

ST. MARY'S COLLEGE (Autonomous)

(Re-accredited with 'A+' Grade by NAAC – 4th Cycle)

Thoothukudi-628001, Tamil Nadu

(Affiliated to Manonmaniam Sundaranar University)



M.A. History

School of Language & Culture

Outcome Based Curriculum

(W.e.f.2024)

PG Course Structure (M.A. History)
(2024-2026)
Semester – I

Course	Course Code	Course Title	Contact Hours / Week	Credits	Max Marks		
					CIA	ESE	Total
Core I	24PHIC11	History of Ancient and Medieval India up to 1206 CE	7	5	40	60	100
Core II	24PHIC12	Socio Cultural History of Tamil Nadu up to 1565 CE	6	5	40	60	100
Core III	24PHIC13	History of World Civilizations (Excluding India)	6	5	40	60	100
Discipline Centric Elective I	24PHIE11	Indian Art and Architecture	6	4	40	60	100
Skill Enhancement Course I	24PHISE1	Epigraphy	5	3	40	60	100
MOOC (Compulsory)				+2			
			30	22+2			

Semester – II

Course	Course Code	Course Title	Contact Hours / Week	Credits	Max Marks		
					CIA	ESE	Total
Core IV	24PHIC21	History of Medieval India - 1206 - 1707 CE	7	5	40	60	100
Core V	24PHIC22	Socio Cultural History of Tamil Nadu - 1565 – 1956 CE	6	5	40	60	100
Core VI	24PHIC23	Dravidian Movement up to 1969 CE	6	5	40	60	100
Discipline Centric Elective II	24PHIE21	Intellectual History of Tamil Nadu	6	4	40	60	100
Skill Enhancement Course II	24PHISE2	Archives and Museums	5	3	40	60	100
			30	22			

Note: MOOC should be completed in the I Year.

Internship can be completed during the II Semester vacation.

Semester – III

Course	Course Code	Course Title	Contact Hours / Week	Credits	Max Marks		
					CIA	ESE	Total
Core VII	24PHIC31	Colonialism and Nationalism in India	6	5	40	60	100
Core VIII	24PHIC32	Intellectual History of India	6	5	40	60	100
Core IX	24PHIC33	Cultural Heritage of India	6	5	40	60	100
Core X	24PHIC34	Principles and Techniques of Archaeology	6	5	40	60	100
Discipline Centric Elective III	24PHIE31	Historiography and Historical Methods	6	3	40	60	100
Internship /Self Study (optional)	24PHISS1	Understanding Popular Culture		+2			
			30	23+2			

Semester – IV

Course	Course Code	Course Title	Contact Hours / Week	Credits	Max Marks		
					CIA	ESE	Total
Core XI	24PHIC41	Contemporary India from 1947 to 2014 C.E	6	5	40	60	100
Core XII	24PHIC42	Colonialism and Nationalism in Tamil Nadu	6	5	40	60	100
Core XIII	24PHIC43	International Relations from 1945 to 2011 C.E	6	5	40	60	100
Core XIV	24PHIC44	Women in India through the Ages	6	4	40	60	100
Core XV (Project)	24PHIC45	Project and Viva Voce	6	4	40	60	100
			30	23			

Semester I			
Core I		History of Ancient and Medieval India up to 1206 C.E	
Course Code:24PHIC11	Hrs/Week: 7	Hrs/Semester: 105	Credits:5

Learning Objectives

1. Explain the sources and the features of Pre and Proto history at the national and regional level
2. Understanding of the social, political and economic life in the Vedic age and the post- Vedic polity and religion
3. An account of Mauryan and Post- Mauryan period
4. The chief features of the Age of Guptas and its legacy
5. Knowledge of the history of the Peninsular India under various dynasties

Course Outcome

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the history of medieval India and the foreign invasions in historical context.	K1
CO-2	learn the various historical dynasties in chronological sequences and their legacy	K2
CO-3	appreciate the genealogy of history in Medieval India.	K3
CO-4	examine the reminiscences of history to appreciate the human values and dignity	K4
CO-5	know about the historical background in Medieval India to enrich historicity	K5

Semester I			
Core I History of Ancient and Medieval India up to 1206 C.E			
Course Code:24PHIC11	Hrs/Week: 7	Hrs/Semester: 105	Credits:5

UNIT – I

Sources: Archaeological Sources – Literary Sources – Foreign Accounts; Prehistoric culture: Palaeolithic – Mesolithic – Neolithic – Distribution – Tools – Life of the people; Proto History – Harappan Civilization: Origin – Chronology – Extent – First Urbanization – Town Planning – Seals and Script – Trade Contacts; Ancient Tamil Civilization: Adichanallur – Keeladi – Kondagai – Mayiladumparai – Sivagalai

UNIT – II

Vedic Period: Debate on the original home of the Aryans – Life during Early Vedic Age – Transformation from Early Vedic to Later Vedic Period – Social - Political – Economic; Second Urbanization: Emergence of the Mahajanapadas – Formation of State: Republics and Monarchies – Rise of Urban Centres – Magadha: Haryankas – Sisunagas – Nandas; Intellectual Awakening: Rise of Buddhism and Jainism - their impact on society in India and Abroad; Persian and Macedonian Contacts – Alexander’s Invasion and its impact

