B.A. HISTORY

2025 BATCH

Part	Nature of the Course	Course code	Course title	Course Type	Hrs.	Cr.	Passed in	Offered to	Offered by
SEMESTER I									
I	**Language – I**	**TAMIL / HINDI / FRENCH**		**TH**	**6**	**3**		**ALLM**	**Tamil / Hindi / French**
II	**Language – II**	**ENGLISH**		**TH**	**6**	**3**		**ALLM**	**English**
III	**Core Course – 1**	**HIS1421CM**	**HISTORY OF ANCIENT INDIA (UPTO 1206 CE)**	**TH**	**5**	**4**		**AUHIS**	**HIS**
	Core Course – 2	**HIS1321CM**	**HISTORY OF TAMIL NADU (UPTO 1311 CE)**	**TH**	**4**	**3**		**AUHIS**	**HIS**
	Support Course – 1	**HIS1321AA**	**INTRODUCTION TO ARCHAEOLOGY**	**TH**	**4**	**3**		**AUHIS**	**HIS**
IV	**SEC*-1 (Core Communicative Skill – I)**	**HIS1121SM**	**LEARNING ENGLISH THROUGH HISTORY – I**	**TH**	**2**	**1**		**AUHIS**	**HIS**
	Foundation Course	**HIS1221FM**	**INTRODUCTION TO TOURISM**	**TH**	**2**	**2**		**AUHIS**	**HIS**
	Soft Skill Course – 1	**CGP1121SK**	**SOFT SKILL COURSE – I**		**-**	**1**		**ALLM**	**CGPC**
	Life Skill Course – 1	**VBC1121FV / UIV1121FI**	**HEALTHY TRANSITION FROM ADOLESCENCE TO ADULTHOOD / BIBLICAL ESSENTIALS FOR EMERGING ADULTS**	**TH**	**1**	**1**		**ALLM**	**Centre for V.E**
			Total		**30**	**21**			
	Outside class hours		**Mandatory** • **Part V (includes Physical Fitness)** • **Soft Skill Course – I**						

**Skill Enhancement Course*

HIS1421CM HISTORY OF ANCIENT INDIA (UPTO 1206 CE)

(THEORY)

Class: I B.A History	Semester: I	Credits: 4	Hours per week: 5 hrs.	Total hours: 75 hrs.
LOs	**LEARNING OBJECTIVES**			
To enable the students to				
LO1	identify the characteristics of Pre and Proto historic cultures in India			
LO2	memorize the causes that led to the rise of early empires in India			
LO3	understand the significance of major dynasties of Ancient India			
LO4	develop knowledge about the Vardhanas and other provincial dynasties			
LO5	list the important causes and major invasions of Muslims in India			

COURSE CONTENT:

UNIT I: PREHISTORIC PERIOD **15 hrs.**

Geographical Features – Sources of Indian History – Pre and Proto History – Harappan Civilization – Megalithic

Culture – Ancient Tamil Civilization – Early Vedic Age – Later Vedic Age

UNIT II: RISE OF MAHAJANAPADAS AND MAURYAN EMPIRE **15 hrs.**

Buddhism and Jainism – Greek and Persian Invasions of India – Alexander's Invasion – Rise of Mahajanapadas – Magadhan Empire – Nandas – Mauryas: Chandragupta Maurya, Asoka, Mauryan Administration – Art and Architecture

UNIT III: POST MAURYAN PERIOD AND GUPTA EMPIRE **15 hrs.**

Satavahanas – Kushanas: Kanishka – Gupta Empire: Chandragupta Vikramaditya, Samudra Gupta, Kumara Gupta – Administration – Social, Economic and Cultural Developments – Vakatakas – Nalanda, Vikramasila and Valabhi Universities

UNIT IV: PROVINCIAL KINGDOMS OF MEDIEVAL INDIA **15 hrs.**

Vardhana: Harshavardhana, Administration, Religious Contribution – Provincial Dynasties: Chalukyas, Rashtrakutas, Paramaras, Palas, Senas – Art and Architecture – Cultural Contribution

UNIT V: MUSLIM INVASIONS **15 hrs.**

Rajputs – Cultural Contribution – Arab Conquest of Sind – Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain

TEXTBOOK(S):

Sharma, L.P. *History of Ancient India.* Konark Pub. Pvt..Ltd., 2008.

Singh, Upinder. *A History of Ancient and early Medieval India.* Pearson and Longman, 2008.

REFERENCE BOOK(S):

Basham, A.L. *The Wonder that was India.* Macmillan, 2004.

Chakravarti, Ranabir. *Exploring Early India upto c. AD 1300.* Primus Books, 2016.

Luniya, B.N. *Evolution of Indian Culture.* Lakshmi Narain Publication, 2005.

Pillay, K.K. *Historical Heritage of Tamils.* MJP Publishers, 2021.

Sharma, R.S. *India's Ancient Past.* Oxford University Press, 2017.

Thapar, Romila. *The Penguin History of Early India: From the origin to A.D. 1300.* Penguin Books, 2002.

WEB LINK(S):

e BOOK(S):

Majumdar, R.C. *An Advanced History of India.* Internet Archive. https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up. Accessed 2 February 2024. CC BY LICENSE.

VIDEO(S):

Post Mauryan Developments. YouTube, Uploaded by NIOS Senior Secondary Courses. Lesson 6 Post Mauryan Developments (youtube.com). 5 February 2024, CC BY LICENSE.

