M A HISTORY

LOCF SYLLABUS 2025

Department of History

School of Languages and Culture
St. Joseph's College (Autonomous)
Tiruchirappalli - 620002, Tamil Nadu, India

SCHOOLS OF EXCELLENCE WITH CHOICE BASED CREDIT SYSTEM (CBCS) POSTGRADUATE COURSES

St. Joseph's College (Autonomous), an esteemed institution in the realm of higher education in India, has embarked on a journey to uphold and perpetuate academic excellence. One of the pivotal initiatives in this pursuit is the establishment of five Schools of Excellence commencing from the academic year 2014-15. These schools are strategically designed to confront and surpass the challenges of the 21st century.

Each School amalgamates correlated disciplines under a unified umbrella, fostering synergy and coherence. This integrated approach fosters the optimal utilization of both human expertise and infrastructure. Moreover, it facilitates academic fluidity and augments employability by nurturing a dynamic environment conducive to learning and innovation. Importantly, while promoting collaboration and interdisciplinary study, the Schools of Excellence also uphold the individual identity, autonomy, and distinctiveness of every department within.

The overarching objectives of these five schools are as follows:

1. Optimal Resource Utilization: Ensuring the efficient use of both human and material resources to foster academic flexibility and attain excellence across disciplines.

2. Horizontal Mobility for Students: Providing students with the freedom to choose courses aligning with their interests and facilitating credit transfers, thereby enhancing their academic mobility and enriching their learning experience.

3. Credit-Transfer Across Disciplines (CTAD): The existing curricular structure, compliant with regulations from entities such as TANSCHE and other higher educational institutions, facilitates seamless credit transfers across diverse disciplines. This underscores the adaptability and uniqueness of the choice-based credit system.

4. Promotion of Human Excellence: Nurturing excellence in specialized areas through focused attention and resources, thus empowering individuals to excel in their respective fields.

5. Emphasis on Internships and Projects: Encouraging students to engage in internships and projects, serving as stepping stones toward research endeavors, thereby fostering a culture of inquiry and innovation.

6. Addressing Stakeholder Needs: The multi-disciplinary nature of the School System is tailored to meet the requirements of various stakeholders, particularly employers, by equipping students with versatile skills and competencies essential for success in the contemporary professional landscape.

In essence, the Schools of Excellence at St. Joseph's College (Autonomous) epitomize a holistic approach towards education, aiming not only to impart knowledge but also to cultivate critical thinking, creativity, and adaptability – qualities indispensable for thriving in the dynamic global arena of the 21st century.

Credit system
The credit system at St. Joseph's College (Autonomous) assigns weightage to courses based on the hours allocated to each course. Typically, one credit is equivalent to one hour of instruction per week. However, credits are awarded regardless of actual teaching hours to ensure consistency and adherence to guidelines.

The credits and hours allotted to each course within a programme are detailed in the Programme Pattern table. While the table provides a framework, there may be some flexibility due to practical sessions, field visits, tutorials, and the nature of project work.

For postgraduate (PG) courses, students are required to accumulate a minimum of 92 credits, as stipulated in the programme pattern table. The total minimum number of courses offered by the department is outlined in the Programme Structure.

OUTCOME-BASED EDUCATION (OBE)
OBE is an educational approach that revolves around clearly defined goals or outcomes for every aspect of the educational system. The primary aim is for each student to successfully achieve these predetermined

outcomes by the culmination of their educational journey. Unlike traditional methods, OBE does not prescribe a singular teaching style or assessment format. Instead, classes, activities, and evaluations are structured to support students in attaining the specified outcomes effectively.

In OBE, the emphasis lies on measurable outcomes, allowing educational institutions to establish their own set of objectives tailored to their unique context and priorities. The overarching objective of OBE is to establish a direct link between education and employability, ensuring that students acquire the necessary skills and competencies sought after by employers.

OBE fosters a student-centric approach to teaching and learning, where the delivery of courses and assessments are meticulously planned to align with the predetermined objectives and outcomes. It places significant emphasis on evaluating student performance at various levels to gauge their progress and proficiency in meeting the desired outcomes.

Here are some key aspects of Outcome-Based Education:

Course: A course refers to a theory, practical, or a combination of both that is done within a semester.

Course Outcomes (COs): These are statements that delineate the significant and essential learning outcomes that learners should have achieved and can reliably demonstrate by the conclusion of a course. Typically, three or more course outcomes are specified for each course, depending on its importance.

Programme: This term pertains to the specialization or discipline of a degree programme.

Programme Outcomes (POs): POs are statements that articulate what students are expected to be capable of by the time they graduate. These outcomes are closely aligned with Graduate Attributes.

Programme Specific Outcomes (PSOs): PSOs outline the specific skills and abilities that students should possess upon graduation within a particular discipline or specialization.

Programme Educational Objectives (PEOs): PEOs encapsulate the expected accomplishments of graduates in their careers, particularly highlighting what they are expected to achieve and perform during the initial years postgraduation.

LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)
The Learning Outcomes-Centric Framework (LOCF) places the learning outcomes at the forefront of curriculum design and execution. It underscores the importance of ensuring that these outcomes are clear, measurable, and relevant. LOCF orchestrates teaching methodologies, evaluations, and activities in direct correlation with these outcomes. Furthermore, LOCF adopts a backward design approach, focusing on defining precise and attainable learning objectives. The goal is to create a cohesive framework where every educational element is in harmony with these outcomes.

Assessment practices within LOCF are intricately linked to the established learning objectives. Evaluations are crafted to gauge students' achievement of these outcomes accurately. Emphasis is often placed on employing authentic assessment methods, allowing students to showcase their learning in real-life scenarios. Additionally, LOCF frameworks emphasize flexibility and adaptability, enabling educators to tailor curriculum and instructional approaches to suit the diverse needs of students while ensuring alignment with the defined learning outcomes.

Some important terminologies
Core Courses (CC): These are compulsory courses that students must undertake as essential components of their curriculum, providing fundamental knowledge within their primary discipline. Including core courses is essential to maintain a standardized academic programme, ensuring recognition and consistency across institutions.

Discipline Specific Elective Courses (ES): Elective courses are offered within the main discipline or subject of study. They allow students to select specialized or advanced options from a range of courses, offering in-depth exposure to their chosen area of study. Typically, ES are more applied in nature and provide a deeper understanding of specific topics.

Research Methodology (RM): *It is a two-credit course offered in the third semester designed to cultivate a strong research aptitude among postgraduate students. The course equips learners with essential skills for formulating research problems and pursuing impactful research.*

Open Elective Courses (OE): *These elective courses are chosen from disciplines unrelated to the student's main area of study, aiming to broaden their exposure and knowledge base. As per the Choice Based Credit System (CBCS) policy, students may opt for open elective courses offered by other disciplines within the college, enhancing the diversity of their learning experience.*

Ability Enhancement Course (AEC): *AE is designed to enhance skills and proficiencies related to the student's main discipline. It aims to provide practical training and hands-on experience, contributing to the overall development of students pursuing academic programmes.*

Skill Enhancement Course (SEC): *SE focus on developing specific skills or proficiencies relevant to students' academic pursuits. While it is open to students from any discipline, SE is particularly beneficial for those within the related academic programme.*

Self-Learning (SL): *A two-credit course designed to foster students' ability for independent and self-directed learning. There are* Three Self-Learning Courses:
- 'Global Citizenship Education' *a common online course offered to all PG students in Semester I on JosTEL.*
- *Compulsory MOOC on NPTEL-SWAYAM in Semester I or II*
- *A Department-Specific Self-Learning Course in Semester III on JosTEL*

Comprehensive Examination (CE): *These examinations cover detailed syllabi comprising select units from courses offered throughout the programme. They are designed to assess crucial knowledge and content that may not have been covered extensively in regular coursework.*

Extra Credit Courses: *To support students in acquiring knowledge and skills through online platforms such as Massive Open Online Courses (MOOCs), additional credits are granted upon verification of course completion. These extra credits can be availed across three semesters (1 - 4). In line with UGC guidelines, students are encouraged to enhance their learning by enrolling in MOOCs offered by portals like SWAYAM, NPTEL, and others. Additionally, certificate courses provided by the college are also considered for these extra credits.*

Outreach Programme (OR): *It is a compulsory course to create a sense of social concern among all the students and to inspire them to dedicated service to the needy.*

Course Coding

The following code system (10 alphanumeric characters) is adopted for Postgraduate courses:

25	UXX	0	XX	00/X
Year of Revision	PG Department Code	Semester Number	Course Specific Initials	Running Number/with Choice

Course Specific Initials

CC - Core Course

CP - Core Practical

ES - Discipline Specific Elective

AE - Ability Enhancement Course

SL - Self-Learning

OE – Open Elective

PW - Project and Viva Voce

CE - Comprehensive Examination

OR - Outreach Programme

IS – Internship
RM – Research Methodology

EVALUATION PATTERN (PG)
Continuous Internal Assessment

Sl No	Component	Marks Allotted
1	Mid Semester Test	30
2	End Semester Test	30
3	*Two Components (15 + 20)	35
4	Library Referencing	5
	Total	**100**

Passing minimum: 50 marks

* *The first component is a compulsory online test (JosTEL platform) for 15 marks comprising 7 questions (1 mark) at K1 level and 4 questions (2 marks) at K2 level; The second component is decided by the course in-charge in accordance with the prescribed K levels.*

Question Paper Blueprint for Mid and End Semester Tests

Duration: 2 Hours								Maximum Marks: 60
Section		**K levels**						**Marks**
		K1	**K2**	**K3**	**K4**	**K5**	**K6**	
A *(compulsory)*		7						$7 \times 1 = 7$
B *(compulsory)*			5					$5 \times 3 = 15$
C *(either…or type)*				3				$3 \times 6 = 18$
D *(2 out of 3)*	Mid Sem				1(2)	1*		$2 \times 10 = 20$
	End Sem					1(2)	1*	
							Total	**60**

* *Compulsory*

Question Paper Blueprint for Semester Examination

Duration: 3 Hours							Maximum Marks: 100
Section	**K levels**						**Marks**
	K1	**K2**	**K3**	**K4**	**K5**	**K6**	
A *(compulsory)*	10						$10 \times 1 = 10$
B *(compulsory)*		10					$10 \times 3 = 30$
C *(either…or type)*			5				$5 \times 6 = 30$
D *(3 out of 5)*				1(2)	1(2)	1*	$3 \times 10 = 30$
						Total	**100**

* *Compulsory*

Evaluation Pattern for One/Two-credit Courses

Title of the Course	CIA	Semester Examination	Final
• Ability Enhancement Course	20 + 10 + 20 = 50	50 *(Department)*	100
• Self - Learning Course (Dept. Specific) • Comprehensive Examination	25 + 25 = 50	50 *(CoE)*	100
• Internship • Self - Learning Course (Common) • Self - Learning Online Course (NPTEL / SWAYAM)	100	-	100
• Skill Enhancement Course: Soft Skills	100	-	100
• Project Work and Viva Voce	100	100	100

Grading System

The marks obtained in the CIA and semester for each course will be graded as per the scheme provided in Table - 1.

From the second semester onwards, the total performance within a semester and the continuous performance starting from the first semester are indicated by Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA), respectively. These two are calculated by the following formulae:

$$SGPA \ and \ CGPA = \frac{\sum_{i=1}^{n} C_i Gp_i}{\sum_{i=1}^{n} C_i}$$

$$WAM = \frac{\sum_{i=1}^{n} C_i M_i}{\sum_{i=1}^{n} C_i}$$

Where,

C_i - *credit earned for the Course i*

Gp_i - *Grade Point obtained for the Course i*

M_i - *Marks obtained for the Course i*

n - *Number of Courses **passed** in that semester*

WAM - Weighted Average Marks

Table - 1: Grading of the Courses for PG

Mark Range	Grade Point	Corresponding Grade
90 and above	10	O
80 and above and below 90	9	A+
70 and above and below 80	8	A
60 and above and below 70	7	B+
50 and above and below 60	6	B
Below 50	0	RA

Table - 2: Grading of the Final Performance for PG

CGPA	Grade	Performance
9.00 and above	O	Outstanding*
8.00 to 8.99	A+	Excellent*
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average
Below 5.00	RA	Re-appear

The Candidates who have passed in the first appearance and within the prescribed duration of the PG programme are eligible. If the Candidates Grade is O/A+ with more than one attempt, the performance is considered "Very Good".

Vision

Forming globally competent, committed, compassionate and holistic persons, to be men and women for others, promoting a just society.

Mission

• Fostering learning environment to students of diverse background, developing their inherent skills and competencies through reflection, creation of knowledge and service.

• Nurturing comprehensive learning and best practices through innovative and value- driven pedagogy.

• Contributing significantly to Higher Education through Teaching, Learning, Research and Extension.

Programme Educational Objectives (PEOs)

1. Graduates will be able to accomplish professional standards in the global environment.

2. Graduates will be able to uphold integrity and human values.

3. Graduates will be able to appreciate and promote pluralism and multiculturalism in working environment.

Programme Outcomes (POs)

1. Graduates will be able to apply assimilated knowledge to evolve tangible solution to emerging problems.

2. Graduates will be able to analyze and interpret data to create and design new knowledge.

3. Graduates will be able to engage in innovative and socially relevant research and effectively communicate the findings.

4. Graduates will become ethically committed professional and entrepreneurs upholding human values.

5. Graduates imbibed with ethical values and social concern will be able to understand and appreciate cultural diversity, social harmony and ensure sustainable environment.

Programme Specific Outcomes (PSOs)

1. Graduates will be able to appreciate the aesthetic, socio-cultural and ethical values of cultural heritage of India and the world

2. Graduates will be able to acquire deep knowledge to explore local and regional histories

3. Graduates will be able to understand the scope of higher studies and research

4. Graduates will be able to acquire the skill of analysing and interpreting data in field work

5. Graduates are equipped with the technological and communication skills to acquire employment in administrative sectors.