UNIT – III

The Mauryan Imperial State: Chandragupta Maurya and his political achievements - Ashoka, his edicts and his policy of Dhamma; Spread of Religion; Mauryan Administration: Kautilya and Arthashastra – Megasthenes; Economy – Mauryan Art and Architecture – Disintegration of the Mauryan Empire; Post Mauryan Political, Economic, Social and Cultural developments: Indo-Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions – Mahayana; Satavahanas of Andhra: their contribution to art and architecture

UNIT – IV

Guptas – Polity and Administration – Patronage to Art, Architecture and Literature – Educational Institutions: Nalanda – Vikramashila – Valabhi; Huna Invasion and Decline; Vakatakas: Polity and Economy; Harsha: The assemblies at Prayag and Kanauj - Hiuen-Tsung’s account of India

UNIT – V

Peninsular India: Tamil country up to 12th Century – Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas, Prathikaras and Palas; Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact

LEARNING RESOURCES:

Recommended Readings:

1. Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson, Delhi, 2009.
2. Chakravarty, Ranabir, *Exploring Early India up to c. A.D. 1300*, Primus Books, Delhi, 2016.
3. Thapar, Romila, *Early India: From the Origins to A.D. 1300*, Penguin, Delhi, 2003. (Tamil Translation)

Recommended Books:

1. Kosambi, D.D., *The Culture and Civilization of Ancient India: An Historical Outline*, Vikas Pub. House Pvt. Ltd., Delhi, 1997.
2. Kosambi, D.D., *An Introduction to the Study of Indian History*, Sage Publications, Delhi, 2016.
3. Raychaudhuri, Hemchandra, *Political History of Ancient India*, Surjeet Publications, New Delhi, 2014.
4. Basham, A.L., *The Wonder that was India, Vol. 1*, Picador, New Delhi, 2004.

Web Sources:

1. <https://sourcebooks.fordham.edu/india/indiasbook.asp>
2. <https://www.pbs.org/thestoryofindia/resources/websites/>
3. <https://archive.org/details/IndiaHistory>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	1	2	1	3	2	1	3	2
CO-2	2	3	2	3	2	2	3	2	3	3
CO-3	2	3	3	3	2	3	3	3	2	2
CO-4	3	2	3	3	3	2	2	2	3	3
CO-5	2	2	3	3	3	2	2	2	3	3
Ave.	2.4	2.6	2.4	2.8	2.2	2.4	2.4	2	2.8	2.6

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester I			
Core II Socio Cultural History of Tamil Nadu up to 1565 C.E			
Course Code:24PHIC12	Hrs/Week: 6	Hrs/Semester: 90	Credits:5

Learning Objectives:

1. Present the early history of Tamil Nadu
2. Detail the history of Pallavas and their contribution
3. Highlight the impact of the Chola rulers' administration
4. Give an account of the history of Pandyas of Madurai
5. Explain the society and culture under Madurai Sultanate and Vijayanagara rulers

Course Outcomes

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	learn and understand the various dynasties of Tamil Nadu and their contribution.	K1
CO-2	explore the wars of various dynasties and their impart in the constitution of history.	K2
CO-3	comprehend ideas on literary, art, architecture and cultural contribution of the past.	K3
CO-4	examine and appreciate the rich cultural heritage of the past.	K4
CO-5	aware of the traditional warfare methods and history to connect the past and the present.	K5

Semester I			
Core II Socio Cultural History of Tamil Nadu up to 1565 C.E			
Course Code:24PHIC12	Hrs/Week: 6	Hrs/Semester: 90	Credits:5

UNIT – I

Sources of the History of Tamil Nadu – Ancient Tamil Civilization - Sangam Literature
–
Concept of Tinai – Social and Economic life –Roman Trade Contacts and their impact
– Religious life – Murugan and Korravai – Nadukal

UNIT – II

Pallavas: Origin, history and contribution to South Indian culture –Socio-religious condition – Bhakti Movement and the State – Growth of Saiva and Vaishnava Traditions – Institution of Temple – Art and Architecture – Education: Ghatikas – Literature

UNIT – III

Imperial Cholas: Socio- religious condition – Local Self Government and Village Autonomy – Landholding System and Society – Economic Life – Art and Architecture – Overseas expansion and cultural impact

UNIT – IV

Pandyas of Madurai: Social Classes –Religion: Saivism and Vaishnavism – Art and Architecture: Later Pandyas, Marco Polo’s Account – Society: Valangai and Idangai– Religion – Art and Architecture: Madurai Meenakshi Temple – Religion: Mathas – Saivasiddhantam and Virsaivism

UNIT – V

Society and Culture under the Madurai Sultanate – Vijayanagar Empire – Krishnadeva Raya – Royal Patronage of Literature, Art and Architecture – Social Life – Position of Women

Recommended Readings

1. Karashima, Noboru, *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014.
2. Subramanian, N., *Social and Cultural History of Tamilnadu (upto 1336 A.D.)*, 2011

LEARNING RESOURCES:

Recommended Books:

1. Kanakasabhai, V., *The Tamils Eighteen Hundred Years Ago*, The South India Saiva Siddhantha Works Publishing Society, Tinnevely, 1956.
2. Pillay, K.K., *Historical Heritage of the Tamils*, MJP Publishers, Chennai, 2008.
3. Sastri, K.A.Nilakanta, *The Colas*, University of Madras, Madras, 1955.
4. Sastri, K.A.Nilakanta, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, OUP, Chennai, 1997.

