



MUSLIM ARTS COLLEGE

(Accredited by NAAC with B+ grade & Affiliated to Manonmaniam Sundaranar University,
Tirunelveli; Recognized US 2(f) 12 (B) of UGC Act.)

Thiruvithancode, Kanyakumari District, Tamil Nadu - 629174.

M.A. HISTORY

CBCS SYLLABUS

Learning Outcome-based Curriculum Framework for

HISTORY(M.A)

*Applicable for students admitted from June 2026 as per the Resolutions of the Academic Council Meeting held
on 01.06.2026*

Vision

To be a centre of excellence in historical studies by fostering critical inquiry, research, ethical values, and a deeper understanding of the past, enabling students to contribute meaningfully to society through historical knowledge, cultural awareness, and lifelong learning.

Mission

1. To provide quality education in History through a comprehensive curriculum that promotes analytical thinking, research aptitude, and interdisciplinary learning.
2. To develop students' understanding of Indian, regional, and world history with an emphasis on historical methods, historiography, and contemporary relevance.
3. To encourage research, field studies, archival work, and the use of digital resources for the preservation and interpretation of historical heritage.
4. To inculcate ethical values, social responsibility, cultural sensitivity, and respect for India's rich historical and cultural diversity.
5. To prepare graduates for higher education, research, teaching, civil services, heritage management, museums, archives, tourism, and other professional careers through academic excellence and lifelong learning.

Academic and Professional Attributes of the Graduates

1. **Advanced Historical Knowledge:** Demonstrate comprehensive knowledge of ancient, medieval, modern, regional, Indian, and world history, historiography, and historical methodologies.
2. **Critical Thinking and Analytical Skills:** Analyze historical events, sources, and interpretations critically to develop logical arguments and evidence-based conclusions.
3. **Research Competence:** Apply historical research methods, archival techniques, fieldwork, and digital resources to conduct independent and ethical research.
4. **Communication and Scholarly Writing:** Communicate historical ideas effectively through academic writing, presentations, seminars, discussions, and publications.
5. **Ethical and Professional Values:** Exhibit integrity, objectivity, respect for cultural diversity, and adherence to ethical standards in historical research and professional practice.
6. **Digital and Information Literacy:** Utilize digital technologies, historical databases, archival resources, GIS, and other ICT tools for historical research, documentation, and dissemination.
7. **Leadership and Teamwork:** Demonstrate leadership qualities, collaborative skills, and organizational abilities in academic, research, heritage, and community-based activities.
8. **Cultural Heritage and Social Responsibility:** Appreciate, preserve, and promote cultural heritage, historical monuments, archives, museums, and traditions while contributing to society through historical awareness.
9. **Professional Competence and Employability:** Develop competencies required for careers in teaching, research, archaeology, museums, archives, tourism, heritage management, public administration, civil services, media, and related professions.

10. Lifelong Learning and Global Perspective: Pursue continuous learning, adapt to emerging trends in historical studies, and understand historical developments within regional, national, and global contexts.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEOs	Upon completion of the M.A. History Degree Programme, graduates are expected to	Mapping with Mission
PEO1	Demonstrate advanced knowledge and professional competence in Indian, regional, and world history, historiography, archaeology, and historical research methodologies for academic, research, and professional excellence.	M1, M2
PEO2	Apply critical thinking, analytical reasoning, research skills, and interdisciplinary approaches to investigate historical issues, interpret historical sources, and address contemporary societal challenges through evidence-based historical inquiry.	M2, M3
PEO3	Exhibit ethical values, leadership, effective communication, and professional competence while contributing to teaching, research, archives, museums, heritage conservation, tourism, public administration, and community development.	M3, M4
PEO4	Pursue lifelong learning, digital competency, innovation, and professional development to promote cultural heritage, historical awareness, sustainable development, and global perspectives in historical studies.	M4, M5

Programme Outcomes (POs)

POs	Upon completion of the M.A. History Degree Programme, students will be able to:	Mapping with PEOs
PO1: Advanced Disciplinary Knowledge	Apply advanced knowledge of Indian, regional, and world history, historiography, archaeology, historical theories, and interdisciplinary perspectives to interpret historical developments and address academic and societal needs.	PEO1
PO2: Critical Thinking and Analytical Skills	Critically analyze historical events, sources, debates, and interpretations using logical reasoning, historical methods, and evidence-based approaches to solve complex historical and contemporary issues.	PEO1, PEO2
PO3: Research and Innovation	Design, conduct, interpret, and communicate historical research using appropriate methodologies, archival sources, field studies, digital tools, and interdisciplinary approaches to contribute to historical scholarship.	PEO2