M. A. History				
Programme Structure				
Semester	**Specification**	**No. of Courses**	**Hours**	**Credits**
1 – 4	Core Course	16	84	61
1 - 4	Core Practical	-	-	-
1, 3 & 4	Discipline Specific Elective	3	12	9
1 – 2	Open Elective	2	8	4
1	Ability Enhancement Course	1	2	1
1 – 3	Self-Learning	3	-	4
2	Skill Enhancement Course	1	4	2
3	Research Methodology	1	4	2
4	Project	1	6	3
4	Comprehensive Examination	1	-	2
2 – 4	Outreach Programme (SHEPHERD)	-	-	4
1 – 4	Extra Credit Course	4	-	12
	Total	**33**	**120**	**92 (12)**

Sem.	Course Code	Course Type	Title of the Course	Hours	Credits	CIA	SE	Final
			Course Details			Scheme of Exams		
1	25PHS1CC01	CC Major	**Core Course - 1:** Early Indian Civilizations	5	4	100	100	100
	25PHS1CC02		**Core Course - 2:** Social and Cultural Aspects of Mauryas	5	4	100	100	100
	25PHS1CC03		**Core Course - 3:** Tribal History of South India	5	4	100	100	100
	25PHS1CC04		**Core Course - 4:** Cultural Evolution of Tamil Country	5	3	100	100	100
	25PHS1ES01A	DSE	**Discipline Specific Elective – 1:** History of Folklore in Tamil Nadu	4	3	100	100	100
	25PHS1ES01B		**Discipline Specific Elective – 1:** Introduction to Gender Studies					
	25PHS1AE01	AEC	**Ability Enhancement Course:** History of Tiruchirappalli	2	1	100	-	100
	25PHS1OE01	OE	**Open Elective - 1 (WS):** Local Self Government in Tamil Nadu	4	2	100	100	100
	25PGC1SL01	SL	Global Citizenship Education (Online)	0	1	100	-	100
			Extra Credit Course	0	(3)			
			Total	30	22 (3)			
2	25PHS2CC05	CC Major	**Core Course – 5:** Historiography	6	5	100	100	100
	25PHS2CC06		**Core Course – 6:** Social and Cultural Aspects of Mughals	6	5	100	100	100
	25PHS2CC07		**Core Course – 7:** International Relations	6	4	100	100	100
	25PHS2CC08		**Core Course – 8:** Select Archaeological Excavations in Tamil Nadu	4	2	100	100	100
	25PHS2OE02	OE	**Open Elective - 2 (BS):** Public Administration	4	2	100	100	100
	25PSS2SE01	SEC	**Skill Enhancement Course:** Soft Skills	4	2	100	-	100
	25PHS2SL02	SL	Online Courses: NPTEL / SWAYAM	0	2	-	100	100
			Extra Credit Course	0	(3)			
			Total	30	22 (3)			
3	25PHS3CC09	CC Major	**Core Course - 9:** Idea of History	6	5	100	100	100
	25PHS3CC10		**Core Course - 10:** Social and Cultural Aspects of British India	6	5	100	100	100
	25PHS3CC11		**Core Course - 11:** Working of Indian Constitution	6	4	100	100	100
	25PHS3CC12		**Core Course - 12:** Migration and Settlement in Tamil Country through the Ages	4	2	100	100	100
	25PHS3ES02A	DSE	**Discipline Specific Elective – 2:** Architectural Styles in South India	4	3	100	100	100
	25PHS3ES02B		**Discipline Specific Elective – 2:** Trade Routes in Tamil Region					
	25PHS3RM01	RM	Research Methodology	4	2	100	100	100
	25PHS3SL03	SL	**Self – Learning:**	0	1	50	50	50
			Extra Credit Course	0	(3)			
			Total	30	22 (3)			
4	25PHS4CC13	CC Major	**Core Course - 13:** Legacy of British Administration in India	5	4	100	100	100
	25PHS4CC14		**Core Course - 14:** Historical Evolution of Prison System in India	5	4	100	100	100
	25PHS4CC15		**Core Course - 15:** Evolution of Rationalism in Tamil Region	5	3	100	100	100
	25PHS4CC16		**Core Course - 16:** Pedagogy of Teaching History	5	3	100	100	100
	25PHS4ES03A	DSE	**Discipline Specific Elective – 3:** Evolution of Mass Media in India	4	3	100	100	100
	25PHS4ES03B		**Discipline Specific Elective – 3:** Image Trap Politics in Tamil Nadu					
	25PHS4PW01	PW	Project	6	3	100	100	100
	25PHS4CE01	CE	Comprehensive Examination*	0	2	50	50	50
			Extra Credit Course	0	(3)			
			Total	30	22 (3)			
1-4	25PCW4OR01	OR	Outreach Programme	0	4			
			TOTAL	120	92 (12)			

*For Grade Calculation: Marks obtained out of 50 will be converted into 100 in the mark statements.

Open Elective - 1 (WS): 1st Semester

School	Course Code	Title of the Course
SLAC		
English	25PEN1OE01	English for Effective Communication
History	25PHS1OE01	Local Self Government in Tamil Nadu
Tamil	25PTA1OE01	*திரைப்படத் திறனாய்வும் குறும்பட உருவாக்கமும்* (Film criticism and Documentaries)

Open Elective – 2 (BS): 2nd Semester
Offered to students from other Schools

School	Course Code	Title of the Course
SBS		
Botany	25PBO2OE02	Sustainable Horticulture and Urban Landscaping
Biochemistry	25PBI2OE02	First Aid Management
Biotechnology	25PBT2OE02	Food Technology
SCS		
Artificial Intelligence and Machine Learning	25PAI2OE02	Cyber Security
Computer Science	25PCA2OE02A	Web Design
	25PCA2OE02B	Cyber Security
Information Technology	25PCS2OE02	Recent Trends in Computing
Data Science	25PDS2OE02	Discrete Mathematics
Mathematics	25PMA2OE02	Operations Research
Visual Communication	25PVC2OE02	Women and Media
SLAC		
English	25PEN2OE02	English for Digital Media
History	25PHS2OE02	Public Administration
Tamil	25PTA2OE02	விளம்பரக்கலை (Art of advertising)
SMS		
Commerce	25PCO2OE02	Basics of Tally Prime
Commerce Computer Application	25PCC2OE02	Behavioural Dynamics and Psychology
Counselling Psychology	25PCP2OE02	Artificial Intelligence in Psychology
Economics	25PEC2OE02	Managerial Economics
Human Resource Management	25PHR2OE02	Counselling and Guidance
SPS		
Chemistry	25PCH2OE02	Chemistry of Health and Nutrition
Electronics	25PEL2OE02	Computer Hardware and Networks
Physics	25PPH2OE02A	Physics for Competitive Exams
	25PPH2OE02B	Nanoscience

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25PHS1CC01	**Core Course 1:** Early Indian Civilizations	5	4

Course Objectives
To Know the importance of different sources related to early Indian civilization
To Identify early civilization sites across India
To Discuss the notable features of all the Indus sites and its importance
To Distinguish Indus Civilisation and Vedic civilization
To Analyze the importance of State formation across India

UNIT I: Basic Element   **(15 Hours)**

Source – Indian Landscape – Society – Culture – Civilization

UNIT II: Early Civilization   **(15 Hours)**

Stone Age – Metal Age – Porunai – Keezhadi

UNIT III: Indus Valley Civilization   **(15 Hours)**

Mehrgarh – Harappan – Mohanjadaro – Lothal – Kalibangan

UNIT IV: VEDIC AGE   **(15 Hours)**

Early Vedic – Later Vedic – Epic Age

UNIT V: Era of State Formation   **(15 Hours)**

Sangam – Magadha – Kosala – Nanda

Teaching Methodology	Chart, PPT, Lecture, Videos and Group Discussion
Assessment Methods	Seminar, Snap Test, Field visit, Group Discussion

Books for Study:
1. Dharmaraj J., *History of India Vol. I (upto 900 AD)*, (2023), Tensy Publications, Sivakasi.
2. Khurana K.L, *History of India: Earliest times to 1761 A.D.*, (2001), Lakshmi Narain Agarwal, Agra.

Books for Reference:
1. Basham AL, (2003), *The Wonder that was India, Rupa & Co*., New Delhi.
2. Chithra Madhavan, (2005), *History and Culture of Tamil Nadu*, D.K. Print World Ltd, New Delhi.
3. Jha D.N, (2004), *Ancient India: In Historical Outline,* Manohar, New Delhi.
4. Majumdar R.C, (2002), *An Advanced History of India*, Mac Millan, New Delhi.
5. Publications Division, (2017), India Pre-Historic and Proto-Historic Periods, Publications Division, New Delhi.
6. Romila Thapar, (2003), *The Penguin History of Early India From the Origins to AD 1300, Penguin India,* New Delhi.
7. Sharma R.S., (2006), *India's Ancient Past*, OUP, New Delhi.
8. Upinder Singh, (2024) *A History of Ancient and Early Medieval India*, Person Education, New Delhi.
9. Vincent A. Smith, (2002), *The Oxford History of India*, OUP, New Delhi.

Websites and eLearning Sources:
1. Ancient Tamil Civilization
2. Distinguished Lectures Details
3. fees106.pdf
4. Growth and Decline of Magadha - Ancient India History Notes
5. The Porunai in Sangam Literature: A river of wealth, power and antiquity

	Course Outcomes	
CO No.	**CO-Statements** On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	Know the importance of different sources related to early Indian civilization	**K1**
CO2	Identify early civilization sites across India	**K2**
CO3	Discuss the notable features of all the Indus sites and its importance	**K3**
CO4	Distinguish Indus Civilization and Vedic civilization	**K4**
CO5	Analyse the importance of State formation across India	**K5**
CO6	Synthesize the development of early Indian civilizations.	**K6**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**						**Hours**	**Credits**	
1	**25PHS1CC01**		**Core Course 1:** Early Indian Civilizations						**5**	**4**	
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
CO6	3	3	2	2	3	2	3	2	3	1	**2.4**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25PHS1CC02	**Core Course 2:** Social and Cultural Aspects of Mauryas	5	4

Course Objectives
To understand the definition and concept of Tribe
To learn the different character and classification of Tribes in South India
To know different Tribe and their habits
To study the social structure and the lifestyle of Tribe in South India
To evaluate different institution of Tribes across South India

UNIT I: Source (15 Hours)

Archaeological – Literary – Epigraphy – Ashokan Edict – Numismatic

UNIT II: Society (15 Hours)

Structure – Religion – Ritual – Food – Dress – Ornament – Entertainment

UNIT III: Culture (15 Hours)

Language – Education – Institution – Science – Medicine

UNIT IV: Art (15 Hours)

Court Art – Popular Art – Painting – Music – Dance

UNIT V: Architecture (15 Hours)

Sculpture – Stupa – Vihara – Palace – Pillar – Rock Cut

Teaching Methodology	Chart, PPT, Lecture, Discussion
Assessment Methods	Seminar, Snap Test, Book Review

Books for Study:
1. Khurana, K. L, *Ancient India*, Lakshmi Narain Agarwal, Agra, 2001.
2. Mahajan, V.D. *Early History of India,* S. Chand & Co, New Delhi, 1979.
3. Raychaudhuri, *Political History of Ancient India*, Delhi, 1997.

Books for Reference:
1. Basham, A.L *Wonder that was India,* Vol. I, Rupa & Co, New Delhi, 2004.
2. Jha, D.N. *Ancient India: In Historic Outlines*, Manohar, New Delhi, 2004
3. Kosambi D.D. *The Culture and Civilization of Ancient Indian Historic Outline*, London, 1965.
4. Luniya, B.N., *Evolution of Indian Culture*, Lakshmi Narain Agarwal, Agra, 1982.
5. Neelakanta Sastri, K.A, *History of India, Part I Ancient India*, Madras, 1950.
6. Sharma R. S*., Looking for the Aryans*, Madras,1995.
7. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*, Macmillan, New Delhi, 1991.
8. Thapar, Romila, *Early India*, Penguin, New Delhi, 2002.

Websites and eLearning Sources:
1. https://knowindia.gov.in
2. https://www.jagranjosh.com
3. https://www.clearies.com

Course Outcomes		
CO No.	**CO-Statements**	**Cognitive Levels (K-Level)**
	On successful completion of this course, the students will be able to	
CO1	Identify the contributions of the Mauryas to the society.	**K1**
CO2	Understand the uniqueness of culture of the Mauryas	**K2**
CO3	Analyse the different kind of sources.	**K3**
CO4	Compare the legacy of Mauryas to the society.	**K4**
CO5	Examine the emergence of educational institutions and learning.	**K5**
CO6	Integrate interconnected aspects of ancient society, culture, art, and architecture.	**K6**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**							**Hours**	**Credits**	
1	**25PHS1CC02**	**Core Course 2:** Social and Cultural Aspects of Mauryas							**5**	**4**	
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
CO6	2	3	3	2	3	2	3	2	1	3	**2.4**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25PHS1CC03	**Core Course - 3:** Tribal History of South India	5	4

Course Objectives
To understand the definition and concept of Tribe
To learn the different character and classification of Tribes in South India
To know different Tribe and their habits
To study the social structure and the lifestyle of Tribe in South India
To evaluate different institution of Tribes across South India

UNIT I: Introduction   (15 Hours)
Definition – Concept – Historical Root – Tribal Ecology – Tribe in India

UNIT II: Profile of Tribe   (15 Hours)
Nature – Character – Classification – Distribution – Population

UNIT III: Select Tribe   (15 Hours)
Irulas and Kurumbas (TN) – Gowda (Goa) – Bhils, Chenchus, Koya (AP and Telangana) – Adiyans, Hill Pulaya, Kannikars (Kerala) – Halakki Vokkaliga (Karnataka)

UNIT IV: Society   (15 Hours)
Structure – Housing – Food – Dress – Ornament – Occupation – Festival – Medicine

UNIT V: Institution   (15 Hours)
Religion – Marriage – Youth Dormitory – Political Organisation

Teaching Methodology	Chart, PPT, Lecture, Impress, Videos
Assessment Methods	Seminar, Field visit, Group Discussion and Presentation

Books for Study:
1. G U Pope 1820-1908, William E Marshall, (2021), *A Phrenologist Amongst the Todas, or The Study of a primitive Tribe in South India: History, Character, Customs, Religion, Infanticide, Polyandry, Language,* Largest street Press.
2. Thurston E, (1909), *Castes and Tribes of Southern India,* (E Book), government Press, Madras.
3. William E Marshall, (2023), *The Study of A Primitive Tribe in South India,* MAVEN books.

Books for Reference:
1. Chaudhuri, B, (ed.), *Tribal Development in India: Problems and Prospects*, Inter-Indian Publication.
2. Maguni Charan Behera, (2020), *Tribal Studies in India: Perspectives of History, Archaeology and Culture,* Springer.
3. Malli Gandhi, Kompalli H.S.S. Sundar, (2019), *Denotified Tribes of India: Discrimination, Development and Change*, Routledge.
4. Mohanty P.K., (2006), *Encyclopaedia of Scheduled Tribes in India (South),* Vol. 1, Isha Books.
5. Pati, B. eds, (2011). *Adivasis in Colonial India: Survival, Resistance and Negotiation*, Orient Blackswan.
6. Vinay Kumar Srivastava, (2020), *India's Tribes Unfolding Realities*, SAGE Publications Pvt. Ltd.
7. Vinay Kumar Srivastava, ed. (2013), *Tribes of India. Concepts, Institution and Practices*. Serials Publication.
8. Virginius Xaxa, (2008), *State, Society and Tribes: Issues in Post-Colonial India*, 1st Edition, Pearson.
   William E Marshall, (2024), *Travels Amongst the Todas Or the Study of a primitive Tribe in South India, Their History, Character, customs, Religion Infanticide, Polyandry, Language; with Outlines of the Tuda Grammar,* Gyan Publishing House.

