	2.3
CO4	2	2	2	3	3	3	3	2	2	2	2.4
CO5	2	2	2	3	2	2	3	3	3	2	2.4
Mean Overall Score											2.36
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. J. Augustin

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
II	23UHS2AC4	Allied – IV	4	3	25	75	100
Course Title		Mass Communication					

SYLLABUS		
Unit	Contents	Hours
I	Mass Communication: Meaning - definitions-Characteristics-Scope-Mass Communication and Mass Culture - *Fundamentals of Communication.*	12
II	Features of Editing: Ideas- Structure Clarification-Relevancy-Consistency-Patience-Feedback-photographic- visual-Audible-Page Makeup -Headlines -Lead - *Editorial*	12
III	Reporting: Research- data collection-fact gathering- Objective reporting- investigative reporting- interpretative reporting - Reporter- *Investigative Journalism.*	12
IV	Media Laws: Indian Press Act- *Vernacular Press Act*- Constitutional Provisions regarding Press Freedom and Freedom of Speech- Official Secrets Act- Press and Registration of Books Act- Delivery of Books and Newspapers Act -Copyright Act-Law Related to Social Media – Paid News and its effects	12
V	Tools of Mass Communication: Newspapers, Magazines, Radio, TV, Films, Internet, mobiles. Advertising, Public Relations & Public Affairs, Traditional & Folk Media, Media and modern society, *Media and democracy*	12

..... Self Study

Text Book(s):

1. Ahuja. B.N., *Theory and Practice of Journalism*, Surjeet Publication, Delhi, 1979.
2. Nayyar Shamsi., *Journalism The News*, Anmol Publication, New Delhi, 2005.

Reference Book(s):

1. Baran, Stanley J., *Introduction to Mass Communication: Media Literacy and Culture*. Boston: McGraw Hill, 2002.
2. Briggs, Asa, and Peter Burke., *A Social History of the Media: From Gutenberg to the Internet*. Cambridge: Polity, 2009.
3. Klapper, Joseph T., *The Effects of Mass Communication*. New York: Free of Glencoe, 1960.
4. Keval J. Kumar., *Mass Communication in India*, Jaico Publishing House, Mumbai, 2020.
5. VirBalaAggarwal., V. S. Gupta, *Handbook of Journalism and Mass Communication*, Concept Publishing Company, New Delhi, Reprinted, 2002.

Web Resource(s):

1. <https://www.ugc.ac.in/oldpdf/modelcurriculum/masscomm.pdf>
2. <https://www.eolss.net/sample-chapters/c04/E6-33>.
3. <https://ncert.nic.in/ncerts/l/lesy207>.

Course Outcomes

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

CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Examine the Fundamentals of media representations from different perspectives including moral, political and historical.	K1
CO2	Describe the Development of Mass Communication through the ages.	K2
CO3	Articulate the nature and elements of Editing, Reporting and write the features of Editing and Reporting.	K3
CO4	Critically analyse the ways in which the media reflects, represents and influences the world.	K4
CO5	Appraise the prioritize careers in media such as journalism, marketing, entertainment, business, management, education, politics, international relations, law and more.	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	3	2	3	2	2	3	2	2	2.3
CO2	2	2	3	3	2	3	3	2	3	2	2.3
CO3	3	2	2	2	3	2	2	3	3	2	2.3
CO4	2	2	2	3	3	3	3	2	2	2	2.4
CO5	2	2	2	3	2	2	3	3	3	2	2.4
Mean Overall Score											2.35
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinators: Dr. A. Akbar Hussain & Dr. J. Augustin

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
II	23UCN2SS	Soft Skills Development	2	2	-	100	100
Course Title		Soft Skills Development					

SYLLABUS		
Unit	Contents	Hours
I	Communication Skills: Verbal and Non - Verbal communication - The active vocabulary - Conversational Etiquette - KOPPACT syndrome	6
II	Emotional Skills: Emotional Intelligence - The five steps to Emotional Quotient - Self Awareness and Regulation - Empathy - Social Intelligence - stress management - coping with failures	6
III	Functional Skills: Using the tools of communicatory and emotional skills - Resume writing - Preparation of Curriculum Vitae - interview skills - Acing the interview - Group dynamics - Mock interviews and Group discussions	6
IV	Interpersonal Skills: Synergising relationships - SWOT analysis - SOAR analysis - The social skills - Time Management - Decision making - problem solving - prioritising and Implementation	6
V	Personality Skills: Leadership skills - Attributes and Attitudes - Social leader Vs The Boss - critical and creative thinking	6

Hours of Teaching : 5 hours and Hours of Activity: 25 hours

Textbook(s):
<ol style="list-style-type: none"> 1. Social intelligence: The new science of human relationships - Daniel Goleman; 2006. 2. Body Language in the workplace - Allan and Barbara Pease; 2011. 3. Student's Hand Book: Skill Genie - Higher education department, Government of Andhra Pradesh.
Web References:
<ol style="list-style-type: none"> 1. https://nptel.ac.in/courses/109105110

EVALUATION CRITERIA

Work Book (Each unit carries 10 marks)	- 50 Marks
Examination	- 50 Marks

1. Teacher who handles the subject will award 50 marks for work book based on the performance of the student.
2. On the day of examination the examiners (Internal & External) will jointly award the marks for the following categories:
 - Self-Introduction - 20 Marks
 - Resume - 10 Marks
 - Mock Interview - 20 Marks

To assess the self-introduction, Examiners are advised to watch the video presentation submitted by the students. If they failed to submit the video presentation, the Examiners may direct the student to introduce himself orally and a maximum 10 marks only will be awarded.