COs	COURSE OUTCOMES	COGNITIVE LEVEL
On successful completion of the course, the student will be able to		
CO1	tell the characteristic features of Pre and Proto historic cultures in India	K1 Remember
CO2	list the sequence of events for the growth of empires in Ancient India	K1 Remember
CO3	summarize the political and cultural developments of major dynasties of Ancient India	K2 Understand
CO4	illustrate the role of Vardhanas and other provincial dynasties	K3 Apply
CO5	analyze the consequences of Muslim invasions on regional politics and cultural exchange	K4 Analyze

MAPPING: COs consistency with PSOs

HIS1421CM HISTORY OF ANCIENT INDIA (UPTO 1206 CE)							
CO	PSO						
	1	2	3	4	5	6	7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

Strongly Correlated (3); Moderately Correlated (2); Weakly Correlated (1)

HIS1321CM HISTORY OF TAMIL NADU (UPTO 1311 CE)

(THEORY)

Class: I B.A History	Semester: I	Credits: 3	Hours per week: 4 hrs.	Total hours: 60 hrs.
LOs	LEARNING OBJECTIVES			
To enable the students to				
LO1	acquire the knowledge of geography and sources of Tamil Nadu			
LO2	outline the polity, society, and economy of the Sangam period			
LO3	develop knowledge about the contribution of Pallava and Pandyan dynasty			
LO4	explain the achievements and contribution of the Later Cholas			
LO5	compile the factors for the decline of the second Pandyan empire and its impacts			

COURSE CONTENT:

UNIT I: PRE AND PROTOHISTORIC TAMIL NADU **12 hrs.**

Geography – Sources for the study of Tamil Nadu History – Pre and Protohistory of Tamil Nadu –

Ancient Tamil Civilization

UNIT II: SANGAM POLITY **12 hrs.**

Sangam Age: Historicity – Early Cholas: Karikala – Cheras: Senguttuvan – Pandyas: Nedunchezian – Polity –Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule

UNIT III: PALLAVA AND PANDYA DYNASTY **12 hrs.**

Pallavas: Origin, Early Pallavas, Later Pallavas – Political, Social and Economic Conditions – Growth of Literature and Education – Art and Architecture: Sculpture, Paintings and Fine Arts – Early Bakthi Movement – The First Pandyan Empire: Sources, Triangular conflict between Pallavas, Pandyas and Western Chalukyas – Administration – Art and Architecture

UNIT IV: CONTRIBUTION OF IMPERIAL CHOLAS **12 hrs.**

Imperial Cholas: Raja Raja Chola I, Rajendra Chola I, Overseas Expansion, Kulothunga – Chalukya-Chola relations – Administrative System – Land Grants and Temple Administration – Social and Economic life – Maritime Trade and Commerce – Religion – Literature – Art and Architecture – Bronze Sculptures

UNIT V: SECOND PANDYAN EMPIRE AND MUSLIM INVASIONS **12 hrs.**

The Second Pandyan Empire (1190 – 1312 CE) – Triangular conflict among Cholas, Pandyas and Hoysalas – Social and Economic Life – Malik Kafur's Invasion

TEXTBOOK(S):

Manoranjithamoni, C. *History of Tamil Nadu: Volume I.* CreateSpace Independent Publishing Platform. 2015.

Ramasamy, A. *History of Ancient Tamil Civilization.* New Century Book House, 2012.

Sastri, K.A. Nilakanta. *A History of South India: From Prehistoric Times to the Fall of Vijayanagar.* Oxford University Press, 2016.

REFERENCE BOOK(S):

Chellam, V.T. *Tamil Nadu: History and Culture* (in Tamil). Manivasagar Pathipakam, 2016.

Eraiyarasan. *The History of Tamil Nadu (The Only Surviving Classical Civilization).* International Institute of Tamil Studies, 2017.

Iyengar, P.T. Srinivasa. *History of the Tamils: From the Earliest Times to 600 A.D.* Asian Educational Services, 2001.

Karashima, Noboru. ed., *A Concise History of South India: Issues and Interpretations.* Oxford University Press, 2014.

Madhavan, Chitra. *History and Culture of Tamil Nadu (upto 1310 AD).* Volume I. DK Print world Ltd., 2008.

Pillai, Avvai Duraisamy. *History of the Chera King.* Saran Books, 2020.

Pillay, K.K. *Historical Heritage of Tamils.* MJP Publishers, 2021.

Subbarayalu, Y. *South India under the Cholas.* Oxford University Press, 2012.

Vedachalam, V. *Pandiyanaattu Samuthayamum Panpaadum (900 - 1400)*. Dhanalakshmi Pathippagam, 2018.

WEB LINK(S):

e BOOK(S):

Minakshi, C. *Administration and Social life under the Pallavas.* Indian Culture. Government of India.

Administration and Social Life Under the Pallavas | INDIAN CULTURE. Accessed 6 February 2024. CC BY LICENSE.

VIDEO(S):

South Indian Kingdoms Pallavas. National Digital Library of India. Uploaded by UPSC Digital Library. 8 September 2020, NDLI: Ancient Indian History: Chapter 11. CC BY LICENSE.