Websites and eLearning Sources:
1. List of Tribes in India: State-wise Compilation & Details
2. SATHEE: Indian Tribes
3. Castes and tribes of southern India
4. sanipanhwar.com/uploads/books/2024-08-27_13-26-06_f9d4270797078faa1598715f7b691dcf.pdf
5. Unit-23.pdf

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	Understand the definition and concept of Tribe	**K1**
CO2	Learn the different character and classification of Tribes in South India	**K2**
CO3	Know different Tribe and their habits	**K3**
CO4	Study the social structure and the lifestyle of Tribe in South India	**K4**
CO5	Evaluate different institution of Tribes across South India	**K5**
CO6	Synthesise ecological, social, cultural, and institutional aspects of Indian tribes.	**K6**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
1	**25PHS1CC03**		**Core Course - 3:** Tribal History of South India							**5**	**4**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
CO6	3	3	3	2	2	2	3	3	1	2	**2.4**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25PHS1CC04	**Core Course-4:** Cultural Evolution of Tamil Country	5	3

Course Objectives
To study the culture of people of early period
To understand the culture of medieval period
To discuss the culture of the Tamil region influenced by the invaders
To analyse the features of composite culture
To evaluate the culture practiced in the contemporary period

UNIT I: Early Period (15 Hours)

Pre-Historic People – Megalithic Culture – Aaseevagam – First Urbanisation – Five Fold Region

UNIT II: Early Medieval Culture (15 Hours)

Kalabhra – Pandya – Pallava – Bakthi Movement – Chola

UNIT III: Late Medieval Culture (15 Hours)

Madurai Sultan – Vijayanagar – Nayak – Thanjavur Maratha

UNIT IV: Modern Culture (15 Hours)

Carnatic Nawab – Mysore Sultan – Travancore – European

UNIT V: Contemporary Culture (15 Hours)

Composite Culture – Performing Art – Martial Art – Modern Art – Tamil

Teaching Methodology	Chart, PPT, Lecture, Debate
Assessment Methods	Seminar, Book Review, Discussion, Activity

Books for Study:
1. Chellam, V.T. *Tamil Nadu: History and Culture* (in Tamil), Manivasagar Pathipakam, 2016
2. Eraiyarasan, B. *The History of Tamil Nadu (The Only Surviving Classical Civilization),* International Institute of Tamil Studies, Chennai, 2017
3. Nilakanta Sastri, K.A. *A History of South India: From Prehistoric Times to the Fall of Vijayanagar,* Oxford University Press, Chennai, 1997
4. Rajayyan, K., *Real History of Tamil Nadu*, Madurai, 2005.
5. Ramasamy, A. *A History of Ancient Tamil Civilization,* New Century Book House, Chennai
6. Subrahmanian, N., *Social and Cultural History of Tamil Nadu*, Udumalpet, 1999.
7. Subramanian, T., *Social and Cultural History of Tamil Nadu.* Madras, 1985.

Books for Reference:
1. Chopra, P. N., Ravindran, T. K. and Subramanian, N., *History of South India,* Delhi, 1979.
2. Eugene, F. Frschick, *Politics and Social Conflict in South India*, Bombay, 1964.
3. Kanakasabhai, V. *Tamils Eighteen Hundred Years Ago*, Asian Educational Service, New Delhi, 1982
4. Mahalingam, T. V., *Administration and Social Life under Vijayanagar*, University of Madras, 1951.
5. Minakshi, C. *Administration and Social Life under the Pallavas*, University of Madras, Madras, 1938
6. Nilakanta Sastri, K.A. *The Colas*, University of Madras, Madras, 1984
7. Pillai, K. K., *Social History of Tamils*, University of Madras, Madras, 1975.
8. Pillay, K.K. *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021
9. Rajamanickanar, Ma. *History of Cholas,* Saran Books, Chennai
10. Rajamanickanar, Ma. *History of Pallavas,* Saran Books, Chennai
11. Srinivasa Iyengar, P.T. *History of the Tamils: From the Earliest Times to 600 A.D.,* Asian Educational Services, New Delhi, 2001
12. Srinivasan, K. R., *Temples of South India*, Delhi, NBT, 1995.

13. Subbarayalu, Y. *South India under the Cholas,* Oxford University Press, New Delhi, 2012
14. Venkataramanayya, N., *The Early Muslim Expansion in South India,* Madras, 1942.

Websites and eLearning Sources:
1. https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/
2. https://www.tamilnadu.ind.in/index.php
3. https://www.britannica.com/place/Tamil-Nadu/Cultural-life
4. https://www.researchgate.net/publication/347391773_History_of_Tamil_Nadu_People_and_Culture-A_Review
5. https://www.exoticindiaart.com/book/details/medieval-tamil-society-and-agrarian-slavery-NAM964/
6. https://www.jstor.org/stable/44158796?seq=1#metadata_info_tab_contents

	Course Outcomes	
CO No.	**CO-Statements** On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	Impart the knowledge on the culture of Tamils.	**K1**
CO2	understand the uniqueness of Tamil culture.	**K2**
CO3	analyse the impacts of invasions through the ages.	**K3**
CO4	compare the structure of Tamil culture with other culture.	**K4**
CO5	evaluate the contribution of reformers in the reforming of culture of Tamils.	**K5**
CO6	Design a project linking the evolution and significance of cultural periods of the Tamils.	**K6**

		Relationship Matrix										
Semester	**Course Code**	**Title of the Course**									**Hours**	**Credits**
1	**25PHS1CC04**	**Core Course - 4:** Cultural Evolution of Tamil Country									**5**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**	
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**		
CO1	3	2	2	2	1	3	3	2	2	3	2.2	
CO2	2	3	2	1	2	3	3	2	2	3	2.3	
CO3	1	2	3	2	3	2	3	2	3	2	2.3	
CO4	1	2	2	3	1	2	3	2	2	3	2.1	
CO5	1	2	2	2	3	1	3	2	2	3	2.1	
CO6	2	3	3	2	2	3	3	3	1	2	**2.4**	
									Mean Overall Score		**2.2 (High)**	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25PHS1ES01A	**Discipline Specific Elective – 1:** History of Folklore in Tamil Nadu	4	3

Course Objectives
To understand the importance of Folklore in History
To know the different Folklore sources to construct Indian History
To realize different kinds of oral forms of folklore in Tamil Nadu
To identify the performance of different arts form across Tamil Nadu
To discuss the role of ballads, Villuppattu and Magical verses in today's scenario

UNIT I: Introduction (12 Hours)

Definition – Classification: Oral Literature, Folk Performances, Folk Religion

UNIT II: Folk Literature (12 Hours)

Folk Narrative – Myth – Legend – Folktale – Folklore and Tamil Literature

UNIT III: Performing Oral Form (12 Hours)

Lullaby – Work Song – Kappal Pattu – Kolavai **–** Themmangu – Vilaiyattu Pattu – Oppari

UNIT IV: Performing Art Form (12 Hours)

Dance: Kummi, Oilaattam, Karagaattam, Chakkaiyaattam, Kuravan Kurathi, Kaavadi, Kolaattam, Paraiyaattam– Koothu: Therukkoothu, Paavaikkoothu, Isai Naadagam

UNIT V: Performing Tradition (12 Hours)

Ballad – Ammanai – Villuppattu – Udukkuppaattu – Magical Verse – Ritual

Teaching Methodology	Chart, PPT, Lecture
Assessment Methods	Seminar, Snap Test, Field Study

Books for Study:
1. Charles E. Gover, (1871), *The Folk-Songs of Southern India* (E-book), Higginbotham and Co., Madras.
2. Vaanamamalai, (2018), *Tamizhar Nattu Padalgal*, Bharani Multimedia Solutions.

Books for Reference:
1. Dorson, Richard M, (1982), *Folklore and Folklife*, The University of Chicago Press.
2. Dundes, Alan, (1993), *Folklore Matters,* The University of Tennessee Press.
3. Lakshmanan Chettiar S.M.L., (1973), *Folklore of Tamil Nadu*, National Book Trust.
4. Leach, Maria. (1972), Standard Dictionary of Folklore Mythology and Legend, Fung and Wagnalls.
5. Lourdu, D. (1997) *Naattaar Vazhakkaattriyal Sila Adippadaikal*, Naattaar Vazhakkaattriyal Aaivu Maiyam, Palayamkottai.
6. Ramanathan, Aru. (1991), Pathippasiriyar Munnurai, Aru. Ramanathan (tho.) *Nattupuraviyal Aivu Muraikal,* Tamil University. . Tanjore.
7. Suatha Vijayaragavan, Hundred Tamil Folk and Tales, Orient Black Swan.

Websites and eLearning Sources:
1. Folk dance and music of tamil nadu - Tamil Nadu PCS Exam Notes
2. Microsoft Word - F4.docx
3. Folk Dance and Folk Songs of Tamil Nadu - Tamil Nadu State PSC (TNPSC): Preparation - TNPSC (Tamil Nadu) PDF Download
4. The folk-songs of southern India
5. (PDF) Human's Developmental Thoughts in the Tamil Folk Songs

Course Outcomes

CO No.	CO-Statements On successful completion of this course, the students will be able to	Cognitive Levels (K-Level)
CO1	Understand the importance of Folklore in History	K1
CO2	Know the different Folklore sources to construct Indian History	K2
CO3	Realize different kinds of oral forms of folklore in Tamil Nadu	K3
CO4	Identify the performance of different arts form across Tamil Nadu	K4
CO5	Discuss the role of ballads, Villuppattu and Magical verses in today's scenario	K5
CO6	Research Tamil Nadu's folklore; its historical and cultural relevance today.	K6

Relationship Matrix

Semester	Course Code	Title of the Course		Hours	Credits
1	25PHS1ES01A	**Discipline Specific Elective – 1:** History of Folklore in Tamil Nadu		4	3

Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	3	2	2	3	2	2	3	2	2.4
CO2	2	3	2	3	2	3	2	3	2	1	2.3
CO3	2	2	3	2	1	3	3	2	3	1	2.2
CO4	3	3	2	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	1	3	2	3	2	1	2.1
CO6	3	3	3	2	2	2	3	3	1	2	2.4
									Mean Overall Score		2.4 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25PHS1ES01B	**Discipline Specific Elective – 1:** Introduction to Gender Studies	4	3

Course Objectives
To study the meaning and definition of gender studies.
To understand the various theories talking about gender.
To discuss the various modes in which discrimination is practiced.
To assess the factors caused for the development of women.
To analyse the various issues and challenges to be faced.

UNIT I: Introduction (12 Hours)

Meaning – Definition – Purpose – Feature – Gender

UNIT II: Theory (12 Hours)

Psychoanalytic - Social Learning - Intersectionality - Queer

UNIT III: Gender Discrimination (12 Hours)

Caste – Religion – Social Injustice – Exploitation – Unequal Pay – Gender Identity

UNIT IV: Women Empowerment (12 Hours)

Education – Employment – Political Participation – Reservation – Legal Remedy

UNIT V: Issue and Challenge (12 Hours)

Gender Inequality - Gender Based Violence – Injustice – Equal Opportunity

Teaching Methodology	Chart, PPT, Lecture
Assessment Methods	Seminar, Snap Test, Case Study

Books for Study:
1. Arora P, *Gender and Power*, Pacific Publication, Delhi, 2011.
2. Holmes M, *What is Gender?*, Sage Publications, New Delhi,2007.
3. Oakley A. *Sex, Gender and Society*, Temple Smith, London. 1985

Books for Reference:
1. Andrea, N. *Feminist Theory and Philosophies of Men*. Routledge, New York, 1989
2. Christine L., Williams, S. A. (Ed.) *Sexuality and Gender*, Blackwell, Massachusetts, 2002.
3. Connell, R.W. *Gender*, Cambridge: Polity Press, 2002.
4. Glover D., Kaplan C *Genders*. Routledge, Oxon, 2007.
5. Gunew S. (ed.) *A Reader in Feminist Knowledge*, London, Routledge. 1991
6. Howson, A. *Embodying Gender*, Sage, London, 2005.
7. Kimmel S Michael *The Gendered Society: Reader*. Oxford: Oxford University Press, 2004.
8. Lipman-Blumen J *Gender Roles and Power*, New Jersey, Prentice Hall.1984
9. Mathews, G. & De Hart J, *Sex Gender and the Politics Of Era,* Oxford University Press, New York, 1992.
10. Rayle, R., *Questioning Gender: A Sociological Exploration*, Sage, New York, 2011.
11. Whelehan, I., & Pilicher, J, *50 Key Concepts in Gender Studies*, Sage Publications, New Delhi, 2004.

Websites and eLearning Sources:
1. Gender Studies: Foundations and Key Concepts - JSTOR Daily
2. Gender Studies - an overview | ScienceDirect Topics
3. About - Gender Studies

Course Outcomes

CO No.	CO-Statements On successful completion of this course, the students will be able to	Cognitive Levels (K-Level)
CO1	Study the meaning and definition of gender studies.	K1
CO2	Understand the various theories talking about gender.	K2
CO3	Discuss the various modes in which discrimination is practiced.	K3
CO4	Assess the factors caused for the development of women.	K4
CO5	Analyse the various issues and challenges to be faced.	K5
CO6	Synthesise gender theories, discrimination, and women's challenges.	K6

Relationship Matrix

Semester	Course Code	Title of the Course							Hours	Credits
1	25PHS1ES01B	Discipline Specific Elective – 1: Introduction to Gender Studies							4	3

Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	3	2	2	3	2	2	3	2	2.4
CO2	2	3	2	3	2	3	2	3	2	1	2.3
CO3	2	2	3	2	1	3	3	2	3	1	2.2
CO4	3	3	2	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	1	3	2	3	2	1	2.1
CO6	3	3	3	2	2	2	3	3	1	2	2.4
									Mean Overall Score		2.4 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25PHS1AE01	**Ability Enhancement Course:** History of Tiruchirappalli	2	1

Course Objectives
To study the basic features and sources of Tiruchirappalli.
To understand the political history of region.
To impart knowledge on social structure and happenings.
To discuss the economic condition of the region.
To examine the culture of region.

UNIT I: Introduction (6 Hours)

Etymology – Geography – Demography – Source

UNIT II: Political (6 Hours)

Native Ruler – Ancillary Power – Invader – Colonial Power – Republic Period

UNIT III: Social (6 Hours)

Native – Immigrant - Settlement – Structure – Life Style – Celebration – Social Change

UNIT IV: Economic (6 Hours)

Agriculture – Water Management – Trade – Commerce – Industry

UNIT V: Culture (6 Hours)

Religion – Language – Literature – Education – Art – Architecture

Teaching Methodology	Chart, PPT, Lecture, Discussion
Assessment Methods	Seminar, Snap Test, Field Study, Cultural Walk

Books for Study:
1. Harmingway F.R., *Madras District Gazetter, Trichinapoly*, Madras Govt Press, Madras, 1907.
2. Velmani K.S.K., *Gazetter of Tamilnadu, Tiruchirappalli district*, Madras Govt Press, 1998.
3. Sundararaj T, *History of Tiruchirappalli (upto 1947),* Sundar Publications, Tiruchirappalli, 2003.

Books for Reference:
1. ChellamV.T., *History of Tamilnadu*, Manikavasakar Pathippagam, Chennai, 2002.
2. Muruganandam S., *Nadanthai Vazhi Cauvery*, Cauvery Publishers, Tiruchirappalli, 2002.
3. Nilakanta Sastri, K.A., *The Cholas,* University of Madras, Madras,1935
4. Subramanian N, *History of Tamilnadu*, Koodal Publishers, Madurai, 1978.