PO4: Professional Competence	Demonstrate professional competence in teaching, research, archives, museums, archaeology, heritage management, tourism, public administration, and related fields while adhering to academic and professional standards.	PEO1, PEO3
PO5: Communication and Leadership	Communicate historical knowledge effectively through academic writing, presentations, seminars, and public engagement while demonstrating leadership, collaboration, and teamwork in academic and professional environments.	PEO3
PO6: Ethics and Social Responsibility	Uphold ethical principles, historical integrity, cultural sensitivity, social responsibility, and respect for diversity in historical research, heritage conservation, and public service.	PEO3
PO7: Digital and Technological Competence	Utilize digital technologies, historical databases, archival management systems, GIS, digital humanities tools, and information technologies to enhance historical research, documentation, and dissemination.	PEO2, PEO4
PO8: Leadership and Heritage Management	Apply managerial, organizational, and leadership skills in heritage conservation, museum administration, archival management, cultural tourism, project management, and community outreach initiatives.	PEO3, PEO4
PO9: Global Perspective and Cultural Sustainability	Integrate regional, national, and global historical perspectives to promote cultural heritage, sustainable development, intercultural understanding, and informed citizenship.	PEO4
PO10: Lifelong Learning	Engage in continuous learning, professional development, and independent inquiry to adapt to emerging trends, digital innovations, and interdisciplinary approaches in historical studies and related professions.	PEO4

Programme Specific Outcomes (PSOs)

PSOs	Upon completion of the M.A. History Degree Programme, students will be able to:	Mapping with POs
PSO1	Historical Research and Historiography: Apply advanced knowledge of Indian, regional, and world history, historiography, historical theories, and research methodologies to critically interpret historical events and produce scholarly research.	PO1, PO2, PO3, PO4
PSO2	Heritage, Archaeology and Archival Studies: Demonstrate competence in heritage conservation, archaeology, archival management, museum studies, epigraphy, and cultural resource management while preserving and promoting historical and cultural	PO1, PO4, PO6, PO8, PO9

	heritage.	
PSO3	Research, Digital History and Innovation: Design and conduct historical research using archival sources, field studies, digital humanities tools, GIS, historical databases, and interdisciplinary approaches to generate innovative and evidence-based historical knowledge.	PO2, PO3, PO7, PO10
PSO4	Professional Practice and Public History: Apply leadership, communication, and managerial skills in teaching, research institutions, museums, archives, tourism, cultural organizations, media, and public administration while maintaining professional ethics.	PO4, PO5, PO6, PO8
PSO5	Cultural Heritage, Society and Sustainable Development: Analyze the relationship between history, culture, society, governance, and sustainable development to promote cultural awareness, social responsibility, national integration, and global citizenship.	PO2, PO6, PO9, PO10

Mapping of Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

Programme Outcomes (POs) / Programme Specific Outcomes (PSOs)	PSO1	PSO2	PSO3	PSO4	PSO5
PO1: Advanced Disciplinary Knowledge	3	3	2	2	2
PO2: Critical Thinking and Analytical Skills	3	2	3	2	3
PO3: Research and Innovation	3	2	3	2	2
PO4: Professional Competence	3	3	2	3	2
PO5: Communication and Leadership	2	2	2	3	2
PO6: Ethics and Social Responsibility	2	3	2	3	3
PO7: Digital and Technological Competence	2	2	3	2	2
PO8: Leadership and Heritage Management	2	3	2	3	2
PO9: Global Perspective and Cultural Sustainability	2	3	2	2	3
PO10: Lifelong Learning	2	2	3	3	3

●3 – High Correlation

●2 – Moderate Correlation

●1 – Low Correlation

COURSES OFFERED

SEMESTER I

Part	Course Code	Title of the Course	Credits	Hours / Week
Core-I	NMHS11	History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)	5	6
Core –II	NMHS12	Socio Cultural History of Tamil Nadu up to 1565 CE	5	6
Core-III	NMHS13	History of World Civilizations (Excluding India)	4	6
Elective - I	NEHS11	Freedom Struggle in Tamil Nadu	3	6
Elective - II	NEHS12	Society & Economy in Medieval India	3	6
Total			20	30

FIRST YEAR - SEMESTER I

CORE COURSE I: HISTORY OF ANCIENT AND EARLY MEDIEVAL INDIA - PREHISTORY TO 1206 COMMON ERA (CE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
NMHS11	Core -I	Y	Y	-	-	5	6	25	75	100

Pre-requisite

Students should possess foundational knowledge of Indian History, historical chronology, civilizations, and basic concepts of historiography acquired at the undergraduate level.