Mock Interview Marks Distribution

(20-Marks)

Attitude (self interest, confidence etc.) (4 Marks)	Physical appearance including dress code (4 Marks)	Communication Skills (6 Marks)	Answering questions asked from the resume and work book (6 Marks)
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Course Coordinator: Dr. M. Syed Ali Padusha

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
III	23UHS3CC5	Core - V	4	4	25	75	100
Course Title		History of India from 1526 C.E. to 1707 C.E.					

SYLLABUS		
Unit	Contents	Hours
I	Early Phase of Mughals: *Sources of Mughal India* – Condition of India on the eve of Babur’s Invasion -Zahir –ud- din – Muhammad Babur – Early life – The first battle of Panipat – Foundation of Mughal Empire - Humayun – Political difficulties –Exile and Restoration of Empire.	12
II	Sher Shah Suri and Akbar: Sher Shah -Political struggle with Humayun – Battle of Chausa —Administrative reforms – Forerunner of Akbar – Successors of Sher Shah- Jalal –ud-din Muhammad Akbar : Early life – Second battle of Panipat- Conquest and Consolidation of Empire-Rise and fall of Bairam Khan- AbulFazal – Raja Thodarmal –Rajput policy –Religious policy – Din –I –Ilahi- *Mansabdari system*	12
III	Jahangir and Shahjahan: Nurjahan Junta - Rajput and Sikh policy – Deccan policy – Revolt of Prince Khurram – Shahjahan: Deccan policy – Policy towards Sikhs, North West Frontier and Central Asia – War of succession – Golden age- Mughal and Persian Relations-The Deccani States and the Mughals: Mughal Advance towards the Deccan- Conquest of Berar, Khandesh and Parts of Ahmednagar-Rise of Malik Ambar- *Cultural Contribution of the Deccani States*.	12
IV	Last Phase of Mughal Rule: Aurangzeb –First viceroyalty of Deccan –War of Succession– Religious policy – Policy towards Sikhs – Rajputs and Deccan Policy –*Mughal Administration*- Rise of Marathas- Shivaji: Treaty of Purandar – Maratha administration.	12
V	Economic and Socio-Cultural Life in Medieval India: Economy: Agricultural Production, Village Society and the Revenue System – Trade— relations with the Europeans –Society: Ruling Classes, Merchants, Artisans and Slaves – Caste system- Customs- Condition of Women – Religious Ideas and Beliefs- The Sufi Movement– *The Bhakti Movement in North India* – Culture- Architecture – Literature – Fine Arts – Music.	12
VI	Current Trends: Mughal Palaces-Heritage Centres.	

..... Self Study

Text Book(s):
1. Aggarwal.,J.C.,Medieval History of India,S.ChandPublications,NewDelhi,1999 2. Raychoudhary, S.C., History ofMughalIndia,Surjeet,Publication,NewDelhi,1990
Reference Book(s):
1. Majumdar, R.C., Raychoudry., &H.C., Datta An Advance History of India, Macmilan Publication, NewDelhi,2000 2. IswariPrasad, History of Medieval India, Indian Press Limited, Allahabad,1933 3. Smith,V.A. ,Oxford History of India,OxfordUniversityPress,NewDehli,2005. 4. Metha,J.L., History of Medieval India Vol III, Sterling Publishing Pvt Ltd, NewDelhi,1983 5. Basham.A.L.,The Wonder that was India, Surjeet Publications,NewDelhi,2007
Web Resource(s):
https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829 https://www.jagranjosh.com/general-knowledge/mughal-administration-key-features-structure-1445427511-1

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Understand the Literature and culture of Indian Society and the South Indian Kingdoms.	K1
CO2	Analyze the administration and revenue policy of the rulers.	K2
CO3	Examine the role of personalities and rise and fall of dynasties.	K3
CO4	Evaluate the military administration, governance and external policy.	K4
CO5	Estimate the impact of religious movements on society.	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	3	3	3	3	2	2	3	3	2.7
CO2	3	3	3	3	2	3	3	3	3	2	2.8
CO3	3	3	2	3	3	3	3	2	3	3	2.8
CO4	3	3	2	3	3	2	3	3	3	3	2.8
CO5	3	3	3	3	2	3	3	2	3	2	2.7
Mean Overall Score											2.77
Correlation											HIGH

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. T. Umar Sadiq

Semester	Course Code	Course Category	Hours/Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
III	23UHS3CC6	Core - VI	4	4	25	75	100
Course Title		History of Tamil Nadu from 1529 C.E. to 1800 C.E.					

SYLLABUS		
Unit	Contents	Hours
I	Nayaks of Madurai: Viswanatha Nayak- Tirumalai Nayak- Rani Mangammal- Rani Meenakshi- Administration- Social and Economic Condition-Religion- *Poligar System* -Art and Architecture- Nayak Mahal - literature	12
II	Nayaks of Tanjore and Sethupatis: SevappaNayak- RangunathaNayak- Art and Architecture- Nayaks of Senji- -Sethupati of Ramnad: Sadaikka Deva- Tirumalai Sethupati- Kilavan Sethupati- Administration- Socio-Economic and Religious Condition- Literature- *Art and Architecture*	12
III	Tondaimans of Pudukkottai and Marathas: RaghunathaTondaiman- Vijayaragunatha Tondaiman- Creation of Sivaganga - Marathas of Tanjore: Ekoji- Shaji I- Serfoji II- Administration- Social, Economic and Religious condition- Art and Architecture- *Saraswati Mahal Library* - Literature	12
IV	Carnatic Nawabs: Navayat Dynasty: Saadat-ullah-Khan- Dost Ali- Wallajah Dynasty: Anwarudin- Chanda Sahib- Muhammad Ali-Khan Sahib- *Formation of Madras Presidency* - Administration- Society- Art and Architecture	12
V	Advent of Europeans- Carnatic Wars- Robert Clive -Anglo-Mysore Wars: *Hyder Ali and Tipu Sultan* -Rise and Fall of Kattabomman	12
VI	Current Trends: – Art and Architecture of Nayaks-Maratha Architecture- Nawab's Monuments	