Websites and eLearning Sources:
1. https://en.wikipedia.org/wiki/History_of_Tiruchirappalli#:~:text=Tiruchirappalli
2. https://www.trichycorporation.gov.in/cityhistory
3. https://tiruchirappalli.nic.in/history/
4. https://www.britannica.com/place/Tiruchchirappalli

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	Study the basic features and sources of Tiruchirappalli.	**K1**
CO2	Understand the political history of region.	**K2**
CO3	Impart knowledge on social structure and happenings.	**K3**
CO4	Discuss the economic condition of the region.	**K4**
CO5	Examine the culture of region.	**K5**
CO6	Formulate a plan to promote sustainable regional development of Tiruchirappalli.	**K6**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**							**Hours**		**Credits**
1	**25PHS1AE01**	**Ability Enhancement Course:** History of Tiruchirappalli							**2**		**1**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
CO6	3	3	3	2	2	2	3	3	1	2	**2.4**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25PHS1OE01	**Open Elective (WS):** Local Self Government in Tamil Nadu	4	2

Course Objectives
To identify needs and features of Local Self Government in India
To know the role of Europeans to form the Local Self Government in Tamil Nadu
To understand the structure of Village, Block and District Council in Tamil Nadu
To analyse the role of town Panchayat, Municipality and Corporation in Tamil Nadu
To discuss the administrative features of different officials in Local Self Government

UNIT I: Concept (12 Hours)

Idea – Definition – Need – Nature – Feature

UNIT II: Evolution (12 Hours)

English East India Company – National Development Council – Community Development Programme – 73rd and 74th Amendments

UNIT III: Structure (12 Hours)

Village Council – Block Council – District Council

UNIT IV: Urban Local Self Government (12 Hours)

Town Panchayat – Municipality – Corporation

UNIT V: Administration (12 Hours)

Village Council Secretary – Block Development Officer – Executive Officer - Municipal Commissioner – Corporation Commissioner – District Collector

Teaching Methodology	Chart, PPT, Lecture, Video, Field Visit
Assessment Methods	Seminar, Snap Test, Book/Article Review

Books for Study:
1. Maheswari S.R., (2010), Local Government in India, Lakshmi Narain Agarwal, Agra.
2. Shashwata Sahu, (2023), Evolution of Local Self-Government in India, Notion Press.

Books for Reference:
1. Prasad R.N., (2006), Urban Local Self Government in India, Mittal Publications, New Delhi.
2. Joshi R.P. and G.S. Narwani, (2002), Panchayati Raj in India, Rawat Publication, Jaipur.
3. Dube M.P. and Padalia M. (ed.), Democratic Decentralization and Panchayati Raj in India, Anamika Publishers,
4. Bhattacharya, Mohit, (1946), Management of Urban Local Government in India, Uppal Book Store, New Delhi.
5. Encyclopedia of Social Sciences, (1953), Municipal Government, The Macmillan Company, New York.
6. Gangadhar Jah, (2018), Fragile Urban Governance: Evolution, Decline, and Empowerment of Local Self-Government in India, Routledge.
7. Shashwata Sahu, (2023), Evolution of Local Self-Government in India, Notion Press.
8. Pradeep Sachdeva, (2023), Local Government in India, Pearson.

Websites and eLearning Sources:
1. handbook_RD_PR.pdf
2. Chap 8.pmd
3. 9. Local Governments in TN.p65
4. 1-2.pdf
5. indiacode.nic.in/bitstream/123456789/13290/1/tn_panchayats_act_with_amendment.pdf
6. darpg.gov.in/sites/default/files/local_governance6.pdf

Course Outcomes

CO No.	CO-Statements On successful completion of this course, the students will be able to	Cognitive Levels (K-Level)
CO1	Identify needs and features of Local Self Government in India	K1
CO2	Know the role of Europeans to form the Local Self Government in Tamil Nadu	K2
CO3	Understand the structure of Village, Block and District Council in Tamil Nadu	K3
CO4	Analyse the role of town Panchayat, Municipality and Corporation in Tamil Nadu	K4
CO5	Discuss the administrative features of different officials in Local Self Government	K5
CO6	Innovate solutions to contemporary governance challenges.	K6

Relationship Matrix

Semester	Course Code	Title of the Course		Hours	Credits
1	25PHS1OE01	**Open Elective (WS):** Local Self Government in Tamil Nadu		4	2

Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	3	2	2	3	2	2	3	2	2.4
CO2	2	3	2	3	2	3	2	3	2	1	2.3
CO3	2	2	3	2	1	3	3	2	3	1	2.2
CO4	3	3	2	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	1	3	2	3	2	1	2.1
CO6	3	3	3	2	2	2	3	3	1	2	2.4
										Mean Overall Score	**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
1	25PGC1SL01	**Self-Learning Course:** Global Citizenship Education	Online	1

Course Objectives
To develop an understanding of global governance structures, rights and responsibilities.
To recognize and respect differences, multiple identities and diversity.
To examine beliefs and perceptions about social justice, equality and civic engagement.
To develop attitudes of care and empathy for others and the environment.
To develop global competence and ethical considerations by enhancing communication and collaboration skills across cultures

UNIT I: Introduction to Global Citizenship
 01. Historical and Philosophical Foundations of Global Citizenship
 02 Rights and Responsibilities of Global Citizenship
 03. Key Organizations and Movements Promoting Global Citizenship

UNIT II: Globalization and Its Impact on Society
 04. Globalization and Its Key Drivers
 05. Positive and Negative Impacts of Globalization
 06. Role of Education in Fostering a Global Perspective

UNIT III: Human Rights, Social Justice, Equality and Diversity
 07. Key Human Rights Treaties, Frameworks and Declarations
 08. Advocacy, Activism, and Movements for Social Justice and Equality
 09. Global Challenges to Human Rights, Equality and Diversity

UNIT IV: Sustainable Development and Environmental Responsibility
 10. The Sustainable Development Goals and Their Relevance to Global Citizenship
 11. Climate Change, Environmental Degradation and Sustainable Development
 12. Strategies for Promoting Environmental Responsibility

UNIT V: Building Global Competence and Engagement
 13. Effective Communication and Collaboration Across Cultures
 14. Volunteering and Community Engagement in Global Initiatives
 15. Ethical Considerations in Global Citizenship

Teaching Methodology	Recorded Lectures/Videos, Reading Materials, PPTs, Case Studies, Collaborative Projects, Quizzes and Polls
Assessment Methods	Seminars, Assignments, MCQs, Reflection Essays, Group Project Presentations, Problem-Solving Scenarios

Books for Study:
 1. Clapham, A. (2007). *Human rights: A very short introduction.* Oxford University Press.
 2. Desai, A. (2018). *Global citizenship and cultural diplomacy: India's role in a changing world*. Routledge India.
 3. Gould, J. A. (2012). *The ethics of global citizenship*. Routledge.
 4. Held, D., et al. (2022). *Globalization and its impact on the developing world*. Cambridge University Press.
 5. Sen, A. (2009). *The idea of justice*. Penguin Books India.

Books for Reference:
 1. Ghosh, A. (2007). *The global impact of Indian civilization*. HarperCollins India.
 2. Krecker, E. (2008). *The global citizen: A guide to creating an international life and career*. Career Press.
 3. Kumar, R. (2017). *Sustainable development and environmental justice in India*. Oxford University Press.

4. Nair, K. G. (2014). *Human rights: A socio-political perspective*. Orient Blackswan.
5. Patel, V. (2015). *Social justice and equality in India: Theories and practices*. Oxford University Press.
6. Pillai, V. (2016). *Globalization and its impact on Indian society*. SAGE Publications India.

Websites and eLearning Sources:
1. https://www.unesco.org/en/global-citizenship-peace-education/need-know
2. TEDxCincinnati: Global Citizenship in the Classroom: Jenny Buccos at TEDxCincinnati
https://www.youtube.com/watch?v=6jjLHmyBs7o
3. Social justice -- is it still relevant in the 21st century? | Charles L. Robbins | TEDxSBU
https://www.youtube.com/watch?v=Wtroop739uU
4. Are We the Last Generation — or the First Sustainable One? | Hannah Ritchie | TED
https://www.youtube.com/watch?v=Kl3VVrggKz4
5. Diversity, Equity & Inclusion. Learning how to get it right | Asif Sadiq | TEDxCroydon
https://www.youtube.com/watch?v=HR4wz1b54hw

Course Outcomes		
CO No.	**CO-Statements**	**Cognitive Levels (K-Level)**
	On successful completion of this course, students will be able to	
CO1	Recall the historical, philosophical and practical foundations of global citizenship.	**K1**
CO2	Explain the key drivers of globalization and the role of education in fostering a global perspective.	**K2**
CO3	Apply human rights frameworks, social justice principles, and advocacy strategies to real-world challenges.	**K3**
CO4	Analyze the relevance of the Sustainable Development Goals in addressing climate change and environmental degradation.	**K4**
CO5	Develop strategies for fostering global competence by enhancing communication and collaboration skills across cultures.	**K5**
CO6	Critically evaluate the effectiveness of current global strategies and policies in addressing social justice and environmental sustainability.	**K6**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
2	25PHS2CC05	**Core Course - 5:** Historiography	6	5

Course Objectives
To study the meaning, scope, kinds, philosophy of history and relation with other sciences.
To understand the conceptual framework of historiography among the students.
To discuss the different methods of writing history and impart knowledge on project work.
To distinguish the historical methods.
To evaluate the contributions of Indian historians.

UNIT I: Introducing History (18 Hours)

Definition – Nature – Scope – Purpose – Kind – Abuse – Lesson

UNIT II: Historiography (18 Hours)

Greek – Roman – Chinese – European – Arabian – Indian

UNIT III: Approach (18 Hours)

Theocentric – Orientalist – Imperialist – Nationalist – Marxist – Annales – Subaltern

UNIT IV: Historical Method (18 Hours)

Theoretical – Quantitative – Qualitative – Empirical – Epigraphical – Ethnographic

UNIT V: Select Historian (18 Hours)

Kalhana – Ziauddin Barani – J. N. Sarkar – D.D. Kosambi – R.C. Majumdar – Irfan Habib – Henry Heras – K. A. Nilakanta Sastri – K. K. Pillai – K. Rajayyan – T. Sundararaj

Teaching Methodology	Chart, PPT, Lecture, Book Review
Assessment Methods	Seminar, Snap Test, Meeting with Historians

Books for Study:
1. Rajayyan, K., *History Its Theory and Method*, Ratna Publications, Madurai, 1999.
2. Sreedharan, E., *A text Book of Historiography (500 BC – AD 2000),* Orient Black swan, Delhi, 2004.

Books for Reference:
1. E. H. Carr, *What is History?,* Penguin Classic, 2018
2. Eric Hobsbawm, *On History,* Abacus, 1998
3. Helen Carr, *What Is History, Now?*, Weidenfeld & Nicolson Ltd, 2023
4. K.N. Chitnis, *Research Methodology In History,* Atlantic Publishers, 2023
5. R. G. Collingwood, *The Idea Of History,* Oxford University Press, 1998
6. Sheik Ali B., *'History: Its Theory and Method'*, 2nd Edn, MacMillan India Ltd., Madras, 1984.
7. Subramanian, N., '*Historiography and Historical Methods'*, 5th Edn, Ennes Publications, Vadipatti, 1993.

Websites and eLearning Sources:
1. https://www.britannica.com/topic/historiography
2. https://www.jstor.org/stable/1840848?seq=1
3. https://www.jstor.org/stable/42929817?seq=1
4. https://thewire.in/history/debate-history-historians-and-the-many-ideas-of-india
5. https://www.cusb.ac.in/images/cusb-files/2020/el/his/Historians-Of-Medieval-India.pdf

Course Outcomes

CO No.	CO-Statements On successful completion of this course, the students will be able to	Cognitive Levels (K-Level)
CO1	Learn the various aspects of historiography.	K1
CO2	Study the methods and approaches in history with the philosophy of history.	K2
CO3	Apply the historical methods in the historical writings.	K3
CO4	Appraise the contribution of the select historians for the development of historical writings.	K4
CO5	Evaluate the objectivity of given histories.	K5
CO6	Integrating appropriate methods, sources, and historiographical approaches to interpret historical texts.	K6

Relationship Matrix

Semester	Course Code	Title of the Course				Hours	Credits
2	25PHS2CC05	Core Course - 5: Historiography				6	5

Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	3	2	2	3	2	2	3	2	2.4
CO2	2	3	2	3	2	3	2	3	2	1	2.3
CO3	2	2	3	2	1	3	3	2	3	1	2.2
CO4	3	3	2	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	1	3	2	3	2	1	2.1
CO6	3	2	3	2	2	3	2	2	3	2	2.4
									Mean Overall Score		2.4 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
2	25PHS2CC06	**Core Course - 6:** Social and Cultural Aspects of Mughals	6	5

Course Objectives
To acquire knowledge on the social changes of Mughals period.
To remember the uniqueness of culture and art and architecture of Mughals period
To understand the various language and learning in Mughal period.
To analyse the factors for the establishment of Muslim rule in India.
To evaluate the administrative development of medieval Indian kingdoms.

UNIT I: Source (18 Hours)

Archaeology – Epigraphy – Numismatic – Literary: Autobiography – Biography – Letter – Foreign Account

UNIT II: Social Structure (18 Hours)

Ruler – Nobility – Upper Class – Middle Class – Lower Class – Women

UNIT III: Social Institution (18 Hours)

Family – Marriage – Religion – Fair and Festival – Food – Dress

UNIT IV: Culture of Mughal (18 Hours)

Language – Literature – Education – Institution – Reform Movement

UNIT V: Art and Architecture (18 Hours)

Painting – Music – Dance – Garden – Palace – Fort – Mosque – Darga – Public Building

Teaching Methodology	Chart, PPT, Lecture, Discussion
Assessment Methods	Seminar, Snap Test, Review

Books for Study:
1. Khurana K. L, *History of India from1526to1967AD*, Lakshmi Nara in Agarwal, Educational Publishers, Agra, 1995.
2. Krishna Reddy, *Indian History*, Tata McGraw Hill, New Delhi,2003.
3. Nanda S. P, *Landmarks in Indian History (Part–II from the Advent of Islam to Indian Independence)*, Dominant Publishers and Distributors, New Delhi 2004.

Books for Reference:
1. BakshiS. R *Advanced History of Medieval India*, Anmol Publication, New Delhi, 2002.
2. Eswari Prasad, *Medieval India*, Allahabad,1936.
3. John F, Richard, *The New Cambridge History of India*, Cambridge University Press, 1996.
4. Edward and Garrett, *Mughal rule in India*, Delhi, 1995.
5. Lane pool, *Medieval India*, Haskell House Publication, USA, 1903
6. Burton Stein, *History of India*, OUP, 2002.
7. Majumdar. R, C, et al, *An Advanced History of India*, Macmillan, New Delhi, 2002.
8. Vincent A. Smith, *The Oxford History of India*, OUP, New Delhi, 2002.

Websites and eLearning Sources:
1. https://www.totorialspoint.com
2. https://course.lumenlearning.com
3. https://static1.squarepacs.com

Course Outcomes

CO No.	CO-Statements On successful completion of this course, the students will be able to	Cognitive Levels (K-Level)
CO1	Acquire knowledge on the social changes of Mughals period.	K1
CO2	Remember the uniqueness of culture and art and architecture of Mughals period	K2
CO3	Understand the various language and learning in Mughal period.	K3
CO4	Understand and analyze the factors for the establishment of Muslim rule in India.	K4
CO5	Evaluate the administrative development of medieval Indian kingdoms.	K5
CO6	Construct an evidence-based interpretation of medieval Indian governance.	K6

Relationship Matrix

Semester	Course Code	Title of the Course		Hours	Credits
2	25PHS2CC06	**Core Course - 6:** Social and Cultural Aspects of Mughals		6	5

Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	3	2	2	3	2	2	3	2	2.4
CO2	2	3	2	3	2	3	2	3	2	1	2.3
CO3	2	2	3	2	1	3	3	2	3	1	2.2
CO4	3	3	2	3	2	3	3	2	3	2	2.6
CO5	3	2	3	2	2	3	2	2	3	2	2.4
CO6	2	2	3	2	1	3	2	3	2	1	2.1
										Mean Overall Score	**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
2	25PHS2CC07	**Core Course - 7:** International Relations	6	4

Course Objectives
To demonstrate the evolution of the theory of State and Nation.
To infer the necessity of Collective Security.
To summarize the Theories of International Relations.
To classify the types and objectives of International Institutions.
To dissect the causes and solutions for the 21st international challenges.