Learning Objectives

The course aims to:

1. Develop an understanding of the origin and evolution of Indian civilization from prehistoric times to the early medieval period.
2. Examine the political, social, economic, religious, and cultural developments of ancient India through archaeological and literary sources.
3. Analyze the emergence and growth of major dynasties, empires, and regional kingdoms and their contributions to Indian history.
4. Evaluate the impact of religious movements, foreign contacts, and administrative systems on the development of Indian civilization.
5. Interpret historical evidence critically to appreciate the continuity and transformation of ancient Indian society and culture.

Course Outcomes (COs)

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

CO No.	Course Outcomes	BT Level
CO1	Explain the historical sources, prehistoric cultures, Harappan Civilization, and the archaeological evidence for the emergence of ancient Indian civilization.	K2
CO2	Analyze the political, social, economic, and religious developments during the Vedic Age, Mahajanapadas, and the rise of Buddhism and Jainism, including the impact of Persian and Macedonian contacts.	K4
CO3	Analyze the political administration, economy, religion, art, and architecture of the Mauryan Empire and the contributions of the post-Mauryan kingdoms.	K4
CO4	Examine the political, cultural, educational, and administrative achievements of the Guptas, Vakatakas, and Harsha, and assess their contributions to Indian civilization.	K4
CO5	Evaluate the political and cultural developments in Peninsular and Northern India up to 1206 CE, including the rise of regional kingdoms and the impact of early Islamic invasions.	K5

Bloom's Taxonomy Levels

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 – Create

Course Content

Units	Contents	No. of Hours
I	Sources: Archaeological Sources – Literary Sources – Foreign Accounts; Prehistoric culture: Palaeolithic – Mesolithic – Neolithic – Distribution – Tools – Life of the people; Proto History – Harappan Civilization: Origin – Chronology – Extent – First Urbanization – Town Planning – Seals and Script – Trade Contacts ; Ancient Tamil Civilization: Adichanallur – Keeladi – Kondagai – Mayiladumparai – Sivagalai	18
II	Vedic Period: Debate on the original home of the Aryans – Life during Early Vedic Age – Transformation from Early Vedic to Later Vedic Period – Social - Political – Economic; Second Urbanization: Emergence of the Mahajanapadas – Formation of State: Republics and Monarchies – Rise of Urban Centres – Magadha: Haryankas – Sisunagas – Nandas; Intellectual Awakening: Rise of Buddhism and Jainism -their impact on society in India and Abroad; Persian and Macedonian Contacts – Alexander’s Invasion and its impact	18
III	The Mauryan Imperial State: Chandragupta Maurya and his political achievements - Ashoka, his edicts and his policy of Dhamma; Spread of Religion; Mauryan Administration: Kautilya and Arthashastra – Megasthenes; Economy – Mauryan Art and Architecture – Disintegration of the Mauryan Empire; Post Mauryan Political, Economic, Social and Cultural developments: Indo- Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions – Mahayana; Satavahanas of Andhra: their contribution to art and architecture	18
IV	Guptas – Polity and Administration – Patronage to Art, Architecture and Literature – Educational Institutions: Nalanda – Vikramashila – Valabhi; Huna Invasion and Decline; Vakatakas: Polity and Economy; Harsha: The assemblies at Prayag and Kanauj - Hiuen-Tsung’s account of India	18
V	Peninsular India: Tamil country up to 12th Century– Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas, Prathikaras and Palas; Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact	18
	Total	90

S. No.	Text Books
1	Singh, Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson, Delhi, 2009
2	Chakravathy, Ranabir, Exploring Early India up to c. A.D. 1300, Primus Books, Delhi, 2016
3	Thapar, Romila, Early India: From the Origins to A.D. 1300, Penguin, Delhi, 2003 (Tamil Translation)