COs	COURSE OUTCOMES	COGNITIVE LEVEL
On successful completion of the course, the student will be able to		
CO1	recognize the geographical features and list the basic sources for the study of Prehistoric Tamil Nadu	K1 Remember
CO2	explain the various aspects of Sangam Age	K2 Understand
CO3	illustrate the administration, socio - economic and cultural contributions of the Pallava and Pandyan dynasty	K3 Apply
CO4	justify the supremacy of the Chola power	K5 Evaluate
CO5	discuss the causes for the fall of Second Pandyan empire and its consequences	K6 Create

MAPPING: COs consistency with PSOs

HIS1321CM HISTORY OF TAMIL NADU (UPTO 1311 CE)							
CO	PSO						
	1	2	3	4	5	6	7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

Strongly Correlated (3); Moderately Correlated (2); Weakly Correlated (1)

HIS1321AA INTRODUCTION TO ARCHAEOLOGY

(THEORY)

Class: I B.A History	Semester: I	Credits: 3	Hours per week: 4 hrs.	Total hours: 60 hrs.

LOs	LEARNING OBJECTIVES
To enable the students to	
LO1	acquire the knowledge of different kinds of archaeology and its relations with allied disciplines
LO2	summarize archaeological developments in the world and India
LO3	list the early archaeologists and their contribution for the development of Archaeological studies
LO4	explain the methods and techniques of archaeology
LO5	relate the Interpretation of excavated materials and Archaeological excavation in Tamil Nadu

COURSE CONTENT:

UNIT I: MEANING AND KINDS OF ARCHAEOLOGY **12 hrs.**

Definition, Nature, Aim and Scope of Archaeology – Archaeology as a Source of Cultural Studies –

Kinds of Archaeology: Marine Archaeology, Aerial Archaeology, New Archaeology etc. – Archaeology and its Relations with Allied Disciplines

UNIT II: DEVELOPMENT OF ARCHAEOLOGY **12 hrs.**

Beginnings in Archaeology from Antiquarianism to Archaeology – Process of Archaeology in the West – Growth of Archaeology in India – Archaeological Survey of India

UNIT III: ROLE OF ARCHAEOLOGISTS IN INDIA **12 hrs.**

Archaeological Studies – Educational Institutions – Early Archaeologists in India: Robert Bruce Foote, Alexander Rae, Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, Jean Mariacastle, H.D. Sankalia, Y. Subbarayalu, K. Rajan

UNIT IV: METHODS OF EXCAVATION AND RECORDING **12 hrs.**

Exploration – Aims – Methods – Manual and Scientific Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method, Underwater Archaeology; Stratigraphy: Definition, Scope, and Methodology; Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements; Dating Methods: Absolute Dating Methods: Radiocarbon and AMS Dating, Thermoluminescence and OSL Dating, Potassium-Argon, Uranium Series, Fission Track, Electronic Spin Resonance, Dendrochronology, Relative Dating, Flouring Method, Nitrogen Method, Varve Analysis – Historical Dating

UNIT V: SCIENTIFIC ANALYSIS OF EXCAVATED ARTIFACTS **12 hrs.**

Interpretation of Excavated Materials – Classification of Artifacts – Contextual and Site Catchment Analysis – Pottery and Antiquities: Description and Analysis – Scientific Analysis of Organic Materials. Archaeological Excavations in Tamil Nadu: Arikamedu, Adichanallur, Korkai, Keezhadi, Mayiladumparai, Sivagalai and Other Sites

TEXTBOOK(S):

Rajan, K. *Archaeology: Principles and Methods.* Manoo Pathippakam, 2002.

Renfrew, Colin, and Paul Bahn. *Archaeology: The Key Concepts.* Taylor & Francis, 2013.

REFERENCE BOOK(S):

Fagan, M. Brian. Archaeology*: A Brief Introduction.* Taylor & Francis, 2017.

Rajan, K. *Understanding Archaeology: Field Methods, Theories and Practices.* Manoo Pathippakam, 2016.

Renfrew, Colin, and Paul Bahn. *Archaeology: Theories, Methods and Practice.* Thames & Hudson, 2012.

Roy, Surendranath. *The Story of Indian Archaeology 1784–1947.* Archaeological Survey of India, 2011.

WEB LINK(S):

e BOOK(S):

Stuart, Fleming. *Dating in Archaeology: A Guide to Scientific Techniques.* Internet Archive. Stuart Fleming, Dating in archaeology : a guide to scientific techniques : Fleming, Stuart J. (Stuart James), 1943 – : Free Download, Borrow, and Streaming : Internet Archive Accessed on 6 February 2024, CC BY LICENSE.

VIDEO(S):

Archaeology: Science And Historic Preservation. National Digital Library of India. NDLI: Archaeology: Science and Historic Preservation. CC BY LICENSE.

Cos	COURSE OUTCOMES	COGNITIVE LEVEL
On successful completion of the course, the student will be able to		
CO1	define archaeology and explain different kinds of archaeology	K1 Remember
CO2	outline the archaeological developments from its beginnings	K2 Understand
CO3	describe the contribution of early archaeologists in India	K2 Understand
CO4	explain the methods and techniques of archaeology	K5 Evaluate
CO5	discuss the various types of analysis of artifacts	K6 Create

HIS1121SM LEARNING ENGLISH THROUGH HISTORY – I

(THEORY)

COURSE CONTENT:

Class: I B.A History	Semester: I	Credits: 1	Hours per week: 2 hrs.	Total hours: 30 hrs.