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	2	2	3	2	2	3	3
CO-2	1	3	2	3	2	1	3	3	3	3
CO-3	2	2	3	3	3	2	2	3	2	2
CO-4	2	2	2	3	2	2	2	3	3	2
CO-5	2	2	2	3	3	2	3	2	3	3
Ave.	2	2.4	2.2	2.8	2.4	2	2.4	2.6	2.8	2.6

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester I			
Core III History of World Civilizations (Excluding India)			
Course Code:24PHIC13	Hrs/Week: 6	Hrs/Semester: 90	Credits:5

Learning Objectives:

1. Explain the concepts of civilization and culture and brief history of pre - historic period
2. Present different features of various ancient civilizations
3. Explain the main West Asian civilizations
4. Compare the features of Chinese and Japanese civilizations
5. Study and compare Greek and Roman Civilizations

Course Outcomes

CO. No	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the importance of various civilizations in the world and their legacy	K1
CO-2	enhance the historical perspectives of world civilizations to enrich history	K2
CO-3	examine and appreciate the contributions of various civilizations in all fields	K3
CO-4	appraise the nature of civilization and its progress in historical context	K4
CO-5	aware of the birth and decline of various civilizations	K5

Semester I			
Core III History of World Civilizations (Excluding India)			
Course Code:24PHIC13	Hrs/Week: 6	Hrs/Semester: 90	Credits:5

Learning Objectives:

6. Explain the concepts of civilization and culture and brief history of pre - historic period
7. Present different features of various ancient civilizations
8. Explain the main West Asian civilizations
9. Compare the features of Chinese and Japanese civilizations
10. Study and compare Greek and Roman Civilizations

UNIT – I

Introduction – Definition of Civilization – Comparison between Culture and Civilization – Origin and Growth of Civilizations – Pre – historic Culture – Palaeolithic and Neolithic period Culture – rivers, resources and civilizations

UNIT – II

The role of environment – the invention of writing – Mesopotamian Civilization – Sumerian – Babylonian – Life under Hammurabi – the Kassite interlude – Egyptian and the Age of Pharaohs – the rise of the Hittites and their greatness – The fall of empires and survival of cultures

UNIT – III

The evolution of Jewish religion – the power of Assyria – Assyrian rule and culture – Chaldean Babylonia – The rise of Persia – the coming of the Medes and Persians – Zarathustra – Persia’s World Empire

UNIT – IV

China’s Classical Age – the Zhou dynasty – Age of Confucius and his followers – the Qin unification – the glory of the Han Dynasty – contribution to the World – development of Art and Architecture – Religion and Science – Japanese Civilization and Culture – Maya, Aztec and Inca Civilizations

UNIT – V

Greek Civilization – the Minoans and Mycenaeans – Homer- the Heroic Past – the Polis – Sparta – Athens – the Age of Pericles – the spread of Hellenic civilization – the Greeks and the opening of the East – Hellenic Religion, Science and philosophy – The Roman republic – the Pax Romana – Administration and expansion under Augustus

LEARNING RESOURCES:

Recommended Readings:

1. Swain J.E , A History of World Civilization, Eurasia Publishing House, New Delhi, 1938.
2. Will Durant, The Story of Civilization I and II (Simon and Schuster, New York, 1966)
3. Gokale, B.K, Introduction to Western Civilization, S.Chand & Company, New Delhi, 1999.
4. Hayes C.J, History of Western Civilization, Macmillan, New York, 1967.
5. Manoj Sharma, History of World Civilization, Anmol Publication Pvt. Ltd, New Delhi, 2005.

Recommended Books:

1. Judd, G.P, History of Civilization, Macmillan, New York, 1966.
 2. Rebello, World Civilization – Ancient and Medieval, Part II, Mangalore, 1969.
 3. Scarre C. and Brian Fagan, Ancient Civilizations, New Jersey: Pearson, 2008.
 4. Finley M.I, Ancient Slavery: Modern Ideology, London: Chatto and Windus, 1980.
 5. Brunt P.A., Social Conflicts in the Roman Republic, London: Chatto and Windus, 1971.
 6. Joshel P, Slavery in the Roman World. Cambridge, Cambridge University Press, 2010.
- Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

Web Sources

1. <https://www.worldhistory.org/civilization/>
2. <https://www.historyworld.net>
3. <https://www.ancienthistorylists.com>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	2	2	3	3	2	3	2
CO-2	2	3	2	3	3	3	2	3	2	3
CO-3	2	3	3	3	3	2	3	3	3	2
CO-4	2	3	2	3	2	3	3	3	3	2
CO-5	3	2	2	1	3	3	1	2	3	3
Ave.	2.4	2.8	2.2	2.4	2.6	2.8	2	2.6	2.6	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester I			
Discipline Specific Elective I Indian Art and Architecture			
Course Code:24PHIE11	Hrs/Week: 6	Hrs/Semester: 90	Credits:4

Learning Objectives:

1. Detail the art and architectural forms during the Harappan and Mauryan periods
2. Explain the impact of Buddhism on art forms
3. Discuss the evolution of art and architecture under Pallavas and the Cholas
4. Highlight the features of Islamic architecture particularly under Mughals
5. To point out the salient features of colonial architecture