S. No.	Reference Books
1	Kosambi, D.D., The Culture and Civilization of Ancient India: An Historical Outline, Vikas Pub. House Pvt. Ltd., Delhi, 1997
2	Kosambi, D.D., An Introduction to the Study of Indian History, Sage Publications, Delhi, 2016
3	Raychaudhuri, Hemchandra, Political History of Ancient India, Surjeet Publications, New Delhi, 2014
4	Basham, A.L., The Wonder that was India, Vol. 1, Picador, New Delhi, 2004
S. No.	Web Sources (URL)
1	https://sourcebooks.fordham.edu/india/indiasbook.asp
2	https://www.pbs.org/thestoryofindia/resources/websites/
3	https://archive.org/details/IndiaHistory

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	2	2	1	1	3	2
CO2	3	3	2	3	2	3	1	1	3	2
CO3	3	3	3	3	2	3	2	1	3	2
CO4	3	3	3	3	2	3	2	2	3	2
CO5	3	3	3	3	3	3	2	2	3	3

3 – High, 2 – Moderate, 1 – Low, – No Correlation

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	1	2
CO2	3	3	3	2	2
CO3	3	3	3	2	3
CO4	3	3	3	2	3
CO5	3	3	3	3	3
Weightage	15	15	14	10	13
Weighted Percentage of Course Contribution to PSOs	3.0	3.0	2.8	2.0	2.6

3 – High, 2 – Moderate, 1 – Low, – No Correlation

FIRST YEAR - SEMESTER I

CORE COURSE II – SOCIO CULTURAL HISTORY OF TAMIL

NADU UP TO 1565 CE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
NMHS12	Core -II	Y	Y	-	-	5	6	25	75	100

Learning Objectives

The course aims to:

1. Develop an understanding of the major historical sources and the socio-cultural evolution of Tamil Nadu from the Sangam Age to 1565 CE.
2. Examine the political, social, economic, and religious developments under the Pallavas, Cholas, Pandyas, Madurai Sultanate, and Vijayanagara rulers.
3. Analyze the growth of Tamil literature, education, art, architecture, and temple institutions in shaping Tamil society.
4. Evaluate the impact of trade, local self-government, religious movements, and overseas cultural interactions on the history of Tamil Nadu.
5. Interpret historical evidence critically to appreciate the rich cultural heritage and historical traditions of Tamil Nadu..

Course Outcomes

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

CO No.	Course Outcomes	BT Level
CO1	Explain the historical sources, Sangam civilization, Tinai concept, socio-economic life, Roman trade, and religious traditions of ancient Tamil Nadu.	K2
CO2	Analyze the socio-cultural contributions of the Pallavas, including the Bhakti Movement, temple institutions, education, literature, art, and architecture.	K4
CO3	Analyze the administrative, social, economic, and cultural achievements of the Imperial Cholas, with special reference to local self-government, landholding system, and overseas expansion.	K4
CO4	Examine the social structure, religious developments, and artistic achievements of the Pandyas, including the contributions of the Later Pandyas to Tamil culture.	K4
CO5	Evaluate the socio-cultural developments under the Madurai Sultanate and Vijayanagara Empire, with emphasis on literature, art, architecture, and the status of women.	K5

Bloom's Taxonomy Levels

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 – Create

Course Content

Unit	Contents	No. of Hours
I	Sources of the History of Tamil Nadu – Ancient Tamil Civilization - Sangam Literature –Concept of Tinai– Social and Economic life –Roman Trade Contacts and their impact – Religious life– Murugan and Korravai – Nadukal	18
II	Pallavas: Origin, history and contribution to South Indian culture –Socio-religious condition – Bhakti Movement and theState – Growth of Saiva and Vaishnava Traditions – Institution of Temple – Art and Architecture – Education: Ghatikas – Literature	18
III	Imperial Cholas: Socio- religious condition – Local Self Government and Village Autonomy – Landholding System and Society – Economic Life – Art and Architecture –Overseas expansion and cultural impact	18
IV	Pandyas of Madurai: Social Classes –Religion: Saivism and Vaishnavism – Art and Architecture: Later Pandyas, Marco Polo’s Account – Society: Valangai and Idangai– Religion – Art and Architecture: Madurai Meenakshi Temple – Religion: Mathas – Saivasiddhantam and Virsaivism	18
V	Society and Culture under the Madurai Sultanate – Vijayanagar Empire – Krishnadeva Raya – Royal Patronage of Literature, Art and Architecture – Social Life – Position of Women	18
	Total	90