UNIT I: Basic Concept (18 Hours)

State – Sovereignty – National Interest – Civil Society

UNIT II: Prime Mover (18 Hours)

Nation – Diplomacy – Balance of Power – Collective Security

UNIT III: Select Theory (18 Hours)

Realism – Liberalism – Constructivism – Marxism – Feminism

UNIT IV: Institution (18 Hours)

UNO – European Union – African Union – Regional Cooperation

UNIT V: Challenge (18 Hours)

Terrorism – Oil Politics – Climate Change – Trafficking – Pandemic – Trade Ban

Teaching Methodology	Chart, PPT, Discussion, Debate
Assessment Methods	Seminar, News and Views, News and Views

Books for Study:
1. Hans J. Morgenthau, *Politics Among Nations,* McGraw-Hill Publications, 1992
2. Huntington Samuel P, *The Clash of Civilizations and The Remaking of World Order,* Penguin India, 2016

Books for Reference:
1. Ernest Gellner, *Nations and Nationalism (New Perspectives on the Past),* Cornell University Press, 1983
2. Ghosh Peu, *International Relations,* 4th Edition, Prentice Hall, 2016
3. Henry Kissinger, *World Order: Reflections on The Character of Nations and The Course of History,* Penguin, 2015
4. Shashi Tharoor, *The New World Disorder and the Indian Imperative,* Aleph Book Company, 2020
5. Thomas G. Weiss (Ed), *The Oxford Handbook on the United Nations,* Oxford University Press, 2018

Websites and eLearning Sources:
1. International relations | Definition, Theory, History, Examples, & Facts | Britannica
2. E-International Relations — the world's leading open access website for students and scholars of international politics
3. What is International Relations? | Department of International Relations

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	Demonstrate the evolution of the theory of State and Nation.	**K1**
CO2	Inferring the necessity of Collective Security.	**K2**
CO3	Summarizing the Theories of International Relations.	**K3**
CO4	Classifying the types and objectives of International Institutions.	**K4**
CO5	Dissecting the causes and solutions for the 21st International Challenges.	**K5**
CO6	Develop a policy brief proposing strategies to address contemporary international challenges.	**K6**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**							**Hours**		**Credits**
2	**25PHS2CC07**	**Core Course - 7:** International Relations							**6**		**4**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
CO6	3	2	3	2	2	3	2	2	3	2	**2.4**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
2	25PHS2CC08	**Core Course - 8:** Select Archaeological Excavations in Tamil Nadu	4	2

Course Objectives
To study the archaeological sites located in different regions of Tamil Nadu.
To understand the antiquities explored and excavated in the different sites.
To discuss the explorative and excavate methods in field.
To analyse the historical importance of the various sites.
To exemplify the method of reconstructing the historical writings through archaeological findings.

UNIT I: North (12 Hours)

Vasavasamudram – Panayakulam – Tirukkovilur – Andipatti – Modur – Parikulam – Mayiladumparai

UNIT II: East (12 Hours)

Malaigaimedu – Arikkamedu – Poompuhar – Alagankulam – Sembiankandiyur -

UNIT III: Centre (12 Hours)

Nedunkur – Karur – Porpanaikottai – Annavasal – Kilaiyur – Amburapatti

UNIT IV: West (12 Hours)

Kodumanal – Thandikudi – Porunthal – Anaimalai – Perur

UNIT V: South (12 Hours)

Adichanallur – Korkai – Sivagalai – Keezhadi – Vembakottai – Mangulam

Teaching Methodology	Chart, PPT, Lecture, Experimental Study
Assessment Methods	Seminar, Snap Test, Field Visit

Books for Study:
1. Rajan**,** K. *Archaeology: Principles and Methods***,** Manoo Pathippakam, Thanjavur, 2002
2. Rajan, K. *Understanding Archaeology: Field Methods, Theories and Practices,* Manoo Pathippakam, Thanjavur, 2016
3. Raman, K.V. *Principles and Methods of Archaeology*, Parthajan Publications, Madras, 1986

Books for Reference:
1. Dillon, B.D. ed., *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics,* Institute of Archaeology, University of California, Los Angeles, 1989
2. Renfrew C. & Paul Bahn, *Archaeology: Theories, Methods and Practice*, Thames &Hudson, London, 2012
3. Robert F.Heizer, (ed.), *The Archaeologist at Work: A Source Book in Archaeological Method and Interpretation*, Harper & Row, New York, 1969
4. Stuart Fleming, *Dating in Archaeology: A Guide to Scientific Techniques*, J.M. Dent, London 1978
5. Surendranath Roy, *The Story of Indian Archaeology 1784-1947*, Archaeological Survey of India, New Delhi, 2011

Websites and eLearning Sources:
1. http://www.arch.cam.uk
2. http://archaeological.org
3. http://www.tnarch.gov.in
4. https://radiocarbon.com

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	Study the archaeological sites located in different regions of Tamil Nadu.	**K1**
CO2	Understand the antiquities explored and excavated in the different sites.	**K2**
CO3	Discuss the explorative and excavate methods in field.	**K3**
CO4	Analyse the historical importance of the various sites.	**K4**
CO5	Exemplify the method of reconstructing the historical writings through archaeological findings.	**K5**
CO6	Reconstruct the past by integrating archaeological data from multiple sites.	**K6**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**								**Hours**	**Credits**
2	**25PHS2CC08**	**Core Course - 8:** Select Archaeological Excavations in Tamil Nadu								**4**	**2**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
CO6	3	2	3	2	2	3	2	2	3	2	**2.4**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
2	25PHS2OE02	**Open Elective – 2 (BS):** Public Administration	4	2

Course Objectives
To learn the evolution and different theories of Public Administration
To know the importance of decision-making and functions
To understand various types and structures of organization, board and commission
To realize the accountability of every citizen in administration and organization
To learn the role of technology in administration in current scenario

UNIT I: Evolution (12 Hours)

Origin – Nature – New Public Administration: New Public Management Theory – New Public Service – Wilson's Vision

UNIT II: Theory of Administration (12 Hours)

Classical – Bureaucratic Model – Dynamic Administration – Human Relation School – Function of Executive – Decision Making – Participative Management

UNIT III: Organisation (12 Hours)

Meaning – Type – Structure – Ministry and Department – Board and Commission – Chief Executive

UNIT IV: Accountability (12 Hours)

Governance – Citizen – Media – Interest Group – Voluntary Organization – Civil Society – Ethic in Administration

UNIT V: Technology (12 Hours)

E-Governance – Management Aid Tool – Case Study: Digital India Mission

Teaching Methodology	Chart, PPT, Lecture, Group Discussion
Assessment Methods	Seminar, Snap Test, Class Presentation,

Books for Study:
1. Jayapalan N, (2020), *Public Administration*, Prime max books.
2. Vishnoo Bhagwan, Vidya Bhushan, Vandana Mohla, (2010) Public Administration, S Chand.

Books for Reference:
1. Lakshmikanth M, (2024), *Public Administration for Civil Services, State Services, UGC NET & Other Competitive & University Examinations*, 2nd Edition (latest), Tata McGraw-Hill Publishing Co. Ltd., New Delhi.
2. Maheshwari S.R., (2006), Public Administration in India: The Higher Civil Service, Oxford India Paperbacks.
3. Rumki Basu, (2019), Public Administration Concepts and Theories, Sterling Publishers Private Limited.
4. Rumki Basu, (2019), Public Administration in the 21st Century, Routledge India.
5. Urmila Sharma, Sharma S.K., (2023), *Public Administration*, Atlantic.

Websites and eLearning Sources:
1. What is Public Administration? | School of Public and International Affairs
2. chapter 6.pdf
3. What is Public Administration? History, Impact, and Theories | PLNU
4. Governance & Administration| National Portal of India
5. Home | Department of Administrative Reforms & Public Grievances | MoPP&P | India

Course Outcomes

CO No.	CO-Statements On successful completion of this course, the students will be able to	Cognitive Levels (K-Level)
CO1	Learn the evolution and different theories of Public Administration	K1
CO2	Know the importance of decision-making and functions	K2
CO3	Understand various types and structures of organization, board and commission	K3
CO4	Realize the accountability of every citizen in administration and organization	K4
CO5	Learn the role of technology in administration in current scenario	K5
CO6	Design administrative models incorporating modern principles and technologies.	K6

Relationship Matrix

Semester	Course Code	Title of the Course						Hours	Credits
2	25PHS2OE02	Open Elective - 2 (BS): Public Administration						4	2

Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	3	2	2	3	2	2	3	2	2.4
CO2	2	3	2	3	2	3	2	3	2	1	2.3
CO3	2	2	3	2	1	3	3	2	3	1	2.2
CO4	3	3	2	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	1	3	2	3	2	1	2.1
CO6	3	2	3	2	2	3	2	2	3	2	2.4
									Mean Overall Score		2.4 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
2	25PSS2SE01	**Skill Enhancement Course:** Soft Skills	4	2

Course Objectives
To provide a focused training on soft skills for students in colleges for better job prospects
To communicate effectively and professionally
To help the students take active part in group dynamics
To familiarize students with numeracy skills for quick problem solving
To make the students appraise themselves and assess others

Unit I: Effective Communication & Professional Communication (**12 Hours**)

Definition of communication - Barriers of Communication - Non-verbal Communication. Effective Communication - Conversation Techniques - Good manners and Etiquettes - Speech Preparations & Presentations - Professional Communication.

Unit II: Resume Writing & Interview Skills (**12 Hours**)

Resume Writing: What is a résumé? Types of résumés – Chronological - Functional and Mixed Resume - Purpose and Structure of a Resume - Model Resume.

Interview Skills: Types of Interviews - Preparation for an interview – Attire - Body Language - Common interview questions - Mock interviews & Practicum.

Unit III: Group Discussion & Personal effectiveness (**12 Hours**)

Basics of Group Discussion- Parameters of GD- Topics for Practice - Mock GD & Practicum & Team Building. *Personal Effectiveness*: Self Discovery - Goal Setting with questionnaires & Exercises.

Unit IV: Numerical Ability (**12 Hours**)

Introducing concepts - Average – Percentage - Profit and Loss - Simple Interest - Compound Interest - Time and Work - Pipes and Cisterns.

Unit V: Test of Reasoning (**12 Hours**)

Introducing Verbal Reasoning: Series Completion – Analogy - Data Sufficiency - Assertion and Reasoning and Logical Deduction. *Non-Verbal Reasoning*: Series - and Classification.

Teaching Methodology	Chalk and talk, PPT, Mathematical models, Video presentation

Books for Study:
1. Melchias G., Balaiah, J. & Joy, J. L. (Eds). (2018). Winner in the Making: A Primer on soft Skills. Trichy, India: St. Joseph's College.

Books for Reference:
1. Aggarwal, R. S. (2010). A Modern Approach to Verbal and Non- Verbal Reasoning. S. Chand.
2. Covey, S. (2004). 7 Habits of Highly effective people. Free Press.
3. Gerard, E. (1994). The Skilled Helper (5th Ed.). Brooks/Cole.
4. Khera, S. (2003). You Can Win. Macmillan Books.
5. Murphy, R. (1998). Essential English Grammar, (2nd Ed.). Cambridge University Press.
6. Sankaran, K., & Kumar, M. (2010). Group Discussion and Public Speaking (5th Ed.). M.I. Publications.
7. Trishna, K. S. (2012). How to do well in GDS & Interviews? (3rd Ed.). Pearson Education.
8. Yate, M. (2005). Hiring the Best: A Manager 's Guide to Effective Interviewing and Recruiting

Websites and eLearning Sources:
1. https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills
2. https://www.seek.com.au/career-advice/article/50-communication-skills-for-the-workplace-your-resume
3. https://southeast.iu.edu/career/files/power-phrases.pdf
4. https://dese.ade.arkansas.gov/Files/20201209124449_Professional-Communication.docx

5. https://www.dol.gov/sites/dolgov/files/ETA/publications/00-wes.pdf
6. https://www.tmu.ac.in/other_websites/cdoe.tmu.ac.in.old/study-material/28-08-2024/COMMON/SEMESTER_2/MAIN_SOFT_SKILLS.pdf
7. https://byjus.com/maths/profit-and-loss-questions/
8. https://www.indiabix.com/

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K-Level)**
CO1	Recall various soft skill sets	**K1**
CO2	Understand personal effectiveness in any managerial positions	**K2**
CO3	Apply verbal and non-verbal reasoning skills to solve problems	**K3**
CO4	Differentiate problems at work and home; and design solutions to maintain work-life balance	**K4**
CO5	Assess growth and sustainability and infuse creativity in employment that increases professional productivity	**K5**
CO6	Construct plans and strategies to work for better human society	**K6**

Relationship Matrix										
Semester	**Course Code**		**Title of the Course**						**Hours**	**Credits**
2	**25PSS2SE01**		**Skill Enhancement Course:** Soft Skills						**4**	**2**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of COs
CO1	3	3	3	3	2	3	2	3	2	3	2.7
CO2	3	3	3	2	3	3	3	3	3	3	2.9
CO3	3	2	2	3	3	3	3	3	3	3	2.8
CO4	3	3	2	2	3	3	3	3	3	3	2.8
CO5	3	3	3	2	2	3	3	3	3	3	2.8
CO6	3	3	3	2	2	3	3	3	3	3	2.8
									Mean Overall Score		**2.8 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
3	25PHS3CC09	**Core Course - 9:** Idea of History	6	5

Course Objectives
To study the meaning, definition and historical narrative of history.
To understand the various philosophy of historical narratives.
To discuss the various theories of causation in writing history.
To analyse the occurrence of events with different theories.
To assess the various mode of production in historical writings.

UNIT I: Basic (18 Hours)

Meaning – Definition – Idea – Philosophy of History – Historical Narrative

UNIT II: Philosophy (18 Hours)

Theocratic – Hellenistic – Christian Idea – Renaissance – Enlightenment – Romanticism – Positivism – Scientific – Historicism and Relativism – Post Modernism

UNIT III: Theory of Causation (18 Hours)

Determinism – Contingency Theory – Eschatology – Utopianism – Mysticism – Cynicism

UNIT IV: Occurrence of Event (18 Hours)

Cyclical Theory – Linear Theory – Spiral Theory – Broken Line Theory

UNIT V: Mode of Production (18 Hours)

Historical Materialism – Primitive Communism – Slave Mode – Feudal Mode – Asiatic Mode – Capitalism – Communism

Teaching Methodology	Chart, PPT, Lecture
Assessment Methods	Seminar, Snap Test, MCQ

Books for Study:
1. K. Rajayyan, *History in Theory and Method: A Study in Historiography*, Raj Publication, 1982
2. B. Sheikh Ali, *History-Its Theory and Method* (2nd Edition), Laxmi Publications, 2022
3. Sreedharan E, *A Textbook of Historiography*, Orient Black Swan, 2004

Books for Reference:
1. E. H. Carr, *What is History?,* Penguin Classic, 2018
2. Helen Carr, *What Is History, Now?*, Weidenfeld & Nicolson Ltd, 2023
3. Eric Hobsbawm, *On History,* Abacus, 1998
4. R. G. Collingwood, *The Idea of History,* Oxford University Press, 1998
5. K.N. Chitnis, *Research Methodology in History,* Atlantic Publishers, 2023

Websites and eLearning Sources:
1. https://www.britannica.com/topic/historiography
2. https://www.jstor.org/stable/1840848?seq=1
3. https://www.jstor.org/stable/42929817?seq=1
4. https://thewire.in/history/debate-history-historians-and-the-many-ideas-of-india
5. https://www.cusb.ac.in/images/cusb-files/2020/el/his/Historians-Of-Medieval-India.pdf

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	Study the meaning, definition and historical narrative of history.	**K1**
CO2	Understand the various philosophy of historical narratives.	**K2**
CO3	Discuss the various theories of causation in writing history.	**K3**
CO4	Analyse the occurrence of events with different theories.	**K4**
CO5	Assess the various mode of production in historical writings.	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
3	**25PHS3CC09**		**Core Course - 9:** Idea of History							**6**	**5**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
3	25PHS3CC10	**Core Course - 10:** Social and Cultural Aspects of British India	6	5

Course Objectives
To relate the social patterns of Colonial India with present.
To interpret the impacts of social reform acts in Colonial India.
To distinguish the structures of various Class system in Colonial India.
To dissect the Cultural Intersection of Western Culture with Native System.
To appraise the instruments of social changes in Colonial India.