Course Outcomes

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand and learn the legacy of an ancestors and foreigners to art and architecture.	K1
CO-2	enrich the various architectural styles of different dynasties.	K2
CO-3	analyse and appreciate the eminent architectural legacy of our ancestors.	K3
CO-4	examine the importance of historical monuments as a testimony of history.	K4
CO-5	draw an inspiration from the traditional art and develop new art.	K5

Semester I			
Discipline Specific Elective I Indian Art and Architecture			
Course Code:24PHIE11	Hrs/Week: 6	Hrs/Semester: 90	Credits:4

Learning Objectives:

5. Detail the art and architectural forms during the Harappan and Mauryan periods
6. Explain the impact of Buddhism on art forms
7. Discuss the evolution of art and architecture under Pallavas and the Cholas
8. Highlight the features of Islamic architecture particularly under Mughals
9. To point out the salient features of colonial architecture

UNIT – I

Pre-Historic Art - Harappan Art: Seals, Sculptures: Stone and Metal - Harappan Architecture: Fortification, Town Plan, Public Buildings - Mauryan Art: Chaityas – Viharas - Stupas - Asokan Pillars **UNIT – II**

Hinayana Phase of Buddhist Art – Mahayana Phase of Art: Gandhara School of Art – Mathura School of Art-Amaravathi School of Art- Gupta Art and Architecture – Ajanta and Ellora – Jaina Art: Jaina beds - Shravanabelagola

UNIT – III

Pallava Art: Rock Cut Cave Temples, Monolithic Temples - Structural Temples – Mahabalipuram - Nagara Style of Architecture: Lingaraja Temple (Bhubaneswar), Sun Temple (Konark) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram – Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple (Belur), Hoysaleswara Temple (Halebid)

UNIT – IV

Islamic Art: Five Pillars of Islam, Mosques, Mausoleums, Palace complexes, Gardens - Quawwat-ul-Islam Mosque – Qutub Minar - Mughal Art and Architecture: Humayun’s Tomb – Fatehpur Sikri, -Red Fort- Taj Mahal - Mughal Paintings

UNIT – V

Colonial Architecture: Forts: St. George Fort, Chennai – Indo-Saracenic Architecture: Chatrapati Shivaji Terminal, Mumbai – Victoria Memorial, Kolkata – Amir Mahal and Senate House, University of Madras, Chennai

LEARNING RESOURCES:

Recommended Readings:

1. Craven, Roy, A concise history of Indian Art, Thames and Hudson; London; 1976.
2. Hardy, Adam, The Indian Temple Architecture, Abhinav Publications, 2002.
3. Tomory, Edith, A History of Fine Art in India and the West, Orient Black Swan; Reprinted edition 1989.

Recommended Books:

1. Banerjee.J.N., Development of Hindu Iconography, Munshiram Manoharlal; 3rd edition, 2002.
2. Coomaraswamy.A.K., History of Indian and Indonesian Art, Kessinger Publishing, LLC,2003
3. Deva, Krishna , Temples of North Indian National Book Trust, 2002.
4. Gupta.R.S.,Iconography of the Buddhist, Hindu and Jain, StosiusInc/Advent Books Division; Subsequent edition,1980.
5. Sivaramamurthy.C. South Indian Bronzes, Lalit Kala Akademi, 1981.
6. Srinivasan.K.R., Temples of South India, National Book Trust; Fourth edition, 2010.

PSO Relation Matrix

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	2	3	2	2	3	2
CO-2	2	3	3	2	2	3	3	3	1	2
CO-3	2	3	3	2	1	1	3	3	3	2
CO-4	2	3	3	3	1	2	3	3	3	2
CO-5	2	2	2	1	3	3	2	2	3	3
Ave.	2.2	2.6	2.6	2	1.8	2.2	2.6	2.6	2.6	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester I			
Skill Enhancement Course I		Epigraphy	
Course Code:24PHISE1	Hrs/Week: 5	Hrs/Semester: 75	Credits:3

Learning Objectives:

1. Learn the basic concepts of Epigraphy and its significance
2. Understand the evolution of various scripts in Epigraphy
3. Analyse the phases of estampaging inscriptions
4. Estimate the format of Inscriptions and Dating systems
5. Examine the historical significance of Inscriptions

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the native, importance and kinds of inscriptions in historical context.	K1
CO-2	develop epigraphical skills and learn the various scripts in India.	K2
CO-3	Know about the nature of materials used in epigraphy and the importance of inscriptions.	K3
CO-4	analyse the importance of inscriptions as a source of history.	K4
CO-5	aware of the origin of writing and scripts to enhance the veracity of history	K5

Semester I			
Skill Enhancement Course I		Epigraphy	
Course Code:24PHISE1	Hrs/Week: 5	Hrs/Semester: 75	Credits:3

UNIT – I

Epigraphy - Definition – Importance of epigraphy for writing history – Format of Inscription
- Authenticity

UNIT – II

Nature of the material- stone, metal, clay, terracotta, pottery, wood, papyrus, parchment -
Types of inscriptions – monumental – archival - Incidental

UNIT – III

Origin of Writing in India – Indus Script and its decipherment – Brahmi and Kharosthi
Script

UNIT – IV

Origin of Writing in South India – Tamili - Tamil Brahmi – Vattezhuthu – Grantha Script

UNIT – V

Inscriptions in India and Tamil Nadu - Inscriptions of Indus civilization - Rumminidei
Inscriptions - Allahabad pillar inscriptions - Mangulam inscription – Uttiramerur inscription

LEARNING RESOURCES:

Recommended Books:

1. Buhler, George, Indian Paleography, Indian Studies Past and Present; Calcutta; 1959.
2. Dani. A.H, Indian Paleography, Munshiram Manoharlal Publishers; 3 edition, 2011.
3. Sivaramamurthy. C., Indian Epigraphy and South Indian Scripts, Bulletin of the Madras Government Museum, 1952.