S. No.	Text Books
1	Karashima, Noboru, A Concise History of South India: Issues and Interpretations, OUP, New Delhi, 2014
2	Subramanian, N., Social and Cultural History of Tamilnad(upto 1336 A.D.), 2011

S. No.	Reference Books
1	Kanakasabhai,V., The Tamils Eighteen Hundred Years Ago, The South India SaivaSiddhantha Works Publishing Society, Tinnevely, 1956.
2	Pillay, K.K., Historical Heritage of the Tamils, MJP Publishers, Chennai, 2008
3	Sastri, K.A.Nilakanta, The Colas,University of Madras, Madras, 1955
4	Sastri, K.A.Nilakanta, A History of South India: From Prehistoric Times to the Fall of Vijayanagar, OUP, Chennai, 1997
S. No.	Web Sources (URL)
1	https://www.tn.gov.in/tamilnadustate
2	https://diksha.gov.in/tn/

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	2	3	1	1	3	2
CO2	3	3	2	3	2	3	1	1	3	2
CO3	3	3	2	3	2	3	2	1	3	2
CO4	3	3	2	2	2	3	1	1	3	2
CO5	3	3	3	3	3	3	2	2	3	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	1	2
CO2	3	3	3	2	2
CO3	3	3	2	2	2
CO4	3	3	3	2	3
CO5	3	3	3	3	3
Weightage	15	14	11	13	11
Weighted percentage of Course Contribution to POs	3.0	2.8	2.2	2.6	2.2

3 – Strong, 2 – Medium , 1 - Low

FIRST YEAR - SEMESTER I

CORE COURSE III – HISTORY OF WORLD CIVILIZATIONS (EXCLUDING INDIA)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
NMHS13	Core -III	Y	Y	-	-	4	6	25	75	100

Learning Objectives

The course aims to:

1. Develop an understanding of the concepts of civilization and culture and trace the emergence of early human civilizations.
2. Examine the origin, growth, and distinctive features of the major ancient civilizations of the world.
3. Analyze the political, social, economic, religious, and cultural developments of West Asian, Chinese, Japanese, Greek, and Roman civilizations.
4. Evaluate the contributions of major world civilizations to art, architecture, science, philosophy, religion, administration, and human progress.
5. Compare the characteristics and legacies of ancient civilizations to understand their influence on the development of world history.

Course Outcomes

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

CO No.	Course Outcomes	BT Level
CO1	Explain the concepts of civilization and culture, the prehistoric period, and the factors responsible for the emergence of early civilizations.	K2
CO2	Analyze the political, social, economic, and cultural features of the Mesopotamian, Egyptian, and Hittite civilizations.	K4
CO3	Analyze the evolution of Jewish religion and the contributions of the Assyrian, Babylonian, and Persian civilizations to world history.	K4
CO4	Examine the development and achievements of Chinese, Japanese, Maya, Aztec, and Inca civilizations with reference to governance, religion, science, art, and culture.	K4
CO5	Evaluate the political institutions, philosophy, science, administration, and cultural contributions of the Greek and Roman civilizations.	K5

Bloom's Taxonomy Levels

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 – Create

Course Content

Unit	Contents	No. of Hours
I	Introduction – Definition of Civilization – Comparison between Culture and Civilization – Origin and Growth of Civilizations – Pre – historic Culture – Palaeolithic and Neolithic period Culture – rivers, resources and civilizations	18
II	The role of environment – the invention of writing – Mesopotamian Civilization – Sumerian – Babylonian – Life under Hammurabi – the Kassite interlude – Egyptian and the Age of Pharaohs – the rise of the Hittites and their greatness – The fall of empires and survival of cultures	18
III	The evolution of Jewish religion – the power of Assyria – Assyrian rule and culture – Chaldean Babylonia – The rise of Persia – the coming of the Medes and Persians – Zarathustra – Persia's World Empire.	18
IV	China's Classical Age – the Zhou dynasty – Age of Confucius and his followers – the Qin unification – the glory of the Han Dynasty – contribution to the World – development of Art and Architecture – Religion and Science – Japanese Civilization and Culture – Maya, Aztec and Inca Civilizations	18
V	Greek Civilization – the Minoans and Mycenaeans – Homer- the Heroic Past – the Polis – Sparta – Athens – the Age of Pericles – the spread of Hellenic civilization – the Greeks and the opening of the East – Hellenic Religion, Science and philosophy – The Roman republic – the Pax Romana – Administration and expansion under Augustus	18
	Total	90