UNIT I: Social System (18 Hours)

Structure – Joint Family – Marriage System – Patriarchy – Matrilineal – Social Evil

UNIT II: Social Reform (18 Hours)

Caste Disabilities Removal Act – Child Marriage Restraint Act – Widow Remarriage Act – Female Infanticide Prevention Act – Indian Penal Code

UNIT III: Class System (18 Hours)

Influencing Factor – Landlord – Moneylender – Farmer – Peasant – Animal Husband – Landless Labourer – Industrialist – Investor – Industrial Labourer

UNIT IV: Cultural Intersection (18 Hours)

Non-Intervention Policy – Religion – Language – Education – Art – Architecture – Superstitious Belief – Indian Renaissance

Unit V: Agency of Change (18 Hours)

Missionary Work – Native Institution – Western Education – Indian People's Theatre Association

Teaching Methodology	Chart, PPT, Lecture, Classroom Video Diary, Debate
Assessment Methods	Seminar, Case Study, News and Views

Books for Study:
1. Dennis Kincaid, *British Social Life in India, 1608–1937,* Rupa Publications, 2015
2. Thomas R. Metcalf, *Ideologies of the Raj*, Cambridge University Press, 1997

Books for Reference:
1. Aparajita Mukhopadhyay*, Imperial Technology and 'Native' Agency: A Social History of Railways in Colonial India, 1850-1920,* Cambridge University Press*, 2015*
2. Alaine Low, *Christians and Missionaries in India,* William B Eerdmans Publishing Co, 2003
3. Ganguly, *Idolatry and the Colonial Idea of India,* Taylor & Francis, 2017
4. George H. Gadbois, *Supreme Court of India: The Beginnings*, OUP India,2017
5. Latika Chaudhary, Bishnupriya Gupta, Tirthankar Roy, Anand V. Swamy (Ed), *A New Economic History of Colonial India*, Routledge, 2019

Websites and eLearning Sources:
1. https://nios.ac.in/media/documents/secsocscicour/english/lesson-05.pdf
2. British Social and Cultural Policy in India
3. The British Impact on India, 1700–1900 - Association for Asian Studies
4. A Study on Cultural Encounter in British India

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	Relate the social patterns of Colonial India with present.	**K1**
CO2	Interpret the impacts of social reform acts in Colonial India.	**K2**
CO3	Distinguish the structures of various Class system in Colonial India.	**K3**
CO4	Dissect the Cultural Intersection of Western Culture with Native System.	**K4**
CO5	Appraise the instruments of social changes in Colonial India.	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
3	**25PHS3CC10**		**Core Course - 10:** Social and Cultural Aspects of British India							**6**	**5**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
3	25PHS3CC11	**Core Course - 11:** Working of Indian Constitution	6	4

Course Objectives
To know the meaning and purpose of amendment in Indian Constitution
To learn the importance of federalism and division of power in Indian administration
To understand the reason behind the uniform civil code and CAA in Indian Constitution
To evaluate the importance of RTI and the role of Collegiums in Indian judiciary
To know the impact of one nation-one election policy in India

UNIT I: Amendment (18 Hours)

Indian Constitution – Amendment – Procedure – Select Amendment: Preamble – Fundamental Right – Local Self Government

UNIT II: Federalism (18 Hours)

Union State Relation – Discretionary Power – Division of Power – Electoral and Political Reform

UNIT III: Religion (18 Hours)

Secularism – Uniform Civil Code – Babur Masjid Case – Sabarimala Case – Citizenship Amendment Act

UNIT IV: Judiciary (18 Hours)

Writ – Public Interest Litigation – Collegiums – Judicial Activism

UNIT V: Administration (18 Hours)

Decentralisation – Policy Decision – Reservation – Minority Right – One Nation One Election – Contemporary Issue

Teaching Methodology	Chart, PPT, Lecture, Videos and Group Discussion
Assessment Methods	Seminar, Snap Test, Class Presentation and Debate

Books for Study:
1. Md. Reja Ahammad and Amalesh Kr Pradhan, (2021), *Working of the Indian Constitution: A Critical Study*, Anu Books.
2. Debendra Nath Banerjee, (2013), *The Indian Constitution and Its Actual Working,* Gale, Making of Modern Law.

Books for Reference:
1. Austin Granville, (2003), *Working of Democratic Constitution A History of the Indian Experience*, Oxford University Press.
2. Austin Granville, (1999), *The Indian Constitution Cornerstone of a Nation*, Oxford University Press.
3. Shibani Kinkar Chaube, (2011), *The Making and Working of the Indian Constitution*, National Book Trust.
4. Choudhry, Khosla, Mehta, (2016), *The Oxford Handbook of The Indian Constitution*, Oxford University Press.
5. Professional, Professional's, (2023), *Constitution of India covering 106th Amendment with important Case Laws, Q&A Data Bank on Constitutional Aspect of Indian Polity for Students,* Professional Book Publishers.
6. Sudhansu Mohan Bose, (2022), *The Working of Constitution in India*, Largest Street Press.

Websites and eLearning Sources:
1. Constitution of India | Legislative Department | India
2. Constitution of India| National Portal of India
3. The Basic Structure of the Indian Constitution | ConstitutionNet
4. Constitution | Supreme Court of India | India
5. Digital Sansad

6. Home | Ministry OF Parliamentary Affairs, Government of India

Course Outcomes		
CO No.	**CO-Statements**	**Cognitive Levels (K-Level)**
	On successful completion of this course, the students will be able to	
CO1	Know the meaning and purpose of amendment in Indian Constitution	**K1**
CO2	Learn the importance of federalism and division of power in Indian administration	**K2**
CO3	Understand the reason behind the uniform civil code and CAA in Indian Constitution	**K3**
CO4	Evaluate the importance of RTI and the role of Collegiums in Indian judiciary	**K4**
CO5	Know the impact of one nation-one election policy in India	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
3	**25PHS3CC11**		**Core Course - 11:** Working of Indian Constitution							**6**	**4**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
3	25PHS3CC12	**Core Course - 12:** Migration and Settlement in Tamil Country through the Ages	4	2

Course Objectives
To describe the migration held in the region due to social reasons.
To narrate the migration happened in view of religious organisation and missionary.
To discuss the migration in Tamil region held by the political reasons.
To analyse the migration because of cultural need.
To exemplify the migration into Tamil region for economic needs.

UNIT I: Social Migration (12 Hours)

Paleolithic Men – Chalukya – Ceylonese

UNIT II: Religious Migration (12 Hours)

Jain – Buddhist – Saivite – Vaishanavite – Muslim – Sikh – Christian

UNIT III: Political Migration (12 Hours)

Kalabhra – Pallava – Sultan – Vijayanagar – Nayak – Persian – Mughal – Navayat– Wallajah– Maratha – Mysorean

UNIT IV: Cultural Migration (12 Hours)

Leather Worker – Handicraftsman - Textile Artisan – Weaver – Land Aristocrat – Blacksmith – Goldsmith – Architect

UNIT V: Economic Migration (12 Hours)

Roman – Arabian – Marakkayar – Labbay – Marwari – European: Portuguese – English – French

Teaching Methodology	Chart, PPT, Lecture, Debate, Discussion
Assessment Methods	Seminar, Snap Test, Case Study, Activity

Books for Study:
1. Chellam, V.T. *Tamil Nadu: History and Culture* (in Tamil), Manivasagar Pathipakam, 2016
2. Rajayyan, K., *Real History of Tamil Nadu*, Madurai, 2005.
3. Subrahmanian, N., *Social and Cultural History of Tamil Nadu*, Udumalpet, 1999.

Books for Reference:
1. Chopra, P. N., Ravindran, T. K. and Subramanian, N., *History of South India,* Delhi, 1979.
2. Eugene, F. Frschick, *Politics and Social Conflict in South India*, Bombay, 1964.
3. Mahalingam, T. V., *Administration and Social Life under Vijayanagar*, University of Madras, 1951.
4. Minakshi, C. *Administration and Social Life under the Pallavas*, University of Madras, Madras, 1938
5. Nilakanta Sastri, K.A. *The Colas*, University of Madras, Madras, 1984
6. Pillai, K. K., *Social History of Tamils*, University of Madras, Madras, 1975.
7. Rajamanickanar, Ma. *History of Pallavas,* Saran Books, Chennai
8. Venkataramanayya, N., *The Early Muslim Expansion in South India,* Madras, 1942.

Websites and eLearning Sources:
1. https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/
2. https://www.britannica.com/place/Tamil-Nadu/Cultural-life
3. https://www.researchgate.net/publication/347391773_History_of_Tamil_Nadu_People_and_Culture-A_Review
4. https://www.jstor.org/stable/44158796?seq=1#metadata_info_tab_contents
5. https://sistnpsc.wordpress.com/wp-content/uploads/2020/04/eco_3_6_9th_term3_migration.pdf
6. The Tamil Migration Cycle, 1830-1950 on JSTOR
7. working 472 final.pmd

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	Describe the migration held in the region due to social reasons.	**K1**
CO2	Narrate the migration happened in view of religious organisation and missionary.	**K2**
CO3	Discuss the migration in Tamil region held by the political reasons.	**K3**
CO4	Analyse the migration because of cultural need.	**K4**
CO5	Exemplify the migration into Tamil region for economic needs.	**K5**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**								**Hours**	**Credits**
3	**25PHS3CC12**	**Core Course - 12:** Migration and Settlement in Tamil Country Through the Ages								**4**	**2**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
3	25PHS3ES02A	**Discipline Specific Elective – 2:** Architectural Styles in South India	4	3

Course Objectives
To Know the different architectural styles in India through the ages
To Understand the features of Dravidian architectural style
To Analyse the importance of Indo-Aryan and Indo-Islamic styles in India
To Discuss the difference between Dravidian architecture and Nagara architecture
To Understand role of Europeans to promote Indo-Saracenic style in India

UNIT I: Dravidian Style (12 Hours)

Evolution – Character – Classification – Feature – Select Structure: Kanchipuram, Thanjavur, Madurai, Mamallapuram, Tiruchirappalli, Kumbakonam, Shravanabelgola, Tirupathi

UNIT II: Vesara Style (12 Hours)

History – Element – Classification – Feature – Select Structure: Pattadakal, Aihole, Badami, Hampi, Belur, Halabidu, Somanathapura

UNIT III: Indo Islamic Style (12 Hours)

Evolution – Component – Classification – Feature – Select Structure: Bijapur, Bidar, Gulburga, Vijayapura, Hyderabad – Thiruvananthapuram

UNIT IV: Indo Saracenic Style (12 Hours)

History – Character – Classification – Feature – Select Structure: Chennai, Mysore, Bangalore, Hyderabad – Thiruvananthapuram

UNIT V: Vernacular Style (12 Hours)

Tamil Nadu: Element, Feature, Chettinadu - Kerala: Character, Feature, Nalukettu - Karnataka: Component, Feature, Gutthu House - Telangana: Element, Feature, Bhawanti - Andhra Pradesh: Character, Feature, Chuttillu

Teaching Methodology	Chart, PPT, Lecture, Videos and Field Visit to Tiruchirappalli Monuments
Assessment Methods	Seminar, Snap Test, Field Study, Case Study

Books for Study:
1. Grover S, (2017), *Islamic Architecture in India*, CBS Publication.
2. James Fergusson, (2023), *Dravidian and Chalukyan Architecture*, Life Span Publishers & Distributors.
3. Lalit Chugh, (2017), *Karnataka's Rich Heritage Art and Architecture: From Prehistoric Times to the Hoysala Period*, Notion Press.
4. Precy Brown, (2024), Dravidian Architecture, Life Span Publishers & Distributors.

Books for Reference:
1. Michell, G. (1978). *Architecture of the Islamic World*. Thames and Hudson.
2. Mitchell, G. (1990). *Monuments of India: Buddhist, Jain, Hindu*. Penguin books.
3. Pushkar Sohoni, (2020), *The Architecture of a Deccan Sultanate: Courtly Practice and Royal Authority in Late Medieval India*, I.B. Tauris.
4. Sten-Ake Nilsson, (1969), *European Architecture in India*, 1750-1850, Taplinger Pub. Co.
5. Tadgell, C. (1990). *The History of Architecture in India*. Longman Group. U. K. Ltd.
6. Vaidyanathan, G. (2003). *Gateway to Indian Architecture*. Edifice Publication.

Websites and eLearning Sources:
1. Evolution of Indian Architecture: A Timeless Design Journey | IIAD
2. Different types of architectures in India – Explore The Real India | Best Travel Destinations in India | Weekend Trip Ideas
3. Exploring Different Architectural Styles in India | Diwakar Bhati

4. 7 Famous Indian Architectural Styles
5. 15 Examples of Islamic influence in the architecture of South India - RTF | Rethinking The Future
6. South Indian Traditional House: Design, Plan and Images
7. Keezhadi: The Archaeological Marvel Rewriting Indian History | Keeladi Excavation Findings
8. South Indian Traditional House: Design, Plan and Images

CO No.	Course Outcomes	
	CO-Statements	**Cognitive Levels (K-Level)**
	On successful completion of this course, the students will be able to	
CO1	Know the different architectural styles in India through the ages	**K1**
CO2	Understand the features of Dravidian architectural style	**K2**
CO3	Analyse the importance of Indo-Aryan and Indo-Islamic styles in India	**K3**
CO4	Discuss the difference between Dravidian architecture and Nagara architecture	**K4**
CO5	Understand role of Europeans to promote Indo-Sarasanic style in India	**K5**

Relationship Matrix										
Semester	**Course Code**	**Title of the Course**						**Hours**	**Credits**	
3	**25PHS3ES02A**	**Discipline Specific Elective – 2:** Architectural Styles in South India						**4**	**3**	
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
3	25PHS3ES02B	**Discipline Specific Elective – 2:** Trade Routes in Tamil Region	4	3

Course Objectives
To know the concept and trade centres of the Tamil region.
To understand the Inland pass through which trade was practised to the neighbouring regions.
To study the land route to send commodities to other regions in India.
To discuss the maritime to route to reach the coastal countries with commodities.
To analyse the modern trade route with regard to railway introduced by the British.