..... Self Study

Text Book(s):
1. Krishnamurti, V.M., History of Tamil Nadu (Vol. III 1565-1970), Vijayalakshmi Publication, Kanyakumari, 1983. 2. Manoranjithithamoni, C., History of Tamil Nadu 1529 to 1801 A.D., Dave Beryl Publications, Tirunelveli, 2019.
Reference Book(s):
1. Nilakanta Sastri, K.A., A history of South India from pre historic times to the fall of Vijayanagar, Oxford University Press, 1958 2. Pillai K.K., Social History of Tamils, University of Madras, 1975 3. Pillai, K.K., Historical Heritage of the Tamils, MJP Publishers, 2008 4. Sastri, K.A.N., -History of South India 5. Noboru Karashima, A Concise History of South India: Issues and Interpretations, Oxford University Press, 2014 6. Srinivasa Aiyangar, M., Tamil Studies, Asian Educational Services, New Delhi, 1982 7. Krishnaswami Aiyangar, S., South India and Her Muhammadan Invaders, Asian Educational Services, New Delhi, 1991
Web Resource(s):
http://tnpscutorial.blogspot.com/2013/09/the-nayak-rule.html http://indiancoinsgks.blogspot.com/2015/09/brief-history-of-arcot-nawabs-nawabs-of.html

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Assess the rise and fall of the Nayak rule, administration, Art and Architecture.	K1
CO2	Analyse the social and economic conditions of Tamil Nadu under the Sethupathi rule.	K2
CO3	Evaluate the impact of Tondaimans of Pudukkottai and Maraths of Tanjore in Tamil Society.	K3
CO4	Analyse the impact of Carnatic Nawab Rule in Tamil Nadu.	K4
CO5	Highlights the advent of Europeans and its consequences in Tamil Nadu	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	3	3	3	3	2	2	3	3	2.7
CO2	3	3	3	3	2	3	3	3	3	2	2.8
CO3	3	3	2	3	3	3	3	2	3	3	2.8
CO4	3	3	2	3	3	2	3	3	3	3	2.8
CO5	3	3	3	3	2	3	3	2	3	2	2.7
Mean Overall Score											2.77
Correlation											HIGH

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. M. Mohamed Tajdeen

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
III	23UHS3AC5	Allied - V	3	3	25	75	100
Course Title		Tourism and Hospitality Management					

SYLLABUS		
Unit	Contents	Hours
I	INTRODUCTION TO TRAVEL - Meaning and definitions of tourism, traveller, excursionist, tourists - Objectives, nature and Classification of tourism- Tourism and Travel Motivations- *Growth and development of Tourism through the ages*.	9
II	COMPONENTS, TYPES AND FORMS OF TOURISM –Components of tourism - Types and Forms of Tourism: Inter-regional and intra–regional tourism, inbound and outbound tourism, domestic, international tourism- Forms of Tourism: religious, *Medical Tourism*, historical, social, adventure, health, business, conferences, conventions, incentives, sports and adventure tourism.	9
III	HOTEL INDUSTRY AND ORGANIZATION: Origin, Growth and diversification of accommodation- Role of accommodation in tourism- Types of accommodation primary accommodation and supplementary accommodation- Categorisation and classification of hotels-Organizational chart of a hotel, Major departments of a hotel - Front Office, Housekeeping, Food and Beverage, Engineering and Maintenance, Accounts, Human Resource, Security, Sales and Marketing- *Role of FHRAI*.	9
IV	FRONT OFFICE DEPARTMENT: *Functions of front office*- Structure of front office- Various sections of front office and their functions- Check in and Checkout formalities- Hotel Tariffs and Room Rates- Types of Rooms- Meal Plans.	9
V	HOUSEKEEPING, FOOD AND BEVERAGE DEPARTMENT: Functions- Structure-Different personnel working in Housekeeping and their roles- Introduction to the food service industry: Sectors of food service industry with examples- Types of Restaurants and their characteristics- *Restaurant Organization* - Duties and responsibilities of restaurant staff.	9
VI	Current Trends: Tourist Heritage Centres in Tamil Nadu-Hotel Industries- Challenges	

..... Self Study

Text Book(s):
1. Bhatia, A.K., International Tourism Management, Sterling Publishers Private Limited, New Delhi, 2011 2. Devanesan, A., Principles of Tourism, Renu Publication, Marthandam, 2005
Reference Book(s):
1. Bhatia, A.K., Tourism in India, Sterling Publishers Private Limited, New Delhi, 1987 2. Ram Acharya, Tourism administration in India, NPH, New Delhi, 1978 3. Seth, P.N., Successful Tourism, Planning and Management, Cross Section Publications, New Dehli, 1978, 4. Krishnalal and Gupta, S.P., Cultural Tourism in India: Museums, Monuments & Arts: Theory and Practice, D.K. Print world, New Delhi, 2002 5. Wahab, Salah, Tourism Management, Tourism International Press, London, 1975. 6. R.G. Menon, Travel Agency Management, Arise Publications, New Delhi, 2014 7. Wonder that was India, Surjeet Publications, New Delhi, 2007
Web Resource(s):
https://tourismnotes.com/travel-tourism/https://www.india.gov.in/topics/travel-tourism