Web Sources:

1. <https://www.britannica.com/topic/epigraphy>
2. https://www.researchgate.net/publication/338197502_Inscriptions_As_A_Source_of_History
3. <https://asi.nic.in/Ancient India/Ancient India Volume 9/article 9.pdf>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	3	2	2	3	3	2	3	2
CO-2	3	3	3	2	1	2	3	3	2	2
CO-3	2	2	3	3	2	3	3	3	3	3
CO-4	3	3	3	3	2	2	3	2	3	3
CO-5	2	3	2	2	3	2	2	3	3	3
Ave.	2.6	2.6	2.6	2.4	2	2.4	2.8	2.6	2.8	2.6

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester II			
Core IV		History of Medieval India - 1206 - 1707 C.E	
Course Code:24PHIC21	Hrs/Week: 7	Hrs/Semester: 105	Credits:5

Learning Objectives:

1. Examine the establishment of centralized monarchy
2. Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq
3. Analyse the Mughal religious and Deccan policy.
4. Outline the advancements in art and architecture
5. Explain the economic and socio-cultural life in medieval India

Course Outcomes

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the foundation of Delhi Sultanate & Mughal rule in Medieval India.	K1
CO-2	enhance the historical, and architectural skills in the context of Indo – Persian culture and its legacy.	K2
CO-3	equip the knowledge on socio – economic and cultural transformation of Medieval India.	K3
CO-4	analyse the socio – economic and cultural impact and appreciate their contribution.	K4
CO-5	estimate the causation and change in Medieval to explore the authenticity of history.	K5

Semester II			
Core IV		History of Medieval India - 1206 - 1707 C.E	
Course Code:24PHIC21	Hrs/Week: 7	Hrs/Semester: 105	Credits:5

UNIT – I

Qutb-ud-din Aibak and Iltutmish — *Iqta* System - Sultana Raziya - Age of Balban-
Chihalgani - Mongol Threat - Jalaluddin and AlauddinKhalji - Conquest and
Annexation.

UNIT – II

Ghiyasuddin and Muhammad bin Tughlaq– Administrative and Political Measures –
Economic and Agrarian Reforms – Token Currency Transfer of Capital - Firoz Tughlaq
- Economic reforms - Military Expeditions - Impact of Sayyids and Lodis;
Administration under the Delhi Sultanate

UNIT – III

India on the eve of Babur’s invasion – Struggle for empire in North India – Rise of Sher
Shah Sur; Expansion and Consolidation– Political phase of Akbar; new imperial system
and administration; Mansabdari system - Jagirdari system– NurJahan Junta – The
Mughals and the North-Western frontier – Shah Jahan and his contribution.

UNIT – IV

Akbar’s imperial agenda - Suhl-i-kul – Akbar’s religion - Din ilahi; Aurangzeb’s
relation with religious groups and institutions; Mughal - Rajput Relations – Mughal
administration-: Aurangzeb - Deccan wars - Rise of Marathas under Shivaji- Popular
revolts within the Mughal empire – Decline of the Mughal Empire

UNIT – V

Economy: Revenue System – Trade – relations with the Europeans – Society - Ruling
Classes, Merchants, Artisans and Slaves – Caste, Customs and Women – Religious
Ideas and Beliefs - The Sufi Movement – The Bhakti Movement in North India –
Culture- Architecture – Literature – Fine Arts – Music.

LEARNING RESOURCES:

Recommended Readings:

1. Chand, Tara, *Influence of Islam on Indian Culture*, Indian Press, 1954.
2. Chandra, Satish, *Medieval India: From Sultanat to the Mughals*, Har-Anand Pub.,
Delhi, 1998.
3. Habib, Mohammad and K.A. Nizami, *Comprehensive History of India: The Delhi
Sultanate (A.D. 1206-1526)*, People’s Publishing House, Delhi, 1970.
4. Mehta, J.L., *Advanced Study in the History of Medieval India, 1000 – 1526 A.D.*,
Sterling Pub., New Delhi, 1986.
5. Mehta, J.L., *Advanced Study in the History of Medieval India, Vol. III: Medieval
Indian Society and Culture*, Sterling Pub., New Delhi, 1990.
6. Raychaudhuri, Tapan and Irfan Habib, ed., *The Cambridge Economic History of India,
Vol. I: c. 1200 – c. 1750*, Cambridge University Press, London, 1982.