UNIT I: Introduction (12 Hours)

Concept – Trade Centre – Port – Commodity – Evolution – Source

UNIT II: Inland Pass (12 Hours)

Tamilakam to Malabar – Tamilakam to Kannadam – Tamilakam to Telugu Region

UNIT III: Land Route (12 Hours)

Therkuperuvazhi (South Route from Madurai to Ganges River) – Rajakesari Peruvazhi (Thanjavur to Coimbatore)

UNIT IV: Maritime Route (12 Hours)

East Coast: Roman Trade Route – West Coast: European Trade Route - East to West: Thoothukudi to Cochin – Thoothukudi to Kolumbu

UNIT V: Modern Trade Route (12 Hours)

Railway: Madras to Kanyakumari – Madras to Coimbatore – Salem to Trivandrum

Teaching Methodology	Chart, PPT, Lecture, Debate
Assessment Methods	Seminar, Snap Test, Filed Study, Activity

Books for Study:
1. Devanesan, A., *History of Tamil Nadu*, Marthandam, Renu Publication, 2004.
2. Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations,* Oxford University Press, New Delhi, 2014
3. Rajayyan, K., *Real History of Tamil Nadu*, Madurai, 2005.

Books for Reference:
1. Avvai Duraisamy Pillai, *History of the Chera King*, Saran Books, Chennai, 2020
2. Champakalakshmi, *R. Trade, Ideology, and Urbanization: South India 300 BC to AD 1300*, OUP, New Delhi, 1996.
3. Chopra, P. N., Ravindran, T. K. and Subramanian, N., *History of South India,* Delhi, 1979.
4. Kanakasabhai, V. *Tamils Eighteen Hundred Years Ago*, Asian Educational Service, New Delhi, 1982
5. Minakshi, C. *Administration and Social Life under the Pallavas*, University of Madras, Madras, 1938
6. Mukund, Kanakalatha, *The World of the Tamil Merchant: Pioneers of International Trade*, Portfolio/Penguin, 2015.
7. Nilakanda Sastri, K.A., *The Cholas, The Pandyan Kingdom and History of South India,* London, 1929.
8. Pillay, K.K. *Studies in Indian History: With Special Reference to Tamil Nadu,* K.K. Pillay, Madras, 1979
9. Rajamanickanar, Ma. *History of Pallavas,* Saran Books, Chennai
10. Subbarayalu, Y. *South India under the Cholas,* Oxford University Press, New Delhi, 2012

Websites and eLearning Sources:
1. https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/

2. https://www.shanlaxjournals.in/wp-
content/uploads/ancient_trade_routes_of_tamil_kingdom_and_the_global
3. Madurai's ancient trade routes show its significance in global market, says Archaeologist - The Hindu
4. The History of Trade in Tamil Nadu
5. Trade during the Sangam Age: Exploring the Sangam literature and Keezhadi excavations

CO No.	Course Outcomes	
	CO-Statements On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	Interpret the concept and trade centres of the Tamil region.	**K1**
CO2	Impart knowledge on inland pass through which trade was practised to the neighbouring regions.	**K2**
CO3	Study the land route to send commodities to other regions in India.	**K3**
CO4	Discuss the maritime to route to reach the coastal countries with commodities.	**K4**
CO5	Analyse the modern trade route with regard to railway introduced by the British.	**K5**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**								**Hours**	**Credits**
3	**25PHS3ES02B**	**Discipline Specific Elective – 2:** Trade Routes in Tamil Region								**4**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
										Mean Overall Score	**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
3	25PHS3RM01	Research Methodology	4	2

Course Objectives
To label the scope and significance of Historical research.
To outline the imperatively of sources in Historical research.
To modelling the preliminary stages of Historical research.
To estimate the operative part of the research methodology.
To compile the documentation steps of research methodology.

UNIT I: Understanding (12 Hours)

Meaning – Scope – Significance – Method – Ethic

UNIT II: Source (12 Hours)

Primary – Secondary – Tertiary

UNIT III: Nuance (12 Hours)

Scope – Objective – Hypothesis – Objectivity – Review of Literature – Criticism – Interpretation

UNIT IV: Operation (12 Hours)

Selection of Topic – Research Plan Preparation – Collection of Data – Classification of Data – Arranging Fact

UNIT V: Documentation (12 Hours)

Drafting – Table of Content – Introduction – Discussion – Conclusion – Footnote – Endnote – Bibliography – Appendix – Table – Chart – Abbreviation – Glossary – Presentation

Teaching Methodology	Chart, PPT, Lecture, Discussion
Assessment Methods	Seminar, Book Report, Group Project

Books for Study:
1. K. Rajayyan, *History in Theory and Method: A Study in Historiography*, Raj Publication, 1982
2. B. Sheikh Ali, *History-Its Theory and Method* (2nd Edition), Laxmi Publications, 2022
3. Sreedharan E, *A Textbook of Historiography*, Orient Black Swan, 2004

Books for Reference:
1. E. H. Carr, *What is History?,* Penguin Classic, 2018
2. Helen Carr, *What Is History, Now?*, Weidenfeld & Nicolson Ltd, 2023
3. Eric Hobsbawm, *On History,* Abacus, 1998
4. R. G. Collingwood, *The Idea of History,* Oxford University Press, 1998
5. K.N. Chitnis, *Research Methodology in History,* Atlantic Publishers, 2023

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1. https://www.britannica.com/topic/historiography
2. https://www.jstor.org/stable/1840848?seq=1
3. https://www.jstor.org/stable/42929817?seq=1
4. https://thewire.in/history/debate-history-historians-and-the-many-ideas-of-india
5. https://www.cusb.ac.in/images/cusb-files/2020/el/his/Historians-Of-Medieval-India.pdf

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	Label the scope and significance of Historical research.	**K1**
CO2	Outline the imperatively of sources in Historical research.	**K2**
CO3	Modelling the preliminary stages of Historical research.	**K3**
CO4	Estimate the operative part of the research methodology.	**K4**
CO5	Compile the documentation steps of research methodology.	**K5**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**							**Hours**		**Credits**
3	**25PHS3RM01**	Research Methodology							**4**		**2**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
4	25PHS4CC13	**Core Course - 13:** Legacy of British Administration in India	5	4

Course Objectives
Classifying the administrative edifices of Colonial India.
Organizing the Political System of Colonial India based on Federal Philosophy.
Comparing the spatial changes of Indian Society during colonial India.
Appraising the economic establishments of Colonial India.
Testing the making of Modern Judiciary within the needs of Indian Environment.

UNIT I: Administration (15 Hours)

Concept of Legacy – Departmental Organisation – Public Service – District Administration – Local Government – Financial Administration – Law and Order

UNIT II: Politics (15 Hours)

Parliamentary Democracy – Diarchy – Federal System – Bureaucracy – Extra Constitutional Measure

UNIT III: Society (15 Hours)

Socialisation – Education – Horizontal Society – Social Right – Gender Equality – Life Insurance

UNIT IV: Economy (15 Hours)

Infrastructure – Transport – Communication – Commercialisation of Agriculture – Modern Industry – Banking – Share Market

UNIT V: Judiciary (15 Hours)

Criminal Procedure Code – Indian Penal Code – Civil Code – Integrated Court System

Teaching Methodology	Chart, PPT, Lecture, Direct Instruction Model, Inquiry Based Learning Author's Chair
Assessment Methods	Seminar, Activity, Book Review

Books for Study:
1. Dennis Kincaid, *British Social Life in India, 1608–1937,* Rupa Publications, 2015
2. Gilmour David, *The British in India: Three Centuries of Ambition and Experience,* Penguin, 2019

Books for Reference:
1. Bipan Chandra, *Nationalism and Colonialism in Modern India*, Orient Black Swan, New Delhi, 1981
2. Denis Judd, *The Lion and the Tiger: The Rise and Fall of the British Raj, 1600-1947,* Oxford University Publication, New Delhi, 2015
3. Drummond Ian M. *British Economic Policy and Empire, 1919-1939,* Taylor & Francis, New Delhi, 2005
4. R.C. Majumdar, *The History and Culture of the Indian People: Volume 9: British Paramountcy and Indian Renaissance* (Part I), Bhartiya Vidya Bhavan, New Delhi, 2002
5. Shashi Tharoor, *Inglorious Empire, What the British Did to India,* Scribe Publication, New Delhi, 2018

Websites and eLearning Sources:
1. https://unacademy.com/content/railway-exam/study-material/modern-history-of-india/the-legacy-of-colonialism/
2. https://egyankosh.ac.in/bitstream/123456789/70376/1/Unit-4.pdf
3. https://edurev.in/t/274210/Legacy-of-British-Rule-in-Politics-and-Administration

	Course Outcomes	
CO No.	**CO-Statements** On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	Classify the administrative edifices of Colonial India.	**K1**
CO2	Organize the Political System of Colonial India based on Federal Philosophy.	**K2**
CO3	Compare the spatial changes of Indian Society during colonial India.	**K3**
CO4	Appraise the economic establishments of Colonial India.	**K4**
CO5	Test the making of Modern Judiciary within the needs of Indian Environment.	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
4	**25PHS4CC13**		**Core Course - 13:** Legacy of British Administration in India							**5**	**4**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
4	25PHS4CC14	**Core Course - 14:** Historical Evolution of Prison System in India	5	4

Course Objectives
To study the creation of prison in ancient period.
To understand the growth of prison administration in medieval period.
To explain the modern-day development in prison system.
To discuss the committee and act were brought to maintain prison system.
To analyse the features and regulations of central prisons located in India.

UNIT I: Ancient Period (15 Hours)

Justice – Punishment – Prison – Origin – Social Isolation – Vedic Age – Sangam Age – Mauryan Period – Gupta Period – Harsha Period

UNIT: II: Medieval Period (15 Hours)

Source of Justice – Noble Castle – Later Chola – Later Pandya – Vijayanagara – Bhamani – Delhi Sultanate – Mughal – Maratha

UNIT III: Modern Period (15 Hours)

British Prison Policy – Mixed Prison – Criminal Jail – Civil Jail – Prison Discipline Committee – Prison Act 1870 – Borstal School – Jail Reform Campaign

UNIT IV: Contemporary Scenario (15 Hours)

Constitutional Provision – Central Jail – State Jail – District Jail – Juvenile – Prison Administration

UNIT V: Select Prison (15 Hours)

Cellular – Thihar – Yerawada – Sabarmathi – Naini – Vellore – Alipore – Rajamundry – Poojappura – Puzhal – Cuddalore – Palayamkottai – Tiruchirappalli

Teaching Methodology	Chart, PPT, Lecture, Debate
Assessment Methods	Seminar, Snap Test, Field Study, Case Study

Books for Study:

1. Indra Jeet Singh, *Indian Prison: A Sociological Enquir*y, Concept Publishing House, Delhi, 1979.
2. Singh, I.P., *Indian Prisons*, Concept Publishing Co, Delhi, 1979.
3. Srivastava, S., *Indian Prison Community*, Pustak Kendra, Lucknow, 1977.

Books for Reference:

1. Amarendra Mohanti & Narayan Hazary, *Indian Prison System*, Akash Publishing House, New Delhi.
2. Amarendra Mohanty, Narayan Hazary, *Indian Prison Systems*, APH Publishing, 1990.
3. Ashutosh, *Rights of Accused, Published*, Universal Law Publishing Co., New Delhi, 2009.
4. B.S. Haikerwal, *A Comparative Study of Penology***,** Ram Narayan Lal Law Publisher, Allahabad, 1979.
5. Barbara Hudson, *Understanding Justice: An Introduction to Ideas, Perspectives and Controversies in Modern Penal Theory*, Open University Press, Buckingham, England, 1996.
6. David Garland, *Punishment and Modern Society*, Oxford University Press, Oxford, England, Ed.I, 1990.
7. Kiran Bedi, *It's always Possible*, Sterling Publishers Private Limited, New Delhi, 2005.
8. Meena Alok Kumar, *Human Rights and Prison System: An Overview*, Palm Leaf Publications, New Delhi, 2013
9. Mohanty Amarendra, *Indian Prison System*, Ashish Publishing House, New Delhi, 1990.
10. N.V. Paranjpe, *Criminology and Penology*, Central Law Publications, Allahabad, Ed.II, 1996.
11. Paramjit S. Jaswal, *Human Rights and the Law*, APH Publishing Corporation, 1996.
12. Rajeev Mehrishi, *Prison Statistics India*, National Crime Records Bureau, EdXX, 2014.

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2. https://www.ijnrd.org/papers/IJNRD2301070.pdf
3. https://www.jetir.org/papers/JETIR2109545.pdf
4. https://www.jusscriptumlaw.com/post/historical-evolution-of-prison-system-in-india
5. https://www.legalserviceindia.com/legal/article-4501-system-of-prison-its-history-and-types-in-india.html
6. https://delhidistrictcourts.nic.in/viewdocuments/RWUxTjEvVmN0TXJPNHhDamVuSmRvVWRsR3F2NWVIcHpqcnFGGQU4vdDNNMnlvM0tQNkR6dHpVRkRJdSs5bVJwR3RrSWMrZG1TUlMzRFZDcXQvUldGGNHp1S1Q2dGF4elRid1dnc0NJVlFIWDV4RENaL0lNVGNoYThXZmpTSkhDTUc_EQUALS_

Course Outcomes		
CO No.	**CO-Statements**	**Cognitive Levels (K-Level)**
	On successful completion of this course, the students will be able to	
CO1	Study the creation of prison in ancient period.	**K1**
CO2	Understand the growth of prison administration in medieval period.	**K2**
CO3	Explain the modern-day development in prison system.	**K3**
CO4	Discuss the committee and act were brought to maintain prison system.	**K4**
CO5	Analyse the features and regulations of central prisons located in India.	**K5**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**						**Hours**		**Credits**	
4	**25PHS4CC14**	**Core Course - 14:** Historical Evolution of Prison System in India						**5**		**4**	
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
4	25PHS4CC15	**Core Course - 15:** Evolution of Rationalism in Tamil Region	5	3

Course Objectives
To know the features of early Tamil society and idea of rationalism.
To infer the evolutionary process of rationalism through literature and ritual practices.
To identify the reasons for the development of ideas in modern times.
To discuss the various personalities who contributed for the rational ideas.
To analyse the change and rift in evolutionary ideas in the contemporary times.

UNIT I: Early Period (15 Hours)

Egalitarian Society – Intellectualism – Science of Aaseevagam – Rationalism – Sangam Literature: Agam – Puram – Thirukkural

UNIT II: Medieval Period (15 Hours)

Saiva and Vaishanava Tradition – Bhakthi Movement – Rational Literature – Belief – Religious Dogma – Superstitious Practice – Social Evil

UNIT III: Early Modern Period (15 Hours)

Western Education – Tamil Renaissance – Revivalism – Dravidian Ideology – Communism – Socialism

UNIT IV: Modern Period (15 Hours)

Vallalar's Sathya Dharmam – Ayothidasa Pandithar's Dravidian – Tamil Ideology – Periyar's Self Respect Movement – Shri Narayana Guru's Universal Temple – Jeevanandam's Communist Movement – Bharathidasan's Rational Progressive Society

UNIT V: Contemporary Period (15 Hours)

Belief Overcomes Science – Split in Dravidian Ideology – Tamil Nationalism

Teaching Methodology	Chart, PPT, Lecture, Debate, Discussion
Assessment Methods	Seminar, Snap Test, Activity, Case Study, Review

Books for Study:

1. Eraiyarasan, B. *The History of Tamil Nadu (The Only Surviving Classical Civilization),* International Institute of Tamil Studies, Chennai, 2017
2. Nilakanta Sastri, K.A. *A History of South India: From Prehistoric Times to the Fall of Vijayanagar,* Oxford University Press, Chennai, 1997
3. Rajayyan, K., *Real History of Tamil Nadu*, Madurai, 2005.
4. Ramasamy, A. *A History of Ancient Tamil Civilization,* New Century Book House, Chennai
5. Subrahmanian, N., *Social and Cultural History of Tamil Nadu*, Udumalpet, 1999.