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Understand the definition and scope of Tourism and its types and Forms.	K1
CO2	Analyse the Marketing strategies of Tourism Product.	K2
CO3	Assess the Evolution of Transport system, Accommodation, Industry, Hospitality services and its importance in Tourism.	K3
CO4	Evaluate the Growth and role of Travel Agencies in Tourism	K4
CO5	Study the various Constitutional plans in India with reference to Tourism.	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	2	3	3	2	3	3	3	3	2.8
CO2	3	3	2	3	2	3	3	2	3	3	2.7
CO3	3	3	3	3	3	3	2	2	3	2	2.7
CO4	3	3	3	3	2	3	3	3	3	3	2.9
CO5	3	3	2	3	3	3	3	2	3	3	2.8
Mean Overall Score											2.78
Correlation											HIGH

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. T. Umar Sadiq

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
III	23UHS3AC6	Allied - VI	3	3	25	75	100
Course Title		Indian Administration					

SYLLABUS		
Unit	Contents	Hours
I	Indian Administration: Meaning- Scope- Significance -*Good Governance*: Concept – Application	9
II	Evolution of Indian Administration: *Kautilya's Arthashastra*- Mughal Administration- British Administration- Indianisation of Public Services- Revenue Administration.	9
III	Union Government: Executive-Parliament- Judiciary - Cabinet Secretariat- *Prime Minister's Office*- Central Secretariat-Ministries - Departments- Boards- Commissions.	9
IV	State Government: Governor- *Chief Minister*- Council of Ministers- Chief Secretary- State Secretariat- Directorates.	9
V	District Administration: *District Collector-Law and Order Administration- District Administration*-Panchayat Union BDO - Democratic Decentralization- Local Self-Government.	9

..... Self Study

Text Book(s):
1. Elements of Public Administration, Bharat Prakashan, Jalandhar (Punjab)- Dr. K.K. Puri 2. Public Administration, Laximinarayan Agrawal, Agra, 1997- Awasthi&Maheshwari
Reference Book(s):
1. Modern's Elements of Public Administration, Modern Publishers, Railway Road, Jalandhar- Dr.V.K . Puri 2. Advanced Public Administration, Sterling, New Delhi- Goel S.L. 3. Public Administration: Theory & Practice, Raj Publishers, AddaTanda, Jalandhar- Dr.PundikOjha& Kiran Sharma 4. Indian Public Administration, WishwaPrakashan, New Delhi- Ramesh K. Arora &RajniGoyal 5. History of Indian Administration- B.P. Puri
Web Resource(s):
1. https://journals.sagepub.com/home/ipa 2. https://managementstudyguide.com/public-administration-articles.htm

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Describe the concept of Indian Administration	K1
CO2	Discuss about Kautilya's Arthashastra	K2
CO3	Illustrate the functions of the Union Government	K3
CO4	Evaluate the work of Secretaries in the State Government	K4
CO5	Asses the importance of Decentralisation	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	3	2	3	2	2	3	2	2	2.3
CO2	2	2	3	3	2	3	2	2	3	2	2.4
CO3	3	2	2	2	3	2	2	3	3	2	2.3
CO4	2	2	2	3	3	3	3	2	2	2	2.4
CO5	2	2	2	3	2	2	3	3	3	2	2.4
Mean Overall Score											2.36
Correlation											Medium

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. J. Augustin

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
III	23UHS3GE1	Generic Elective- I	2	2	-	100	100
Course Title		Indian History for Competitive Examinations - I					

SYLLABUS		
Unit	Contents	Hours
I	Sources- Stone Age- Indus Valley Civilization – Vedic Age: Early and Later Vedic Age- Buddhism, Jainism-Magadhan Empire- *Mahajanapathas*	6
II	Mauryan and Post Mauryan Dynasties: Ashoka: Mauryan Administration – Art and Architecture -The Sungas, The Kanvas, *The Kushanas* and The Satavahana.	6
III	Guptan Empire and The Rajputs: Samudra Gupta and Chandra Gupta-II- Administration-*Art and Architecture* –Harshavardhana – The Chalukyas – The Rastrakutas.- The Rajputs- Pratiharas- Chandelas- Palas	6
IV	Early Phase of Muslim Rule: Arab invasion of Sind- Mohamed bin Qasim- Mahmud of Ghazni and Muhammad of Ghor- Slave dynasty: Qutubuddin- Iltutmish and *Sultana Raziya*, Balban.	6
V	The Delhi Sultanate: The Khilijis:-Alauddin Khilji-*Administrative Reforms*Tughlaqs: Muhammad Bin Tughluq and Firoz Tughluq - Sayyids –Lodis- Ibrahim Lodi- Art and Architecture under Sultanate	6
VI	Current Trends: Indus Sites- Ajanta –Ellora- Sultanate Monuments	