Recommended Books:

1. Ali, Athar. M., *Mughal India, Studies in Polity, Ideas, Society and Culture*, OUP, New Delhi, 2007.
2. Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005.
3. Habib, Mohammed and Irfan Habib, ed., *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi, 2016.
4. Habibullah, A.B.M., *The Foundation of Muslim Rule in India*, Central Book Depot, 1967.
5. Hasan, NurulS., *Religion State and Society in Medieval India*, OUP, New Delhi, 2008.
6. Nigam, S.B.P., *Nobility under the Sultans of Delhi*, Munshiram Manoharlal, New Delhi, 1968.
7. Pandey, A.B., *Early Medieval India*, Central Book Depot, 1976.
8. Qureshi, *Administration of the Mughal Empire*, Low Price Publications, 1990.
9. Qureshi, *Administration of the Sultanate of Delhi*, 1942.

Web Sources:

1. <https://core.ac.uk.in>
2. <https://studoc.com>
3. <https://indiaolddays.com>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	1	1	3	3	3	3	2
CO-2	2	3	3	2	2	3	3	3	3	2
CO-3	2	3	3	2	2	3	3	3	3	2
CO-4	2	2	2	3	2	2	3	3	3	3
CO-5	2	2	2	3	3	2	2	2	2	3
Ave.	2.2	2.4	2.4	2.2	2	2.6	2.8	2.8	2.8	2.4

Mapping	<40%	$\geq 40\%$ and $< 70\%$	$\geq 70\%$
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester II			
Core V		Socio Cultural History of Tamil Nadu - 1565 – 1956 C.E	
Course Code:24PHIC22	Hrs/Week:6	Hrs/Semester: 90	Credits:5

Learning Objectives:

1. Narrate the social condition during the Nayak period
2. Describe the contributions of Marathas to the culture of the Tamil region
3. Analyse the Contribution of Sethupathis of Ramnad to Tamil society.
4. Appreciate the Growth of Western Education.
5. Examine the contribution of Dravidian movement to social transformation

Course Outcomes

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the history of Nayaks, Marathas and Role of Sethupathis of Ramnad Christianity and Dravidian Movement.	K1
CO-2	enrich the regional history on Nayaks, Marathas, Sethupathis of Ramnad and Dravidian movement in historical context.	K2
CO-3	examine the various issues of various dynasties and its impact in the cause of history.	K3
CO-4	analyse the cultural contribution of various dynasties and its impact	K4
CO-5	appreciate and adhere the ideals of self- respect movement to be empowered.	K5

Semester II			
Core V		Socio Cultural History of Tamil Nadu - 1565 – 1956 C.E	
Course Code:24PHIC22	Hrs/Week:6	Hrs/Semester: 90	Credits:5

UNIT – I

The Nayaks of Madurai – the Nayaks of Senji – The Nayaks of Tanjore – social and cultural condition under the Nayaks – contribution of Nayaks to art and architecture and Tamil culture.

UNIT – II

Tamilagam under Marathas – Society: caste system – status women – legacy of Raja Serfoji – Literature under the rule of Tanjore Marathas – Saraswathi Mahal Library – Development of Art and Architecture under the Marathas

UNIT – III

The Marava country and the Sethupathis of Ramnad – society - cultural contribution; Nawab of Arcot – Society – Famines and Diseases – Status of Women – Economic and Religious Life – Social Impact of the Europeans; Religion: Saivism: St.Ramalinga- Vaishnavism: the Schism

UNIT – IV

Introduction of Christianity - growth and impact - Introduction of Western education – Government education - Professional and Technical education – Female education.

UNIT – V

Rise of Justice Party and Non-Brahmin Movement – E.V.R, a social reformer – Self Respect Movement - Contribution of Dravidian Movement to social transformation

LEARNING RESOURCES:

Recommended Readings:

1. Irschick, Eugene F., Tamil Revivalism in the 1930s, Cre-A, Madras, 1986.
2. Jagadeesan, P, Marriage and Social Legislations in Tamil Nadu, Elatchaiappan Pub., 1990.
3. Murugesan, Mangala N.K., Self-Respect Movement in Tamil Nadu, 1920-40, Koodal Pub., Madurai, 1981.
4. Rajaraman, P., Justice Party: A Historical Perspective, 1916-37, Poompozhil Publishers, Madras, 1988.
5. Rangaswamy, M., Tamil Nationalism, Hema Pub., Chennai, 2006.
6. Sastri, V.S. Ramasamy, The Tamils, The People, Their History and Culture in 5 Volumes, Cosmo Pub., New Delhi, 2002.
7. Singaravelu, S., Social Life of the Tamils, Dept. of Indian Studies, Kuala Lumpur.
8. Subramaniam, P. Social History of the Tamils, 1707 – 1947, D.K. Printworld (P) Ltd., New Delhi, 1996.
9. Swaminathan, S., Karunanidhi, Man of Destiny, Affiliated East-West Press Pvt. Ltd., New Delhi, 1974.