Books for Reference:

1. Chopra, P. N., Ravindran, T. K. and Subramanian, N., *History of South India,* Delhi, 1979.
2. Eugene, F. Frschick, *Politics and Social Conflict in South India*, Bombay, 1964.
3. Kanakasabhai, V. *Tamils Eighteen Hundred Years Ago*, Asian Educational Service, New Delhi, 1982
4. Mahalingam, T. V., *Administration and Social Life under Vijayanagar*, University of Madras, 1951.
5. Minakshi, C. *Administration and Social Life under the Pallavas*, University of Madras, Madras, 1938
6. Nilakanta Sastri, K.A. *The Colas*, University of Madras, Madras, 1984
7. Pillai, K. K., *Social History of Tamils*, University of Madras, Madras, 1975.
8. Pillay, K.K. *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021
9. Rajamanickanar, Ma. *History of Cholas,* Saran Books, Chennai
10. Rajamanickanar, Ma. *History of Pallavas,* Saran Books, Chennai
11. Srinivasa Iyengar, P.T. *History of the Tamils: From the Earliest Times to 600 A.D.,* Asian Educational Services, New Delhi, 2001

12. Srinivasan, K. R., *Temples of South India*, Delhi, NBT, 1995.
13. Subbarayalu, Y. *South India under the Cholas,* Oxford University Press, New Delhi, 2012
14. Venkataramanayya, N., *The Early Muslim Expansion in South India,* Madras, 1942.

Websites and eLearning Sources:
1. https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/
2. https://www.britannica.com/place/Tamil-Nadu/Cultural-life
3. https://www.researchgate.net/publication/347391773_History_of_Tamil_Nadu_People_and_Culture-A_Review
4. https://www.jstor.org/stable/44158796?seq=1#metadata_info_tab_contents
5. https://www.theindiaforum.in/article/tamil-rationalism-and-hindu-temples
6. https://dravidapozhil.pmu.edu/pdf/ValluvarandPeriyarTheRationalistsofTamilNadu.pdf
7. https://modernrationalist.com/historical-significance-of-self-respect-movement-2/

Course Outcomes		
CO No.	**CO-Statements**	**Cognitive Levels (K-Level)**
	On successful completion of this course, the students will be able to	
CO1	Impart knowledge on the features of early Tamil society and idea of rationalism.	**K1**
CO2	Infer the evolutionary process of rationalism through literature and ritual practices.	**K2**
CO3	Identify the reasons for the development of ideas in modern times.	**K3**
CO4	Discuss the various personalities who contributed for the rational ideas.	**K4**
CO5	Analyse and exemplify the change and rift in evolutionary ideas in the contemporary times.	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
4	**25PHS4CC15**		**Core Course - 15:** Evolution of Rationalism in Tamil Region							**5**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
										Mean Overall Score	**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
4	**25PHS4CC16**	**Core Course - 16:** Pedagogy of Teaching History	**5**	**3**

Course Objectives
To understand the importance of curriculum and syllabus for History students
To learn different strategies in teaching history in current scenario
To know various techniques and teaching aids to teach History discipline effectively to the Zen Zee generation
To identify and deliver the recent trends in History teaching and learning in 21st century
To understand different evaluation methods in History discipline

UNIT I: Curriculum and Syllabus (15 Hours)

Meaning – Difference – Principle – Yardstick – Organisation of Content: Chronological, Topical, Concentric, Spiral, Regressive

UNIT II: Approach (15 Hours)

Chronological – Thematical – Comparative – Interdisciplinary – Multidisciplinary

UNIT III: Method (15 Hours)

Lecture – Storytelling – Dramatising – Discussion – Debate – Game – Brainstorming – Team Teaching – Flow Chart – Mind Mapping – Seminar – Role Playing – ABL – ALM – Case Study – Field Visit

UNIT IV: Aid (15 Hours)

Chalk – Black Board – Chart – Graph – Map – Globe – Timeline – Image – Model – Flash Card – Artifact – Power Point – Documentary – Audio – Video – Movie – Virtual Learning – Video Lecture – Animated Module

UNIT V: Assessment (15 Hours)

Formative – Summative – Diagnostic – Achievement – Project – Presentation – Quiz – Portfolio – Case Study Analysis – Observation – Peer Assessment – Self Assessment – Reflective Journal

Teaching Methodology	Chart, PPT, Model Teaching
Assessment Methods	Seminar, Micro Teaching, Preparation of e-Content

Books for Study:
1. Aggarwal, J.C. (2010), *Teaching of History*, Vikas Publishing House.
2. NCERT. (1974), *Teaching History in Secondary Schools*, NCERT.

Books for Reference:
1. Agarwal, J.C. (1996), *Teaching of Social Studies - A Practical Approach*, Vikas Publishing House.
2. Binning, A.C. & Bining, D.H. (1952), *Teaching Social Studies in Secondary Schools*. TMH.
3. Dash, B.N. (2014). Teaching of History, Neelkamal Publications.
4. Haydn Teery. (2010). *Learning to Teach History in the Secondary School*, Neelkamal Publications.
5. Mangal S.K. Uma Mangal, (2008), *Teaching of Social Studies*, PHI Learning.
6. Mangal S.K. Uma Mangal, (2018), *Pedagogy of Social Sciences*, PHI Learning.
7. Ram Babu, A. (2015), Essentials of Micro Teaching, Neelkamal Publications.
8. Singh, R P. (2015), *Teaching of History*. R. Lall Book Depot.

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2. 121.pdf
3. Teaching Social Science in Schools
4. BES-142B2E.p65
5. Teaching History To Students | NATIONAL CENTRE FOR EXCELLENCE
6. Teaching Methods in History Learning

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	Understand the importance of curriculum and syllabus for History students	**K1**
CO2	Learn different strategies in teaching history in current scenario	**K2**
CO3	Know various techniques and teaching aids to teach History discipline effectively to the Zen Zee generation	**K3**
CO4	Identify and deliver the recent trends in History teaching and learning in 21st century	**K4**
CO5	Understand different evaluation methods in History discipline	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**						**Hours**		**Credits**
4	**25PHS4CC16**		**Core Courses - 16:** Pedagogy of Teaching History						**5**		**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
4	25PHS4ES03A	**Discipline Specific Elective – 3:** Evolution of Mass Media in India	4	3

Course Objectives
To study the introduction of press in India.
To understand the development of media in Radio broadcasting.
To discuss the concrete development of media with regard to television.
To analyse the growth and development of media in the field of cinema.
To evaluate the process of evolution of media after the arrival of digital technology.

UNIT I: Print (12 Hours)

Missionary Press – English Press – Vernacular Press – Early Growth - Freedom Struggle Period – Contemporary Landscape

UNIT II: Radio (12 Hours)

Radio Club of Bombay – Indian Broadcasting Company – All India Radio – Independence Period – Frequency Modulation – Current Scenario

UNIT III: Television (12 Hours)

Doordarshan – Regional Languages Satellite Channels – Broadcasting Corporation of India – Cable – Satellite – Present Condition

UNIT IV: Cinema (12 Hours)

Silent Era – Talkie Era – Eastman Colour Era – Cinemascope Era – Big Screen – Digital Era – Recent Trend

UNIT V: Digital (12 Hours)

Internet – Cell Phone – Smartphone – Social Media – OTT – Cyber Crime – Regulatory Body

Teaching Methodology	Chart, PPT, Lecture, Field Study
Assessment Methods	Seminar, Snap Test, Activity, News and Views

Books for Study:
1. Natarajan, A J. *History of Indian Journalism*, Ministry of Information & Broadcasting, Government of India, New Delhi, 2010.
2. Urmila Devi, *Mass Communication Today*, IBP Books, Thiruvananthapuram, 2010.

Books for Reference:
1. Awa Shukla, *Rise of Social Media*, IBP Books, Thiruvananthapuram.
2. B.D. Usmani Imran Ahmed, *Encyclopaedia of the History of Mass Media*, Himalaya Publishing House, Chennai, 2010.
3. Edward Spence, *Journal of Mass Media Ethics*, Routledge Member of the Taylor and Francis Group, Canberra, 2004.
4. Irving Fang, *A History of Mass Communication*, Routledge Publishers, Oxfordshire, 2016.
5. J.V. Vilanilam, *Mass Communication in India: A Sociological Perspective*, Sage Publishers, New Delhi, 2005.
6. Keval J. Kumar, *Mass Communication in India*, Jaico Publishing House, Mumbai, 2020.
7. M. H. Syed, *History of Mass Media*, Amazon Book Store, 2006.
8. Nagendra, *History of Radio and Programme Production*, IBP Books, Thiruvananthapuram, 2016.
9. Naval Prabhakar and Narendra Basu, *Encyclopedia of Mass Media and Communication 21st Century,* Commonwealth Publishers, New Delhi, 2006.
10. Partha Sarkar, *Social Media as Mass Media*, IBP Books, Thiruvananthapuram, 2015.
11. Partha Sarkar, *The Press in India*, IBP Books, Thiruvananthapuram, 2012.
12. Ravi Chaturved, *Broadcast Journalism*, IBP Books, Thiruvananthapuram, 2016.
13. Somanath Sahoo, *Television Production: News and Programme*, IBP Books, Thiruvananthapuram, 2016.

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Course Outcomes		
CO No.	**CO-Statements**	**Cognitive Levels (K-Level)**
	On successful completion of this course, the students will be able to	
CO1	Impart knowledge on the introduction of press in India.	**K1**
CO2	Understand the development of media in Radio broadcasting.	**K2**
CO3	Discuss the concrete development of media with regard to television.	**K3**
CO4	Analyse the growth and development of media in the field of cinema.	**K4**
CO5	Evaluate the process of evolution of media after the arrival of digital technology.	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
4	**25PHS4ES03A**		**Discipline Specific Elective – 3:** Evolution of Mass Media in India							**4**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
4	**25PHS4ES03B**	**Discipline Specific Elective – 3:** Image Trap Politics in Tamil Nadu	**4**	**3**

Course Objectives
To interpret the meaning, concept and relation between cinema and politics.
To trace the process in which a personality in cinema building one's image.
To discuss how one's image is being trapped by the common people particularly the fans.
To analyse the process in which a popular icon in cinema entering politics.
To assess the achievers and contributions of select icons in politics from cinema.

UNIT I: Introduction (12 Hours)

Meaning – Concept – Cinema – Politics – Iconic Hero

UNIT II: Building Image (12 Hours)

Tamil Cinema – Story Centric – Hero Centric – Celebration of Hero

UNIT III: Image Trap (12 Hours)

Social Associated Script – Script Writing – Success Formula – Fan's Association – Social Service – Hero Worship

UNIT IV: Screen to Politics (12 Hours)

Winning People's Confidence – Voice to Politics – Fan to Member– Joining Political Party – Starting Political Party

UNIT V: Select Image Trap (12 Hours)

C. N. Annadurai – M. Karunanidhi – M.G. Ramachandran – J. Jayalalitha –Vijayakanth

Teaching Methodology	Chart, PPT, Lecture, Review, Field Study
Assessment Methods	Seminar, Film Review, Activity, Case Study

Books for Study:
1. Pandian, M.S.S. *The Image Trap: M.G. Ramachandran in Film and Politics*, Sage Publications, New Delhi, 2015.
2. Pandian, M.S.S. *The Strangeness of Tamil Nadu: Contemporary History and Political Culture in South India*, Permanent Black, New Delhi, 2019.

Books for Reference:
1. Balu, S. P. *Padma Bhushan Puratchi Kalingar Captain Vijayakanth*, Pustaka Digital Media, 2024.
2. Baumbach, Nico, *Cinema/Politics/Philosophy*, Columbia University Press, 2018.
3. Ganesan, P.C. *C.N. Annadurai*, Publications Division Ministry of Information & Broadcasting, New Delhi, 2
4. Joseph, Sabitha, *Vijayakanth Cinemavilirunthu Arasiyal Varai*, Pustaka Digital Media, 2024.
5. Kannan, R. *MGR: A Life*, Random House Publishers India Pvt. Ltd., New Delhi, 2017.
6. Kannan, R. *Anna: The Life and Times of C.N. Annadurai*, Penguin Books India, New Delhi, 2010.
7. Panneerselvan, A.S. *Karunaidhi: A Life*, Penguin Random House Pvt. Let, New Delhi, 2021.
8. Pongiyannan, Dhamu, *Film and Politics in India: Cinematic Charisma as a Gateway to Politcal Power*, Peter Lang, 2015.
9. Prasad, M. Madhava, *Cine-Politics: Film Stars and Political Existence in South India*, Orient Balckswan, 2014.
10. Rajanayakam, S. *Popular Cinema and Politics in South India: The Films of MGR and Rajinikanth*, Taylor & Francis, 2015.
11. Sadik, Jafar, *Ammu to Amma: the Life and Times of Jayalalithaa*, ebooks2go Incorporated, 2018.
12. Vasanthi, *Amma: Jayalalithaa's Journey from Movie Star to Political Queen*, Juggernaut, New Delhi, 2016.

Websites and eLearning Sources:

1. https://library.krea.edu.in/cgi-bin/koha/opac-detail.pl?biblionumber=111779
2. https://www.google.co.in/books/edition/C_N_Annadurai/M7jTDAAAQBAJ?hl=en&gbpv=1&dq=books+on+C.N.+Annadurai&printsec=frontcover
3. https://www.google.co.in/books/edition/Karunanidhi/QXEhEAAAQBAJ?hl=en&gbpv=1&dq=books+on+amma+jayalalitha&printsec=frontcover
4. https://www.google.co.in/books/edition/MGR/2mclDwAAQBAJ?hl=en&gbpv=1&dq=books+on+mgr&printsec=frontcover
5. https://www.google.co.in/books/edition/Amma/MIJoDwAAQBAJ?hl=en&gbpv=1&dq=books+on+amma+jayalalitha&printsec=frontcover
6. https://www.google.co.in/books/edition/Padma_Bhushan_Puratchi_Kalaingar_Captain/VScyEQAAQBAJ?hl=en&gbpv=1&dq=books+on+vijayakanth&pg=PA1954&printsec=frontcover
7. https://www.google.co.in/books/edition/Vijayakanth_cinemavilirunthu_Arasiyal_Va/S3P_EAAAQBAJ?hl=en&gbpv=1&dq=books+on+vijayakanth&pg=PA1&printsec=frontcover

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	Interpret the meaning, concept and relation between cinema and politics.	**K1**
CO2	Trace the process in which a personality in cinema building one's image.	**K2**
CO3	Discuss how one's image is being trapped by the common people particularly the fans.	**K3**
CO4	Analyse the process in which a popular icon in cinema entering politics.	**K4**
CO5	Assess the achievers and contributions of select icons in politics from cinema.	**K5**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**								**Hours**	**Credits**
4	**25PHS4ES03B**	**Discipline Specific Elective – 3:** Image Trap Politics in Tamil Nadu								**4**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	2	2	3	2	2	3	2	**2.4**
CO2	2	3	2	3	2	3	2	3	2	1	**2.3**
CO3	2	2	3	2	1	3	3	2	3	1	**2.2**
CO4	3	3	2	3	2	3	3	2	3	2	**2.6**
CO5	2	2	3	2	1	3	2	3	2	1	**2.1**
										Mean Overall Score	**2.4 (High)**