S. No.	Text Books
1	Swain J.E , A History of World Civilization, Eurasia Publishing House, New Delhi, 1938.
2	Will Durant, The Story of Civilization I and II (Simon and Schuster, New York, 1966)
3.	Gokale, B.K, Introduction to Western Civilization, S.Chand& Company, New Delhi, 1999.
4	Hayes C.J, History of Western Civilization, Macmillan, New York, 1967.
5	Manoj Sharma, History of World Civilization, Anmol Publication Pvt.Ltd, New Delhi, 2005.

S. No.	Reference Books
1	Manoj Sharma, History of World Civilization, Anmol Publication Pvt.Ltd, New Delhi, 2005.
2	Rebello , World Civilization – Ancient and Medieval, Part II, Mangalore, 1969.
3	Scarre C. and Brian Fagan, Ancient Civilizations, New Jersey: Pearson, 2008.
4	Finley M.I, Ancient Slavery: Modern Ideology, London: Chatto and Windus 1980.
5	Brunt P.A. , Social Conflicts in the Roman Republic, London: Chatto and Windus, 1971
6	Joshel P, Slavery in the Roman World. Cambridge, Cambridge University Press, 2010.
S. No.	Web Sources (URL)
1	https://www.worldhistory.org/civilization/
2	https://www.historyworld.net
3	https://www.ancienthistorylists.com

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	2	2	1	1	3	2
CO2	3	3	2	3	2	2	1	1	3	2
CO3	3	3	3	3	2	3	2	1	3	2
CO4	3	3	3	2	2	3	2	2	3	2
CO5	3	3	3	3	3	3	2	2	3	3

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	2
CO2	3	3	2	2	2
CO3	3	3	3	2	2
CO4	3	3	3	2	3
CO5	3	3	3	3	3
Weightage	15	14	13	10	12
Weighted percentage of Course Contribution to POs	3.0	2.8	2.6	2.0	2.4

3 – Strong, 2 – Medium, 1 - Low

FIRST YEAR - SEMESTER I

ELECTIVE PAPER -I– FREEDOM STRUGGLE IN TAMIL NADU

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
NEHS11	Elective paper -I	Y	Y	-	-	3	6	25	75	100

Learning Objectives

The course aims to:

1. Develop an understanding of the evolution of the freedom struggle in Tamil Nadu from the early resistance movements to Independence.
2. Examine the contributions of political leaders, revolutionaries, social reformers, and freedom fighters of Tamil Nadu.
3. Analyze the role of socio-political organizations, nationalist movements, and the press in creating political awareness.
4. Evaluate the impact of Gandhian movements and mass participation in the national movement in Tamil Nadu.
5. Appreciate the contribution of Tamil Nadu to the Indian freedom struggle and the development of nationalist ideals.

Course Outcomes

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

CO No.	Course Outcomes	BT Level
CO1	Explain the early resistance movements against British rule in Tamil Nadu, including the Poligar Revolt, Vellore Revolt, and the contributions of Puli Thevan, Veerapandiya Kattabomman, Velu Nachiyar, and the Marudu Brothers.	K2
CO2	Analyze the emergence of nationalist consciousness, socio-political organizations, and the influence of Mahatma Gandhi in Tamil Nadu.	K4
CO3	Analyze the role of nationalist newspapers and journals in promoting political awareness and the freedom movement in Tamil Nadu.	K4
CO4	Examine the contributions of moderate, extremist, and revolutionary leaders, and evaluate their role in strengthening the freedom struggle in Tamil Nadu.	K4
CO5	Evaluate the impact of Gandhian movements, the Quit India Movement, the Indian National Army, and the contributions of Tamil leaders to India's Independence.	K5