LOs	LEARNING OBJECTIVES
To enable the students to	
LO1	identify the key points and content of historical speeches
LO2	describe the content and information from radio and TV news broadcasts
LO3	discover ways to increase vocabulary of historical events
LO4	enhance reading fluency using passages describing historical events

UNIT I: LISTENING COMPREHENSION **8 hrs.**

Following the passage and identifying key points – Listening to Historical speeches – Note - Making

UNIT II: INTENSIVE LISTENING SKILLS **7 hrs.**

Listening to Radio/TV News Broadcast – Watching Historical Films

UNIT III: READING COMPREHENSION **8 hrs.**

Subject-specific vocabulary expansion (using dictionary) – Spelling practice – Sequencing the Past

UNIT IV: READING FLUENCY **7 hrs.**

Practicing reading passages from textbooks, Newspapers – This day/week in History

TEXTBOOK(S):

Learning History Through English. A CLIL (Content and Integrated Language Learning) Approach. University of Cambridge, 2011.

REFERENCE BOOK(S):

Morris, Lewis. *World History Vocabulary Workbook.* Network4learning, inc., 2019.

Murphy, Julia. *100 Ideas for Teaching History*. Continuum, 2005.

Smith, Neil. *The History Teacher's Handbook.* Continuum, 2010.

WEB LINK(S):

e BOOK(S):

Ronder, David, Thompson, Peter. *Past Simple: Learning English Through History.* 2012.Past Simple: Learning English Through History : Google books. Accessed on 4 February 2024, CC BY LICENSE.

VIDEO(S):

Storytellers: Shaping History and Community, practice English with Spotlight, Spotlight. YouTube. Uploaded by Spotlight English. 20 March 2021, Shaping History and Community, practice English with Spotlight (youtube.com). CC BY LICENSE.

Class: I B.A. History		Semester: I	Credit: 1	Hours per week: 2 hrs.
COs	**COURSE OUTCOMES**			**COGNITIVE LEVEL**
On successful completion of the course, the student will be able to				
CO1	acquire skills to listen, comprehend and paraphrase historical speeches			K1 Remember
CO2	summarize the historical events as depicted in the films			K2 Understand
CO3	develop vocabulary, learn spellings, and understand its meaning			K3 Apply
CO4	improve reading fluency by reading passages related to historical events			K6 Create

HIS1221FM INTRODUCTION TO TOURISM

(THEORY)

Class: I B.A History	Semester: I	Credits: 2	Hours per week: 2 hrs.	Total hours: 30 hrs.
LOs	**LEARNING OBJECTIVES**			
To enable the students to				
LO1	recall the basic components and elements of tourism			
LO2	relate knowledge of different types and forms of tourism			
LO3	identify the role of Travel Agents and Tour Operators			
LO4	categorize the different types of travel documents			

COURSE CONTENT:

UNIT I: CONCEPTS OF TOURISM **8 hrs.**

Concepts of Tourism – Definition of Tourism, Traveller, Tourist and Excursionist – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors

UNIT II: TYPES AND FORMS OF TOURISM **7 hrs.**

Types and Forms of Tourism: Domestic and International Tourism, Long Haul and Short Haul Tourism, Leisure Tourism, Pilgrimage Tourism, Special Interest Tourism, Adventure Tourism, Ecotourism, Cultural Tourism, Desert Tourism, Agro Tourism, Culinary Tourism, Medical Tourism and Sustainable Tourism

UNIT III: TRAVEL AGENCY AND TOUR OPERATOR **8 hrs.**

Travel Agency: Meaning, Role, and Characteristics of a Travel Agent – Types of Travel Agency Tour Operator: Meaning and Role – Types of Tour Operator – Itinerary Planning: Principles, Resources and Guidelines

UNIT IV: TRAVEL DOCUMENTS **7 hrs.**

Travel Documents: Passport, VISA, Health Certificates – Tax – Customs – Currency – Travel Insurance – Role of Information Technology in Tourism related Services – Computerized Reservation System (CRS) and Global Distribution System (GDS)

TEXTBOOK(S):

Bhatia, A.K. *Tourism Management.* Sterling Publications, 2016.

Jayapalan, N. *Introduction To Tourism.* Atlantic Publishers & Distributors (P) Limited, 2001.

REFERENCE BOOK(S):

Bhatia, A.K. *The Business of Travel Agency and Tour Operations Management.* Sterling Publications, 2014.

Marc, Mancini. *Conducting Tours: A Practical Guide.* Cengage Learning Publications, 2000.

Negi, J. *Travel Agency, and Tour Operation: Concepts and Principles.* Kanishka Publisher, 2004.

Page, Stephen. *Tourism Management: An Introduction*. Butterworth-Heinemann, 2011.

Robinson, Peter. *Tourism: The Key Concepts.* Taylor & Francis, 2012.

Seth, Pran Nath. *Successful Tourism Management: Fundamentals of Tourism.* Sterling Publications, 2008.

WEB LINK(S):

e BOOK(S):

Youell, Ray. *Tourism: An Introduction*, Internet Archives. (1998). Tourism: an introduction : Youell, Ray : Free Download, Borrow, and Streaming : Internet Archive . Accessed 2 February 2024, CC BY License.