..... Self Study

Text Book(s):	
1.	Khurana.,K.L.,HistoryofIndia Earliest Times to 1526 A.D., Lakshmi Narain Agarwal, Agra, 1995
2.	Aggarwal.,J.C., Ancient Indian History, S.ChandPublications,NewDelhi,1999
Reference Book(s):	
1.	Basham.A.L.,The Wonder that was India, Surjeet Publications, NewDelhi,2007
2.	Thoper, Romila, Ancient Indian Social History, Orient Longman,NewDelhi,2004
3.	Kosambhi, D.D., The Culture and Civilization of ancient India: In Historical Outline, Sage Publication, NewDelhi,2000
4.	Jain, P.C., Socio, Economic Exploration of Medieval India, B.R. Publishing, Delhi,1976
5.	Majumdar, R.C., Raychoudry., H.C., & Datta An Advance History of India, MacMillan Publication, NewDelhi,2000
6.	Iswari Prasad, History of Medieval India, Indian Press Limited, Allahabad,1933
7.	Smith,V.A., Oxford History of India, Oxford UniversityPress,NewDehli,2005.
8.	Metha,J.L., History of Medieval India Vol III, Sterling Publishing Pvt Ltd, NewDelhi,1983
Web Resource(s):	
1.	wikipedia.org/wiki/History of India
2.	www.ncertbooks.guru>ancient-indian-history-by-r-s-sharma-pdf
3.	www.ugc.ac.in/pdfnews/2904310_B.A.-Hons.-History.pdf

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Understand the Geographical features Literature and Ancient culture and Civilization of India.	K1
CO2	Study the Vedic Society, Religious Movement and their Principles.	K2
CO3	Assess the rise and fall of Empires, administration, urbanization process, Art and Architecture.	K3
CO4	Examine the role of personalities and rise and fall of dynasties.	K4
CO5	Analyse the evolution of State formation and Governance.	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	3	3	3	3	2	2	3	3	2.7
CO2	3	3	3	3	2	3	3	3	3	2	2.8
CO3	3	3	2	3	3	3	3	2	3	3	2.8
CO4	3	3	2	3	3	2	3	3	3	3	2.8
CO5	3	3	3	3	2	3	3	2	3	2	2.7
Mean Overall Score											2.77
Correlation											HIGH

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. T. Umar Sadiq

Semester	Course Code	Course Category	Hours / Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
III	23UCN3AE2	AECC - II	2	2	-	100	100
Course Title		Environmental Studies					

Unit	Contents	Hours
I	The multidisciplinary nature of environmental studies Definition, scope, importance, awareness and its consequences on the planet.	6
II	Ecosystems: Definition, structure and function of ecosystem; Energy flow in an ecosystem: food chain, food web and ecological succession. Case studies of the following ecosystems: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)	6
III	Natural Resources: Renewable and Non-renewable Resources: Land Resources and land use change; Land degradation, soil erosion and desertification. Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state). Heating of earth and circulation of air; air mass formation and precipitation. Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies. renewable energy resources significance of wind, solar, hydal, tidal, waves, ocean thermal energy and geothermal energy.	6
IV	Biodiversity and Conservation: Levels of biological diversity: genetic, species and ecosystem diversity; Biogeography zones of India; Biodiversity patterns biodiversity hot spots. mega-biodiversity nation; Endangered and endemic species of India. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: <i>In situ</i> and <i>Ex situ</i> conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.	6
V	Environmental Pollution & Conservation: Environmental pollution: types, causes, effects and controls; Air, water, soil, chemical and noise pollution Waste to wealth - Energy from waste, value added products from waste, fly ash utilization and disposal of garbage, solid waste management in urban and rural areas, Swachh Bharat Abhiyan, recent advances in solid waste management, modern techniques in rain water harvesting and utilization.	6

Text books:

1. Asthana DK and Meera A, Environmental studies, 2nd Edition, Chand and Company Pvt Ltd, New Delhi, India, 2012.
2. Arumugam N and Kumaresan V, Environmental studies, 4th Edition, Saras Publication, Nagercoil, Tamil Nadu, India, 2014.

Activity – I:

1. Assignments – Titles on Environmental awareness to be identified by teachers from the following (scripts not less than 20 pages)
2. Elocution – (Speech on “Environment beauty is the fundamental duty” of citizen of the country for 3 to 5 minutes)
3. Environment issues – TV, Newspaper, Radio and Medias messages – Discussion π Case Studies/Field Visit/Highlighting Day today environmental issues seen or heard
4. Debating/Report Submission – Regarding environment issues in the study period Activity II
5. Environmental awareness through charts, displays, models and video documentation.

Celebrating Nationally Important Environmental DaysNational Science Day – 28th FebruaryWorld wild life Day – 3rd MarchInternational forest Day – 21st MarchWorld Water Day – 22nd MarchWorld Meteorological Day – 23rd MarchWorld Health Day – 7th AprilWorld Heritage Day – 18th AprilEarth / Planet Day – 22nd AprilPlants Day – 26th MayEnvironment Day – 5th June Activity III Discipline specific activities**EVALUATION COMPONENT:**

Component I: (25 Marks) Document (or) Poster presentation or Elocution

Component II: (25 Marks) Album making (or) case study on a topic (or) field visit

Component III: (25 Marks) Essay writing (or) Assignment submission

Component IV: (25 Marks) Quiz (or) multiple choice question test

Course Outcomes**Course Outcomes:** Upon successful completion of this course, the student will be able to:

CO No.	CO Statement	Cognitive Level (K-level)
CO1	To understand the multi-disciplinary nature of environmental studies and its importance	K1
CO2	To obtain knowledge on different types of ecosystem	K2
CO3	To acquire knowledge on Renewable and non-renewable resources, energy conservation	K3
CO4	To understand biodiversity conservation	K4
CO5	To analysis impact of pollution and conversion waste to products	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	02	02	02	02	02	03	03	03	03	03	2.5
CO2	02	03	03	02	03	03	03	03	03	03	2.8
CO3	02	03	03	03	03	03	03	03	03	03	2.9
CO4	02	02	03	03	03	03	03	03	03	03	2.8
CO5	02	03	03	03	03	03	03	02	03	03	2.8
Mean Overall Score											2.7
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. B. Balaguru

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
IV	23UHS4CC7	Core - VII	4	4	25	75	100
Course Title		History of India from 1707 C.E. to 1885 C.E.					