Recommended Books:

1. K.A.N.Sastri : The Pandyan Kingdom (London.1929)
2. Kalidos.R : History and Culture of Tamils (From Prehistoric Times to Present rule)
3. Krishnaswamy.A. : The Tamil country under Vijayanagar
4. Rajaraman, P., Chennai through the Ages, Poompozhil Pub., Chennai, 1997.
5. Rajayyan.K : History of Tamil Nadu (1565 – 1982)

6. Sathianatheir.R. : History of Nayaks of Madurai
7. Subramanian N : History of Tamil Nadu Vol.II
8. Varghese Jeyaraj S: Socio Economic History of Tamil Nadu

Web Sources:

1. https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-OfTamil-Nadu_djvu.txt
2. <https://www.tnarch.gov.in/Library%20BOOK%20PDF/The%20Cultural%20Heritage%20of%20Tamilnadu.pdf>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	3	2	2	2	3	3	2	2	2
CO-2	2	3	2	2	2	2	3	2	3	2
CO-3	2	3	3	3	1	3	2	3	2	2
CO-4	2	3	2	3	2	2	2	3	3	3
CO-5	2	2	3	2	2	2	3	3	3	3
Ave.	2.6	2.8	2.4	2.4	1.8	2.4	2.6	2.6	2.6	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester II			
Core VI		Dravidian Movement up to 1969 C.E	
Course Code:24PHIC23	Hrs/Week:6	Hrs/Semester: 90	Credits:5

Learning Objectives:

1. Learn the rich heritage of Tamil language and Tamil Nadu
2. Understand the evolution of regional political parties in the context of Dravidian Movement
3. Appreciate the achievements of Justice Party
4. Learn the radical ideas of E.V.R
5. Acquire the knowledge of evolution of regional parties of Tamil Nadu

Course Outcomes

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the basic concepts of Dravidian and Regionalism	K1
CO-2	learn the contribution of great scholars towards the richness of Tamil language and literature	K2
CO-3	utilise the linguistic skills to enhance pure Tamil movement and modernization of Tamil	K3
CO-4	analyse the radical ideas of E.V.R and Self Respect Movement	K4
CO-5	estimate the different stands of Congress and Regional parties to develop the leadership qualities	K5

Semester II			
Core VI		Dravidian Movement up to 1969 C.E	
Course Code:24PHIC23	Hrs/Week:6	Hrs/Semester: 90	Credits:5

UNIT – I

Contributions of Robert de Nobili – Robert Caldwell - G.U. Pope - Prof. Sundaram Pillai – Maraimalai Adigal – Pure Tamil Movement – Modernization of Tamil.

UNIT – II

Non – Brahmin Association – Madras Dravidian Association – Madras Native Association – Home Rule Movement – Non - Brahmin Movement - South Indian Liberal Federation – Madras Presidency Association.

UNIT – III

General Elections – Justice Party – Legislations – Communal GOs – Achievements – Electoral defeats – Salem Conference – Decline.

UNIT – IV

Vaikam Satyagraha – Cheranmahadevi Gurukulam Controversy – Kanchipuram Conference - Self - Respect movement - E.V. R. and his ideology – Anti Hindi - Agitations – Dravidar Kazhagam– Contribution.

UNIT – V

Emergence of DMK – Ideology – General Elections - C.N. Annadurai - World Tamil Conference – Rajamannar Committee.

LEARNING RESOURCES:

Recommended Readings

1. Arroran. Nambi. *Tamil Renaissance and Dravidian Nationalism (1905-1944)*. Madurai: Koodal Publishers, 1980.

Recommended Books:

1. Hardgrave.L. Robert. *The Dravidian Movement Bombay*. Bombay: Popular Prakasham, 1965.
2. Irschick. Eugene. *Politics and Social Conflicts in South India*. Los Angeles: University of California Press, 1969.
3. Saraswathi. S. *Towards Self-Respect: Periyar Eve on a New World*. Madras: Institute of South Asian Studies, 1994.
4. Rajayyan.K. *A Real History of Tamil Nadu*, Trivandrum: Ratna Publication, 2005.

Journals:

1. <https://journals.asianresassoc.org/index.php/ijot/article/view/103>
2. <https://irjt.iiorpress.org/index.php/irjt>

Web Sources:

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

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	2	1	3	2	2	2	2
CO-2	3	3	2	2	2	3	3	2	2	2
CO-3	2	3	3	2	2	2	2	3	3	2
CO-4	3	2	2	3	2	2	3	2	3	3
CO-5	2	3	2	2	3	2	3	2	2	3
Ave.	2.6	2.6	2.2	2.2	2	2.4	2.6	2.2	2.4	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester II			
Discipline Centric Elective II Intellectual History of Tamil Nadu			
Course Code:24PHIE21	Hrs/Week:6	Hrs/Semester: 90	Credits:4

Learning Objectives

1. Appreciate the intellectual contribution of socio-religious reformers.
2. Evaluate the contributions of economic nationalists.
3. Examine the Dravidian views on political movements.
4. Appreciate the various contributions of prominent leaders.
5. Examine the intellectual growth of ancestors and contemporaries

Course Outcomes

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	acquire the contribution of Intellectuals, cultural, arts and scientific levels to integrate history	K1
CO-2	develop intellectual deep insights of intellectuals and understand its impact.	K2
CO-3	analyse the intellectual ideas in different perspectives.	K3
CO-4	complete and evaluate the role of intellectual ideas for the progress of the humanity	K4
CO-5	estimate the intellectual ideas in various disciplines to be empowered	K5

Semester II			
Discipline Centric Elective II		Intellectual History of Tamil Nadu	
Course Code:24PHIE21	Hrs/Week:6	Hrs/Semester: 90	Credits:4