VIDEO(S):

Types of tourism. YouTube. Uploaded by Uoulive. 20 March 2018, https://www.youtube.com/watch?v=j64t1HNoSeU . CC BY License.

COs	COURSE OUTCOMES	COGNITIVE LEVEL
On successful completion of the course, the student will be able to		
CO1	list out the various components and elements of tourism	K1 Remember
CO2	explain the types and forms of tourism	K2 Understand
CO3	describe the roles of Travel Agent and Tour Operators	K2 Understand
CO4	examine the importance of travel documents	K3 Apply

SEMESTER – II

Part	Nature of the course	Course Code	Course Title	Course Type	Hrs.	Cr.	Passed in	Offered to	Offered by
I	Language - I	TAMIL / HINDI / FRENCH		TH	6	3		ALLM	Tamil / Hindi / French
II	Language – II	ENGLISH		TH	6	3		ALLM	English
III	Core Course – 3	HIS2421CM	HISTORY OF MEDIEVAL INDIA (1206 – 1707 CE)	TH	5	4	BN2024	AUHIS	HIS
	Core Course – 4	HIS2321CM	HISTORY OF TAMIL NADU (1311 – 1800 CE)	TH	4	3	BN2024	AUHIS	HIS
	Support Course – 2	HIS2321AA	WESTERN POLITICAL THOUGHT	TH	4	3	BN2024	AUHIS	HIS
IV	SEC–2 (Core Communicative Skill – II)	HIS2121SM	LEARNING ENGLISH THROUGH HISTORY – II	TH	2	1	BN2024	AUHIS	HIS
	SEC-3 (Workshop-Based Course **)	HIS2221SM	INDIAN CONSTITUTION	TH	2	2	BN2024	AUHIS	HIS
	Soft Skill Course – 2	CGP2121SK	SOFT SKILL COURSE – II		-	1		ALLM	CGPC
	Life Skill Course – 2	VBC0121FV / VBC0122FV / UIV2121FI	CIVIC EDUCATION / FAMILY LIFE EDUCATION / BIBLICAL FOUNDATION FOR FAMILY LIFE	TH	1	1		ALLM	Centre for V.E.
V	Extension Programme					1		ALLM	Part V
			TOTAL		30	22			

HIS2421CM HISTORY OF MEDIEVAL INDIA (1206 – 1707 CE)

(THEORY)

Class: I B.A History	Semester: II	Credits: 4	Hours per week: 5 hrs.	Total hours: 75 hrs.
LOs	**LEARNING OBJECTIVES**			
To enable the students to				
LO1	understand the genesis of the Sultanate rule in India and its early rulers			
LO2	review the administration of Tuglaqs, Sayyids and Lodis and the impact of Bhakti Movement			
LO3	acquire knowledge about the origin and conquests of the Mughal rulers			

LO4	analyze the causes for the rise of Marathas
LO5	summarize the contributions of Bahmini and Vijayanagar empire

COURSE CONTENT:

UNIT I: RISE OF DELHI SULTANATE **15 hrs.**

Establishment of Sultanate Rule in India – Slave Dynasty: Qutb-ud-din Aibak, Iltutmish, Sultana Raziya, Balban – Khilji Dynasty: Jalaluddin Khilji, Alauddin Khilji – Malik Kafur's Invasion

UNIT II: TUGHLAQ DYNASTY **15 hrs.**

Tughlaq Dynasty: Mohammed–bin-Tughlaq, Feroz Shah Tughlaq – Sayyids and Lodis – Administrative System under Delhi Sultanate – Bhakti Movement – Sufi Movement

UNIT III: MUGHAL RULE IN INDIA 15 hrs.

Advent of Mughals: Babur, Humayun – Sher Shah Administration – Conquests of Akbar – Mughal Administration – Mughal Art and Architecture

UNIT IV: LATER MUGHALS AND THE RISE OF MARATHAS 15 hrs.

Jehangir – Chain of Justice – Shah Jahan – Aurangazeb – Rise of the Marathas – Life and Career of Shivaji – Shivaji's Administration

UNIT V: THE SOUTH INDIAN KINGDOMS 15 hrs.

Bahmini Kingdom – Vijayanagar Empire – Administration – Art and Architecture – Position of Women in Medieval Period

TEXTBOOK(S):

Chandra, Satish. *History of Medieval India.* Orient Blackswan, 2017.

Mehta, J.L. *Advanced Study in the History of Medieval India. Vol II: Mughal Empire (1526 – 1707 A.D.).* Sterling Pub., 2019.

Singh, Upinder. *A History of Ancient and Early Medieval India: from the Stone Age to the 12th Century*. Pearson, 2019.

REFERENCE BOOK(S):

Chandra, Satish. *Essays on Medieval Indian History.* OUP, 2005.

Majumdar, R.C, H.C. Raychaudhuri, Datta, Kalikinkar. *An Advanced History of India*. Laxmi Publications Pvt. Ltd., 2016.

Mehta, J.L. *Advanced Study in the History of Medieval India. Vol. III: Medieval Indian Society and Culture.* Sterling Pub., 2019.

Mehta, J.L. *Advanced Study in the History of Medieval India. Vol. I (1000 – 1526 A.D.).* Sterling `Pub., 2019.

Richards, John F. *The Mughal Empire*. *The New Cambridge History of India*. Cambridge University Press, 2012.