Bloom's Taxonomy Levels

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 – Create

Course Content

Unit	Contents	No. of Hours
I	Poligar Revolt – PuliThevan – VeeraPandiyaKattabomman – VeluNachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact	18
II	Emergence of Nationalist Consciousness –Socio - Political Organizations – Madras Native Association – –Madras MahajanaSabha- Impact of Gandhi Visit Tamilnadu	18
III	Press and Nationalism -- The 'Hindu', Swadesamitran, New India, Dinamani, India (edited by Bharathi), Swarajya- ; Salem Desabhimani - – Desabhaktan-Sooryodhayam- - Vijaya- Chakravardhini- BalaBharatham- Nava Sakthi-SwantiraSangu	18
IV	Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.SubramiayaIyer- V.O. Chidamabaram – SubramaniaBharathi – KadalurAnjaliammal- SoundaramAmmayar. Revolutionary Movement in Tamil Nadu – Vanchinathan– TirupurKumaran - Subramania Siva-NeelakantaBrahmmachari	18
V	Impact of Gandhi –Role of Rajaji – Vedaranyam March – S. Satyamurthi Quit India Movement in Tamil Nadu –K.Kamaraj- Participation of Tamils in Indian National Army – Popular Participation of Tamils	18
	Total	90

S. No.	Text Book
1	Rajayyan, K : Rise and fall of Poligars& South Indian Rebellion.
2	Rajayyan, K. : South Indian Rebellion, The First War of Independence,1800- 1801.
3	Rajayyan, K.: Tamil Nadu: A Real History.
4	Rajendran, N.K.: The National Movement in Tamil Nadu, 1905-1914: Agitational Politics and State Coercion.
5	G. Venkatesan, History of Indian Freedom Struggle.

S. No.	Reference Books
1	Narasimhan V.K. : Kamaraj – A Study
2.	Sundarajan, Saroja. : March to Freedom in Madras Presidency, 1885-1915.
3.	Suntharalingam, R. : Politics and Nationalist Awakening in South India,1852-1891.
S. No.	Web Sources (URL)
1	https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pdf
2.	https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	2	3	1	1	3	2
CO2	3	3	2	3	2	3	1	1	3	2
CO3	3	3	3	3	2	3	2	1	3	2
CO4	3	3	3	3	2	3	2	2	3	2
CO5	3	3	3	3	3	3	2	2	3	3

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	1	2
CO2	3	3	3	2	2
CO3	3	3	3	2	2
CO4	3	3	3	2	3
CO5	3	3	3	3	3
Weightage	15	15	14	10	12
Weighted percentage of Course Contribution to POs	3.0	3.0	2.8	2.0	2.4

3 – Strong, 2 – Medium , 1 – Low

FIRST YEAR - SEMESTER I

Elective-II – SOCIETY AND ECONOMY IN MEDIEVAL INDIA

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
NEHS12	Elective-II	Y	Y	-	-	3	6	25	75	100

Learning Objectives

The course aims to:

1. Understand the structure of agricultural production, irrigation systems, village economy, and industrial development in medieval India.
2. Examine the growth of urbanization, trade, commerce, transport, currency, and financial institutions during the medieval period.
3. Analyze the origin, teachings, and social influence of the Sufi, Bhakti, and Sikh movements.
4. Study the composition of medieval Indian society, including ruling groups, rural communities, artisans, and the position of women.
5. Evaluate the development of education, painting, music, architecture, and other cultural achievements of medieval India.

Course Outcomes

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

CO No.	Course Outcomes	BT Level
CO1	Explain the agricultural economy, irrigation systems, village organization, urbanization, and industrial development in medieval India.	K2
CO2	Analyze the growth of trade, commerce, transport, currency, financial institutions, and state economic policies during the medieval period.	K4
CO3	Examine the emergence, teachings, and socio-cultural impact of the Sufi, Bhakti, and Sikh movements in medieval India.	K4
CO4	Evaluate the social structure, class relations, rural society, and the position of women in medieval India.	K5
CO5	Assess the development of education, fine arts, music, painting, and architectural traditions and their contribution to India's cultural heritage.	K5

Bloom's Taxonomy Levels

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyse, **K5** – Evaluate, **K6** – Create