SYLLABUS		
Unit	Contents	Hours
I	Advent of Europeans : The Portuguese- Dutch- English- French Settlements- Anglo-French Rivalry - *Carnatic Wars* -Decline of Mughal Empire- The Later Mughals: -Bahdur Shah II and End of Mughal Rule	12
II	Maratha Empire under Peshwas - Maratha Confederacy –Balaji Viswanath- Baji Rao- Balaji Baji Rao- - Invasion of Nadir Shah and Ahmed Shah Abdali – *Third Battle of Panipat* - Impact	12
III	Expansion of British Empire : Robert Clive- Battle of Plassey - Battle of Buxor - Treaty of Allahabad - *Function of Dual Government* – Warren Hastings – Regulating Act - Pitt’s India Act - Reforms-Anglo Maratha Wars -- Hyder Ali – Tipu Sultan- Anglo Mysore Wars- Lord Cornwallis— Charter Act of 1793 - *Permanent Revenue Settlement*	12
IV	Company Rule in India : Wellesley: Subsidiary Alliance System- Lord Hastings: *Charter Act of 1813* -Reforms- Lord William Bentinck – Charter Act of 1833 - Reforms- Lord Dalhousie: Charter Act of 1853 - Reforms of Dalhousie - Rise of Ranjith Singh- Sepoy Mutiny of 1857-Results	12
V	British Rule in India :Queen’s Proclamations- Charter Act of 1858 -Lord Canning – Indian Council Act of 1861 - Lord Lytton- Lord Ripon-Socio- Religious Reform Movements- Brahma Samaj- Arya Samaj-Aligarh Movement- Ramakrishna Mission- Theosophical Society – Development of Education- Wood’s Dispatch- *Hunter Commission*	12
VI	Current Trends : European Settlements in Tamil Nadu-British Monuments	

..... Self Study

Text Book(s):
1. Aggarwal, J. C., Modern Indian History, S. Chand & Company Ltd, New Delhi, 2011. 2. Khurana, K. L., History of India from 1526 to 1967 A.D., Lakshmi Narain Agarwal, Agra, 2009.
Reference Book(s):
1. Majumdar, R. C., Raychoudry., H.C., & Datta An Advance History of India, Macmillan Publication, New Delhi, 2000 2. Iswari Prasad, History of Medieval India, Indian Press Limited, Allahabad, 1933 3. Smith, V.A., Oxford History of India, Oxford University Press, New Delhi, 2005. 4. Metha, J.L., History of Medieval India Vol III , Sterling Publishing Pvt Ltd, New Delhi, 1983 5. Basham. A.L., The Wonder that was India, Surjeet Publications, New Delhi, 2007
Web Resource(s):
1. https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829 https://www.drishtiias.com/tothe-points/paper1/governors-general-viceroysof-india

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Understand and the Literature and culture of Indian Society and the Indian Kingdoms.	K1
CO2	Analyze the administration, condition of Society and Culture.	K2
CO3	Examine the role of personalities and rise and fall of dynasties.	K3
CO4	Evaluate the military administration, governance and external policy	K4
CO5	Estimate the impact of religious movements on society.	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	2	3	3	2	3	3	3	3	2.8
CO2	3	3	2	3	2	3	3	2	3	3	2.7
CO3	3	3	3	3	3	3	2	2	3	2	2.7
CO4	3	3	3	3	2	3	3	3	3	3	2.9
CO5	3	3	2	3	3	3	3	2	3	3	2.8
Mean Overall Score											2.78
Correlation											HIGH

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. M. Mohamed Tajdeen

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
IV	23UHS4CC8	Core - VIII	4	4	25	75	100
Course Title		History of Tamil Nadu from 1800 C.E. to 1987 C.E.					

SYLLABUS		
Unit	Contents	Hours
I	Tamil Nadu under British Rule: South Indian Rebellion - Vellore Mutiny- Tamilnadu under the British Rule- Revenue Administration – Ryotwari Settlement - and Judiciary-Western System of Education- *Wood's Despatch* - Role of Christian Missionaries- Social Awakening in Tamilnadu -Social Reforms Movement- -St.Ramalinga- Vaikundaswami - Sri Narayana Guru	12
II	Freedom Fighters in Tamilnadu: Madras Native Association - Madras Maha Jana Sabha - Swadeshi Movement - V.O.C.- Subramania Bharathiar – Subramania Siva - *Home Rule Movement* -Vedaranyam Satyagraha – Pure Tamil Movement- Maraimalai Adigal – Quit India Movement	12
III	Dravidian Movement- Justice Party Rule in Tamil Nadu 1920- 1937 - Dr. Subburayalu Naidu- Raja of Panagal- Subburayan- Raja of Bobbli- *Achievements of Justice Party* - Fall of Justice Party	12
IV	Government during the British Rule: Periyar E.V.R. - *Self Respect Movement* --Congress Ministry 1937-39: C. Rajaji: Anti-Hindi Agitation- Dravida Kazhagam - Chief Minister of Tamil Nadu: 1946-1952- T.Prakasam - O.P. Ramaswamy Reddiyar - P.S. Kumarasamy Raja - Rajaji Ministry(1952– 54)– Swatantra Party	12
V	Tamil Nadu after Independence: Kamaraj's Era (1954 – 1963): contribution to Education: Mid-day Meals scheme -Industry and agricultural growth-C.N. Annadurai – *Origin and growth of DMK- M. Karunanidhi* - M.G. Ramachandran-Policies and Programmes-Major Welfare Policies and Achievements of Dravidian Parties- Women Empowerment- Social Justice	12
VI	Current Trends: Educational schemes in Tamil Nadu-Women Organisations	