Smith, V.A. *Akbar the Great Mogul (1542 – 1605).* Alpha Editions, 2019.

WEB LINK(S):

e BOOK(S):

Majumdar, R.C. *The Mughal Empire. Rare book society.* The Mughul Empire (rarebooksocietyofindia.org) .

Accessed on 6 February 2024, CC BY LICENSE.

VIDEO(S):

Mughal Rule in India. National Digital Library. Uploaded by Khan Academy. NDLI: Mughal rule in India. 6 June 2017, CC BY License.

COs	COURSE OUTCOMES	COGNITIVE LEVEL
On successful completion of the course, the student will be able to		
CO1	describe the foundation of the Delhi Sultanate and its early dynasties	K2 Understand
CO2	summarize the administration of the Delhi Sultanate and list the contributions of Bhakthi and Sufi Movements	K2 Understand
CO3	identify the genesis and the conquest of the Mughals	K3 Apply
CO4	examine the causes for the emergence of Marathas	K4 Analyze
CO5	explain the administration, art, and architecture of the Bahmini and Vijayanagar kingdoms	K5 Evaluate

MAPPING: COs consistency with PSOs

HIS2421CM HISTORY OF MEDIEVAL INDIA (1206 – 1707 CE)							
CO	PSO						
	1	2	3	4	5	6	7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

Strongly Correlated (3); Moderately Correlated (2); Weakly Correlated (1)

HIS2321CM HISTORY OF TAMIL NADU (1311 – 1800 CE)

(THEORY)

Class: I B.A History	Semester: II	Credits: 3	Hours per week: 4 hrs.	Total hours: 60 hrs.
LOs	LEARNING OBJECTIVES			
To enable the students to				
LO1	define the rise of the Madurai Sultanate and its contribution			
LO2	illustrate the impact of Vijayanagar rule and the rise of Madurai Nayaks			
LO3	identify the contribution of the Nayaks of Senji and Thanjavur			
LO4	analyse the contribution of the Marathas and Sethupathis to Tamil culture			
LO5	compare the Poligar rebellion as the early resistance against British imperialism			

COURSE CONTENT:

UNIT I: RISE OF MADURAI SULTANATE 12 hrs.

Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy – Culture

UNIT II: NAYAKS OF MADURAI 12 hrs.

Impact of Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai –

Vishwanatha Nayak –Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai

UNIT III: NAYAKS OF TANJORE AND SENJI 12 hrs.

Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers – Poligari system – Administration – Social and Economic Conditions – Religion – Temple Art and Architecture

UNIT IV: MARATHAS AND SETHUPATHIS 12 hrs.

Marathas of Tamil Country – Serfoji II – Administration – Contribution of Maratha to the Tamil Culture – Saraswathi Mahal Library – Sethupathis of Ramnad – Society – Economy – Religion and Culture

UNIT V: THE BRITISH ASCENDENCY IN THE TAMIL COUNTRY 12 hrs.

Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo - Mysore Relations – Carnatic wars – Society – Economy and Religion and Culture – Poligar Rebellion – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers

Activity:

Field Study to Historical Landmarks

TEXTBOOK(S):

Manoranjithamoni, C. *History of Tamil Nadu: From 1529 A. D 1801 A.D.* Dave Baryl publication, 2015.

Venkatesan, G. *History of Modern Tamil Nadu 1600–2011.* VC Publications, 2011.

REFERENCE BOOK(S):

Kanakasabhai, V. *Tamils Eighteen Hundred Years Ago.* Rare Club Company, 2012.

Noboru, Karashima. ed., *A Concise History of South India: Issues and Interpretations.* OUP, 2014.

Rajayyan, K. *South Indian Rebellion: The First War of Independence 1800 – 1801.* Akani I Veliyeedu, 2012.

Sastri, K.A. Nilakant, Radha Champakalakshmi. *A History of South India: From Pre-historic Times to the fall of Vijayanagar.* Oxford University Press, 2009.

Sathianathaier, R. *History of the Nayaks of Madura.* University of Madras, 2021.

Srinivasan, K.R. *Temples of South India.* National Book Trust, 2005.

WEB LINK(S):

e BOOK(S):

Rajayyan, K. A. *History of British Diplomacy in Tanjore.* Internet Archive. https://archive.org/details/dli.jZY9lup2kZl6TuXGlZQdjZY1l8yy.TVA_BOK_0008929. Accessed 7 February 2024, CC BY

LICENSE.

Sathianathaier, R., Sakkottai Krishnaswami Aiyangar. *History of the Nayaks of Madura.* Internet Archive. https://archive.org/details/in.ernet.dli.2015.183822/page/n1 Accessed 5th Feb 2024, CC BY LICENSE.

VIDEO(S):

Delhi Sultanate. National Digital Library. Uploaded by NPTEL. 6 May 2009, NDLI: DelhiSultanate. CCBY LICENSE.