UNIT – I

G. Subramania Iyer - Rettamalai Srinivasan - C. Rajagopalachari - E.V. Ramasamy - M.C Raja – Thillaiyadi Valliyammai – Pasumpon Muthuramalinga Thevar – Kalaingar Karunanidhi

UNIT – II

Ayodhya Das Pandithar - Amy Carmichael - Ida Scudder - Arcot Brothers – Bharathidasan – VallalAzagappar - Jamal Mahammed

UNIT – III

Umaru Pulavar - Joseph Constantine Beschi – Vaikunda Swamigal – Annie Besant – Swami Sahajananda – Kirubananda Variyar

UNIT – IV

C. Subramania Bharathiyar – M.S. Subbulakshmi – Kannadasan – Pattukottai Kalyana Sundaram – Padma Subramaniam

UNIT – V

G.D. Naidu – Santappa - M.S. Swaminathan – A.P.J. Abdul Kalam – Rangarajan (Sujatha) - K. Sivan

LEARNING RESOURCES:

Recommended Readings:

1. Rajayyan, K., *History of Tamil Nadu (1585-1982)*, Raj Publishers, Madurai, 1982.

Recommended Books:

1. Parmarthalingam, C., *Religion Social Reform in Tamil Nadu*, Rajkumari Publication, Madurai, 1997.
2. Sen, S.P.(Ed.), *Social and Religious Reform Movements in the 19th and 20th Centuries*, Calcutta Institute of Historical Studies, 1979.
3. Pillai, K.K., *TamilagaVaralaru, Makkalum Panpadum (Tamil)*, International Institute of Tamil Studies, Chennai, 2004.
4. Viswanathan, E.Sa., *The Political Career of E.V.R*, Ravi and Vasanth Publication, Madras, 1983.

Journal:

1. <http://citeseerx.ist.psu.edu/viewdoc/summary;jsessionid=84BC561CAD034E544EFC AEBE2D452EE1?doi=10.1.1.1067.5808&rank=65&q=History%20of%20India&osm=&ossid=>

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	3	1	3	2	2	3	2
CO-2	2	3	2	3	2	2	3	3	2	2
CO-3	2	3	3	2	1	2	2	3	3	2
CO-4	3	3	2	3	2	2	3	2	3	3
CO-5	2	3	2	3	3	2	3	2	2	3
Ave.	2.4	2.8	2.2	2.8	1.8	2.2	2.6	2.4	2.6	2.4

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Semester II			
Skill Enhancement Course II Archives and Museums			
Course Code:24PHISE2	Hrs/Week:5	Hrs/Semester: 90	Credits:3

Learning Objectives:

1. Present the Fundamental Concepts of Archives and Museums
2. Understand the role of Archives and Museums in History
3. Appreciate the significance of Archives and Museums
4. Learn the functions of National and State Archives and Museums
5. Acquire the repository of Sources in Archives and Museums

Course Outcomes

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO-1	understand the basic concepts of Archives and Museums	K1
CO-2	learn the research aptitude and skills for historical writings	K2
CO-3	utilise the Archival skill to enrich the historical writings	K3
CO-4	analyse the functions of Archives and Museums	K4
CO-5	estimate the role of Archives and Museums in history to obtain the holistic development	K5

Semester II			
Skill Enhancement Course II		Archives and Museums	
Course Code:24PHISE2	Hrs/Week:5	Hrs/Semester: 90	Credits:3

UNIT – I

Meaning – Definition – Etymology – Significance.

UNIT – II

Archaeology Museum – Architecture Museum – Biographical Museum – Palace Museum – Private Archives – Public Archives

UNIT – III

Indian Museums, Calcutta – Salar Jung Museum, Hyderabad –National Museum, Delhi, Chhatrapati Shivaji Maharaj Vastu Sangrahalaya – Mumbai, Gandhi Museum Madurai, Saraswathy Mahal Museums – Tanjore

UNIT – IV

National Archives of India, Delhi – Tamil Nadu Archives, Chennai – Shenbaganoor Archives - Kodaikanal, Kerala State Archives – Trivandrum

UNIT -V

Uses of Archives and Museums – Functions of Archives and Museums - A visit to a Museum and Archives a part of this course – Report Writing

LEARNING RESOURCES:

Recommended Books:

1. *A Guide to the National Museum*. New Delhi: National Museum,1997.
2. Agarwal,O.P. *Essentials of Conservation and Museology*, Delhi: Sundeep Prakasan, 2007.
3. Edson & David Routledge. *Handbook for Museum*.1986.
4. Thiyagarajan, J.*Archives Keeping*. Madurai: Prabha Publications, 2007.
5. Macdonald Sharon (ed). *A Companion to Museum Studies*. UK: Blackwell Publishing Ltd, 2006.

PSO Relation Matrix –

Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	3	2	2	3	1	3	3	2	2	2
CO-2	2	3	3	2	1	3	3	2	3	2
CO-3	2	3	3	2	2	2	3	3	3	2
CO-4	2	3	2	3	2	2	3	2	3	3
CO-5	3	2	3	3	3	3	2	3	3	2
Ave.	2.4	2.6	2.6	2.6	1.8	2.6	2.8	2.4	2.8	2.2

Mapping	<40%	≥ 40% and < 70%	≥ 70%
Relation	Low Level	Medium Level	High Level
Scale	1	2	3