..... Self Study

Text Book(s):
1. Krishnamurti, V.M., History of TamilNadu, Vijayalakshmi Publication, Kanyakumari, 1983. 2. Venkatesan, G., History ofModernTamilNadu1600- 2011., V. C. Publication, Rajapalayam, 2019.
Reference Book(s):
1. Pillai K.K., Social HistoryofTamils,UniversityofMadras,1975 2. Pillai,K.K.,HistoricalHeritageoftheTamils,MJP Publishers,2008 3. Sastri, K.A.N., -History of South India 4. Noboru Karashima, A Concise History of South India: Issues and Interpretations, Oxford UniversityPress,2014 5. Srinivasa Aiyangar, M., Tamil Studies, Asian Educational Services, NewDelhi,1982 6. Chellam,V.T., History of Tamil Nadu, Madras, Thirumalai Book House, 1985.
Web Resource(s):
1. https://www.toppr.com/content/concept/role-of-tamil-nadu-in-the-freedom-movement-206269/ 2. https://www.thefamouspeople.com/profiles/k-kamaraj-7431.php

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Understand the social and political background of Tamil Nadu and administration of British rule in Tamil Nadu	K1
CO2	Study the emergence of nationalism and role Tamil Nadu in Freedom Movement.	K2
CO3	Assess the rise and fall of Justice party rule in Tamil Nadu.	K3
CO4	Analyse the Evolution of social transformation and political changes in Tamil Nadu.	K4
CO5	Highlights the Welfare programmes of Congress and Dravidian Parties in Tamil Nadu	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	3	3	3	3	2	2	3	3	2.7
CO2	3	3	3	3	2	3	3	3	3	2	2.8
CO3	3	3	2	3	3	3	3	2	3	3	2.8
CO4	3	3	2	3	3	2	3	3	3	3	2.8
CO5	3	3	3	3	2	3	3	2	3	2	2.7
Mean Overall Score											2.77
Correlation											HIGH

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. M. Mohamed Tajdeen

Semester	Course Code	Course Category	Hours/Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
IV	23UHS4AC7	Allied - VII	4	3	25	75	100
Course Title		Indian Archaeology					

SYLLABUS		
Unit	Contents	Hours
I	Introduction to Archaeology: Its meaning and Importance-Archaeology as a source of History- Kinds of Archaeology- Marine Archaeology-Classical, Historic and pseudo archaeology – Aims and Methods of Excavation-Site survey methods- *Scientific methods of Excavations*- Recording Excavation Data-Methods for Absolute Chronology	12
II	Pre-Historic Age in India: Palaeolithic Age- *Tool techniques*- Hand Axe Culture- Mesolithic Culture-Pre-Harappan Neolithic culture- Megalithic Culture of South India -Copper and Bronze Age - Iron Age Culture.	12
III	Ancient Excavation Sites: Excavation of Indus Valley-Harappa and Mohanjadaro- Ancient cities of India: Pataliputra, Taxila- -Recent Archaeological findings in Tamilnadu- Archaeological sites- Arikamedu- Adichanallur- Poompuhar- Saluvankuppam- Kodumanal- Porunthal- Keezhadi- *Archaeological Survey of India*	12
IV	Palaeography and Epigraphy: Its meaning and Importance-Origin of Writing Indus script-The Brahmi script – Asokan Bрами and Tamil Scripts-Contents of Inscriptions-Inscription as Sources of History- Asokan and Post Asokan Inscriptions- *South Indian Inscriptions* Cholas and Pandyan inscriptions – Chalukyas and Pallavas Inscriptions.	12
V	Numismatics: Numismatics as a source of History- Early Indian Coins –Punch Marked Coins- Coins of Foreign Invaders-Coins of Mauryas, Kushanas, Guptas-Satavakana's coins - South Indian Coins: Pandya, Chola, Pallava, Chalukya and Vijayanagar Rulers- *Coins of British India*.	12
VI	Current Trends: Museums- Recent Archaeological Excavations	

..... Self Study

Text Book(s):
1. Krishnamurti, V.M., History of TamilNadu, Vijayalakshmi Venkatraman, R., Indian Archaeology, Ennes Publication, Udumalpet, 1985
2. Rajasekara Thangamani, M., Archaeology, Kongu Publication, Karur, 2015
Reference Book(s):
1. Mortimer Wheeler, Early India and Pakistan, Bombay, 1959
2. Mortimer Wheeler, Indus Civilization, Cambridge, 1953
3. Ramachandran, K.S., A Bibliography on Indian Megaliths, Madras, 1971.
4. Sircar, D.C., Indian Epigraphy, Motilal Banarsidas, New Delhi, 1996
Web Resource(s):
1. https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829 https://en.numista.com/catalogue/index-1.html

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Examine the aims and methods of Excavation in Archaeology.	K1
CO2	Explain the Pre-Historic Culture of India.	K2
CO3	Assess the historical importance of ancient archaeological sites and recent archaeological findings.	K3
CO4	Estimate the value of Epigraphical sources of India.	K4
CO5	Evaluate the significance of Numismatics.	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	3	3	3	3	2	2	3	3	2.7
CO2	3	3	3	3	2	3	3	3	3	2	2.8
CO3	3	3	2	3	3	3	3	2	3	3	2.8
CO4	3	3	2	3	3	2	3	3	3	3	2.8
CO5	3	3	3	3	2	3	3	2	3	2	2.7
Mean Overall Score											2.77
Correlation											HIGH