COs	COURSE OUTCOMES	COGNITIVE LEVEL
On successful completion of the course, the student will be able to		

CO1	define the rule of the Madurai Sultanate	K1 Remember
CO2	explain the impact of the Vijayanagar rule and the rise of Madurai Nayaks	K2 Understand
CO3	identify the achievements of the Nayaks of Senji and Thanjavur	K3 Apply
CO4	analyze the contribution of the Marathas and Sethupathis to Tamil culture	K4 Analyze
CO5	compare the Poligar rebellion as an early resistance against British imperialism	K5 Evaluate

MAPPING: COs consistency with PSOs

HIS2321CM HISTORY OF TAMIL NADU (1311 – 1800 CE)							
	PSO						
CO	1	2	3	4	5	6	7
CO1	3	3	3	2	3	3	3
CO2	3	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3
CO4	3	3	3	2	3	3	3
CO5	3	3	3	2	3	3	3

Strongly Correlated (3); Moderately Correlated (2); Weakly Correlated (1)

HIS2321AA WESTERN POLITICAL THOUGHT

(THEORY)

Class: I B.A History	Semester: II	Credits: 3	Hours per week: 4 hrs.	Total hours: 60 hrs.
LOs	**LEARNING OBJECTIVES**			
To enable the students to				
LO1	explain the political thoughts from classical age			
LO2	describe the political theories of philosophers			
LO3	develop the ideas from the age of enlightenment			
LO4	examine the political thoughts of modern age			
LO5	assess the economic and social thoughts			

COURSE CONTENT:

UNIT I: CLASSICAL AGE **12 hrs.**

Socrates – Plato – Aristotle

UNIT II: THEORIES OF GOVERNANCE 12 hrs.

Machiavelli – Thomas Hobbes – John Locke – Rousseau

UNIT III: AGE OF ENLIGHTENMENT 12 hrs.

Voltaire – Montesquieu – Edward Gibbon – Thomas Paine – Mary Wollstonecraft – Luigi Taparelli

UNIT IV: MODERN POLITICAL THOUGHT 12 hrs.

Jeremy Bentham – J.S. Mill – David Thoreau – Nietzsche

UNIT V: THOUGHT ON ECONOMY AND SOCIAL JUSTICE 12 hrs.

Karl Marx – Antonio Gramsci – Richard Rorty – Martin Luther King Jr.

Activities:

Group discussion and report on theories of various philosophers

TEXTBOOK(S):

Ebenstein, William. *Great Political Thinkers – Plato to the Present.* Harcourt College publishers,2000.

Gupta, R.C. *Western Political Thought*. Lakshmi Narain Agarwal, 2012.

REFERENCE BOOK(S):

Catlin, George. *The Story of the Political Philosophers*. Kessinger Pub., 2010.

Durant, Will. *The Story of Philosophy.* Dover Publications, 2022.

Jha, Shefali. *Western Political Thought: From Plato to Marx*. Pearson Education India, 2009.

McClelland, J.S. *A History of Western Political Thought.* Taylor & Francis, 2005.

Sabine, H. George. *A History of Political Theory.* Oxford and IBH Pub. Co. Ltd., 2019.

Sharma, Urmila, Sharma S.K. *Western Political Thought*. Atlantic Publishers & Distributors (P) Limited, 2006.

Vijayaraghavan, S., R. Jayaram. *Political Thought*. Sterling Pub. Pvt. Ltd., 1994.

WEB LINK(S):

e BOOK(S):

Bhandari, B.R. *History of European Political Philosophy.* Internet Archive. History Of European Political Philosophy : Bhandari D. R. : Free Download, Borrow, and Streaming : Internet Archive. Accessed on 7 February 2024, CC BY License.

Doyle, Phyllis. *A History of Political Thought.* Digital Library of India. https://archive.org/details/in.ernet.dli.2015.260320/page/n1/mode/2up, Accessed on 7 February 2024, CC BY License.

VIDEO(S):

The Polis: Western Political Thought – Political Science 20. YouTube. Uploaded 26 September 2012, https://www.youtube.com/watch?v=mRIPeLKPZj4. CC By License.

COs	COURSE OUTCOMES	COGNITIVE LEVEL
On successful completion of the course, the student will be able to		
CO1	describe the political thoughts from classical age	K2 Understand
CO2	discuss the political theories of philosophers	K2 Understand
CO3	interpret the ideas from the age of enlightenment	K3 Apply
CO4	analyze the political thoughts of modern age	K4 Analyze
CO5	evaluate the economic and social thoughts	K5 Evaluate

HIS2121SM LEARNING ENGLISH THROUGH HISTORY – II

(THEORY)

Class: I B.A History	Semester: II	Credits: 1	Hours per week: 2 hrs.	Total hours: 30 hrs.

LOs	LEARNING OBJECTIVES
To enable the students to	
LO1	identify key historical vocabulary and phrases relevant to spoken communication
LO2	understand the significance of context-appropriate language use when acquiring speaking skills

LO3	apply grammatical components appropriately in spoken communication during discussions or presentations on historical themes
LO4	analyze written expression by incorporating historical narratives into paragraphs and essays

COURSE CONTENT:

UNIT I: SPEAKING PRACTICES **7 hrs.**

Speaking on a particular historical topic – Describe pictures of historical events – Talk on traditional eating habits: Food Recipes and Menus

UNIT II: INTERACTIVE SPEAKING SKILLS **8 hrs.**

Conversations on specific topics in history – Group Discussion – Debate – Role Plays

UNIT III: FUNDAMENTALS OF GRAMMAR AND PUNCTUATION **7 hrs.**

Parts of Speech, Syntax – Framing sentences using the words learnt

UNIT IV: COMPOSITION **8 hrs.**

Framing Timelines – Paragraph writing on historical personalities – Essay writing (for ex: description of Museum visits) – Formal and Informal letters

TEXTBOOK(S):

Learning History Through English. A CLIL (Content and Integrated Language Learning) Approach. University of Cambridge, 2011.