Course Content

Unit	Contents	No. of Hours
I	Agriculture, Urbanization, & Industries Agricultural Production and Irrigation Systems, Village Economy and Peasantry, Grants and Agricultural Loans, Famines and Peasant Revolts; Urbanization and Demographic Structure; Industries: Cotton Textiles, Handicrafts, Agro-Based Industries, Organization, Factories, and Technology	18
II	Trade, Commerce, and Finance Trade and Commerce: State Policies, Internal and External Trade, European Trade, Trade Centers and Ports, Transport and Communication, Hundi (Bills of Exchange) and Insurance; State Income and Expenditure, Currency, Mint System.	18
III	Religious Movements The Sufis: Orders, Beliefs, Practices, Leading Sufi Saints, Social Synchronization ; Bhakti Movement: Shaivism, Vaishnavism, Shaktism, Saints of the Medieval Period (North and South) and their Impact on Socio-Political and Religious Life, Women Saints of Medieval India; The Sikh Movement: Guru Nanak Dev, His Teachings and Practices, Adi Granth, The Khalsa	18
IV	Social Order: Composition and Power Relationships Social Classification: Ruling Class, Major Religious Groups, Ulamas, Mercantile and Professional Classes, Rajput Society; Rural Society: Petty Chieftains, Village Officials, Cultivators, Non-Cultivating Classes, Artisans; Position of Women: Zanana System, Devadasi System.	18
V	Education, Art, and Architecture Development of Education, Centres of Education, Curriculum, Madrasa Education; Fine Arts: Major Schools of Painting (Mughal, Rajasthani, Pahari, Garhwali), Development of Music; Architecture: Indo- Islamic Architecture, Architecture under Sultanate of Delhi, Mughal Architecture, Regional Styles, Mughal Gardens, Maratha Forts, Shrines, and Temples.	18
	Total	90

S. No.	Text Book
1	Chandra, Satish. Essays on Medieval Indian History. Oxford University Press, New Delhi, 2004.
2	Chandra, Satish, Medieval India: From Sultanate to the Mughals. Vol. 1 & 2. New Delhi: Har-Anand Publications, 2005.
3	Chitnis, K.N. Socio-Economic History of Medieval India. New Delhi, S. Chand, 1979.

4	Saxena, S.K., Social, Cultural & Economics History of Medieval India. Atlantic Publishers & Distributors, 1990.
5	Chopra, P. N, et al. A Social, Cultural and Economic History of India. 2: Medieval India. Macmillan, 1974.
6	Habib, Irfan, The Agrarian System of Mughal India, 1556- 1707. Oxford: Oxford University Press, 1999.
7	Raychaudhari, Tapan and Irfan Habib. Ed. Cambridge Economic History of India (1200-1750). Cambridge: Cambridge University Press, 1982.
8	Srivastava, A L. Medieval Indian Culture. Shiva Lal Agarwala, 1964.
9	Yusuf Husain. Glimpses of Medieval Indian Culture. Bombay: Asian Publishing House, 1958.

S. No.	Reference Books
1	Alam, Muzaffar and Sanjay Subrahmanyam. Eds. The Mughal State, 1526-1750. New Delhi: Oxford University Press, 2002.
2	Asher, Catherine B. Architecture of Mughal India. The New Cambridge History of India, I, 4. Cambridge : Cambridge University Press, 1992.
3	Athar Ali, M. Mughal India: Studies in Polity, Ideas, Society, and Culture. New Delhi: Oxford University Press, 2008.
4	Brown, Percy. Indian Architecture (Islamic Period). Bombay: Taraporevala, 1942
5	Eaton, Richard M. India in the Persianate Age: 1000-1765. London: Penguin Books, 2019
6	Eaton, Richard, M, *(ed.), India's Islamic Traditions, 711-1750. Oxford University Press, New Delhi, 2003.
7	Eaton, Richard, M, The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India. Princeton University Press, Princeton, 2015.
8	Grewal, J. S. The Sikhs of the Punjab. Cambridge University Press, Cambridge, 1994.
9	Burma, D.P. & M.Chakraverthy and Project of History of Indian Science, Philosophy, and Culture. The State and Society in Medieval India. Oxford University Press, 2005.
10	Habib, Irfan, Economic History of India, AD 1206-1526: The Period of the Delhi Sultanate and the Vijayanagara Empire. New Delhi: Tulika Books, 2016.

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	3	1	2	2	1	2	2
CO2	3	3	3	3	2	2	3	1	2	2
CO3	3	3	2	3	2	3	2	2	2	2
CO4	3	3	2	3	2	3	2	2	3	2
CO5	3	3	3	3	3	3	3	2	3	3

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	1	2
CO2	2	3	3	1	2
CO3	3	3	3	2	3
CO4	3	3	2	2	3
CO5	3	3	3	2	3
Weightage	13	15	13	8	13
Weighted Percentage of Course Contribution to PSOs	2.6	3.0	2.6	1.6	2.6

3 – Strong, 2 – Medium, 1 – Low