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. T. Umar Sadiq

Semester	Course Code	Course Category	Hours/Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
IV	23UHS4AC8	Allied - VIII	4	3	25	75	100
Course Title		Archives and Museums					

SYLLABUS		
Unit	Contents	Hours
I	Archives: Functions of Archives – Uses of Archives - Rules relating to accession of records in Archives- *Preservation techniques*.	12
II	Documentation practices: filing system – Classification of records- *National Archives of India* - Tamil Nadu State Archives	12
III	Museums: Types of Museums- *Functions of Museum*- Documentation and Preservation	12
IV	Museum Presentation: Exhibition – Principles of display for permanent *exhibition* and reserve collection- Gallery development	12
V	Museum management and administration: security–public safety-insurance budgeting and human resources-National Council for Science Museum-*Recent Trends in Museology*	12

..... Self Study

Text Book(s):
1. The Archaeology of India- D.P.Agrawal 2. Archaeology principles and method- K.Rajan 3. Fundamentals of Museology: M.L.Nigam
Reference Book(s):
1. Field Archaeology- R.J.C.Atkinson 2. Principles and methods of Archaeology-K.V.Raman 3. Understanding Archaeological excavation-Phillip Barkoz 4. New era of Indian archaeology-K.M.Srivastav 5. Man makes himself- V.G.Childe
Web Resource(s):
1. https://www.researchgate.net/publication/228173442_Exhibiting_Archaeology_Archaeology_and_Museums 2. https://www.annualreviews.org/doi/abs/10.1146/annurev.anthro.012809.105115 3. https://baylor-ir.tdl.org/server/api/core/bitstreams/d22db414-4d2c-422e-91c7-4827e097d9c4/content

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Describe the concept of New Museology	K1
CO2	Discuss the Conservation of cultural property and museum objects	K2
CO3	Illustrate the Role of museum in society	K3
CO4	Evaluate the Identification and recording of data	K4
CO5	Asses the Archaeology as a source of cultural study	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO 1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	3	2	3	2	2	3	2	2	2.3
CO2	2	2	3	3	2	3	2	2	3	2	2.4
CO3	3	2	2	2	3	2	2	3	3	2	2.3
CO4	2	2	2	3	3	3	3	2	2	2	2.4
CO5	2	2	2	3	2	2	3	3	3	2	2.4
Mean Overall Score											2.36
Correlation											Medium

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. J. Augustin

Semester	Course Code	Course Category	Hours/Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
IV	23UHS4GE2	Generic Elective- II	2	2	-	100	100
Course Title		Indian History for Competitive Examinations - II					

SYLLABUS		
Unit	Contents	Hours
I	Mughal Empire: Babur- Akbar – Jahangir and Shajahan.-*Aurangzeb*- Governance and Administration- Art and Architecture	6
II	Marathas: Shivaji- Maratha Administration -The advent of Europeans –Carnatic Wars-The Battle of Plassey-Impacts-Clive and Warren Hastings- Lord Cornwallis- *Permanent Settlement Plan*	6
III	Lord Wellesley-Lord William Bentinck-Lord Dalhousie- *The Revolt of 1857*- Lord Canning-Lord Lytton –Lord Ripon- Local Self Government	6
IV	Political awakening and birth of Indian National Congress-Lord Curzon- *Partition of Bengal*- Moderates- G.K.Gokhale -Extremists- B.G.Tilak	6
V	Gandhian Era- *Khilafat Movement*- Non Cooperation Movement - Civil Disobedience movement – Quit India Movement-Mount Batten Plan-towards Independence	6
VI	Current Trend: Mughal Architecture- Freedom Fighters of India	

..... Self Study

Text Book(s):
1. Raychoudhary, S.C., History of Modern India, Surjeet Publication, Delhi, 2004. 2. Khurana, K.L., History of India from 1526 to 1967 A.D., Lakshmi Narain Agarwal, Agra, 2009
Reference Book(s):
1. Majumdar, R.C., An Advanced History of India, Macmillan India Ltd, Delhi, 2004 2. Metha, J.L., History of Medieval India Vol III, Sterling Publishing Pvt Ltd, New Delhi, 1983 3. Majumdar, R.C., & Chopra, P.N., Main Currents of Indian History, Sterling Publishers Pvt Ltd, New Delhi, 1979 4. Desai, A.R., Social Background of Indian Nationalism 5. Grover, B.L., A New Look at Modern Indian History, S. Chand & Company Ltd, New Delhi, 2009,
Web Resource(s):
1. https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829 https://www.nationalarchives.gov.uk/education/empire/g2/cs4/background.htm

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Analyse the administrative pattern and the medieval rules.	K1
CO2	Highlight Political development in India during the period of Delhi Sultanate	K2
CO3	Analyse the art and architecture during the Mughal Empire	K3
CO4	Understand the policies and strategies of the East India Company and the British Empire.	K4
CO5	Evaluate the contribution of the freedom fighters.	K5

Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	3	3	3	3	2	2	3	3	2.7
CO2	3	3	3	3	2	3	3	3	3	2	2.8
CO3	3	3	2	3	3	3	3	2	3	3	2.8
CO4	3	3	2	3	3	2	3	3	3	3	2.8
CO5	3	3	3	3	2	3	3	2	3	2	2.7
Mean Overall Score											2.77
Correlation											HIGH

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. M. Mohamed Tajdeen