REFERENCE BOOK(S):

Coomaraswamy, Ananda Kentish. *The Dance of Śiva: Fourteen Indian essays*. Fb & C. Limited, 2017.

Murphy, Julia. *100 Ideas for Teaching History*. Continuum, 2005.

Smith, Neil. *The History Teacher's Handbook*. Continuum, 2010.

WEB LINK(S):

e BOOK(S):

Ronder, David, Thompson, *Peter. Past Simple: Learning English Through History*, 2012, https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://bayanebartar.org/file–dl/library/IELTS10/Past–Simple–Learning–English–through–History/Past–Simple–Learning–English–Through–History.pdf. Academia. Accessed on 4 February 2024, CC BY LICENSE.

VIDEO(S):

Storytellers: Shaping History and Community, practice English with Spotlight. YouTube. Uploaded by Spotlight

English. 20 March 2021, https://www.youtube.com/. CC BY license.

COs	COURSE OUTCOMES	COGNITIVE LEVEL
On successful completion of the course, the student will be able to		
CO1	acquire speaking skills	K1 Remember
CO2	demonstrate their ability in public speaking	K2 Understand
CO3	make use of relevant grammatical components	K3 Apply
CO4	write paragraphs and essays on historical themes	K6 Create

HIS2221SM INDIAN CONSTITUTION

(Theory)

Class: I B.A History	Semester: II	Credits: 2	Hours per week: 2 hrs.	Total hours: 30 hrs.

LOs	LEARNING OBJECTIVES
To enable the students to	
LO1	extend the knowledge about the Indian Constitution
LO2	interpret the structure and functions of the Union Government
LO3	illustrate the structure and functions of the State Government
LO4	examine the functions of the rural and urban governments

COURSE CONTENT:

UNIT I: INTRODUCTION TO THE INDIAN CONSTITUTION **7 hrs.**

Sources – Preamble – Salient Features: Fundamental Rights, Directive Principles, Fundamental Duties, Citizenship – Amendments

Activity: Poetry/Essay Writing, Story Telling using 5Ws, Debate, Quiz

UNIT II: GOVERNMENT MACHINERY – UNION 8 hrs.

Union Government: The President – Prime Minister and Council of Ministers – The Parliament – The Supreme Court of India

Activity: Role Play, Timeline Chart, Landmark Judgments

UNIT III: GOVERNMENT MACHINERY – STATES 8 hrs.

State Government: Chief Minister – Governor – State Legislature – High Courts

Activity: Case Study, Interactive Sessions with Lawyers/Visit to High Court – Madurai Bench and Report Writing

UNIT IV: LOCAL GOVERNMENT 7 hrs.

Local Government: Urban – Rural

Activity: Participatory Learning by visiting the Villages/On the Spot Study and Report submission

General Activities:

- Celebration of Independence Day/Attending Gram Sabha Meeting/Celebration of Constitution Day

TEXTBOOK(S):

Kashyap, C . Subhash. *Our Constitution: An Introduction to India's Constitution and Constitutional Law. B*ook Trust, 2021.

Laxmikanth, M. *Indian Polity.* McGraw Hill Education, 2023.

Pylee, M.V. *India's Constitution*. S. Chand & Company Pvt. Ltd., 2016.

Shukla, Vijaya Narain, and Mahendra Pal Singh. *Constitution of India*. Eastern Book Company, 2023.

REFERENCE BOOK(S):

Ambedkar, B. R. and the Government of India. *The Constitution of India,* Educreation Publishing, 2020.

Basu, D.D. *Introduction to the Constitution of India.* Lexis Nexis, 2019.

Chakrabarthy, Bidyut, and Rajendra Kumar Pandey. *Indian Government and Politics,* Sage Publications India Pvt. Ltd., 2008.

Choudhry, Sujit. et. al., ed., *The Oxford Handbook of the Indian Constitution.* OxfordUniversity

Press, 2016

Ghosh, Peu. *Indian Government and Politics.* PHI Learning Private Limited, 2012.

Pylee, M.V. *Constitutional Government in India.* S. Chand & Company Pvt. Ltd., 2012.

WEB LINK(S):

e BOOK(S):

Rau, B.N. *Indian Constitution in the Making.* Indian Culture. Government of India.

https://www.indianculture.gov.in/ebooks/indias–constitution–making. Accessed 7 February 2024,

CC BY License.

VIDEO(S):

The Making of Indian's Constitution. Uploaded by Constitution of India CLPR Trust. 15 August 2021,

https://www.constitutionofindia.net/videos/ . CC BY License.

The Constitution of India. YouTube. Uploaded by Cultural Samvaad. 24 Jan 2020,

https://youtu.be/sDstf8ockUo. CC BY License.

COs	COURSE OUTCOMES	COGNITIVE LEVEL
On successful completion of the course, the student will be able to		
CO1	explain the sources and concepts of the Indian Constitution	K2 Understand
CO2	illustrate the structure and functions of Union Government	K3 Apply
CO3	interpret the structure and functions of State Governments	K3 Apply
CO4	analyze the functions of the rural and urban governments	K4 Analyze