

M. A. HISTORY

Syllabus

Program Code: HISA

2026 – 2027 ONWARDS



BHARATHIAR UNIVERSITY
DEPARTMENT OF HISTORY AND TOURISM
(A State University, Accredited with “A++” Grade by NAAC and
26th Rank among Indian Universities by MoE-NIRF)
Coimbatore 641 046, INDIA

	S. No.	The Board of Studies of History (UD) meeting for the year 2026-27 was held on 08-05-2026 in the Department Conference Hall at 10:30 am and the Chairman, Dr. R. Udaiachandran, moved the following proposals. The Board of Studies of History is resolved to approve the modified syllabus with effects from the academic year 2026-2027 onwards.
	a.	It is resolved to continue the existing evaluation pattern of marks CIA: 25 and ESA: 75 .
	Semester I	
	b.	It is resolved to make changes, History of Ancient India up to 6th century B.C.E - It was resolved to redistribute the topics within the syllabus to ensure better organization and continuity of the course content. History of Modern Europe C.E. 1789–C.E. 1945 - It was resolved to revise the course title from “<i>Modern Europe C.E. 1789–C.E. 1945</i>” to “<i>History of Modern Europe C.E. 1789–C.E. 1945</i>” for uniformity in nomenclature across the programme.
	Semester II	
	c.	History of Tamil Nadu from C.E. 1336 to C.E. 2017 The title “<i>History of Tamil Nadu from C.E. 1565 to C.E. 2017</i>” has been revised to “<i>History of Tamil Nadu from C.E. 1336 to C.E. 2017</i>”.
	Semester III	
	d.	History of Modern India up to C.E. 1857 - The title “<i>India under Colonialism up to C.E. 1857</i>” has been revised to “<i>History of Modern India up to C.E. 1857</i>.” Principles and Methods of Archaeology: - A new unit, “Data Analysis and Publication,” has been introduced as Unit IV. - The existing Unit V, “Museology,” has been replaced with “Marine Archaeology” to ensure continuity and a more coherent progression in the study of archaeology.
	e.	It is resolved that, modifications to the syllabus have been discussed and considered based on the suggestions presented by the Student representative and on behalf of the outgoing students, feedback has been received and corrections have been made accordingly.
	f.	It is resolved to have online courses from SWAYAM or BU MOOCs with 2-credit, under Choice Based Credit System (CBCS) in the Department of History and Tourism of the University from the academic year 2026- 2027 onwards.
	g.	It is resolved to modify the Text books and Reference books under Choice Based Credit System (CBCS) in the Department of History and Tourism of the University from the academic year 2026- 2027 onwards.
	h.	It is resolved to approve the qualification for appointments of faculty selection as per UGC norms.
	i.	It is resolved to approve the panel of experts for question paper setting and panel of experts for selection committee of the faculty members.
	j.	It is resolved to maintain the existing university norms for the eligibility conditions of admissions to the course M.A History.
		The Board Chairperson’s recommendations were carried forward

BOS Chairman

BHARATHIAR UNIVERSITY: COIMBATORE 641046
DEPARTMENT OF HISORY AND TOURISM

MISSION

1. To preserve our tradition and culture.
2. To impart knowledge of the past and reinterpret the present.
3. To acquire a strong theoretical base to understand various issues at local, regional, and global levels and play a legitimate role.
4. To inculcate consciousness of national needs and commitment towards selfless service.
5. To equip them to become competent and responsible leaders.
6. To pursue research.
7. To equip for employability.

The **M. A. HISTORY** program describes accomplishments that graduates are expected to attain within five to seven years after graduation

Program Educational Objectives (PEOs)	
PEO1	To qualify the students with significance of history by developing an awareness of different political, social, cultural and economic structures in the past societies and their inter-relationship.
PEO2	To impart the real value and efficiency of history by fostering a sense of responsibility towards nation building.
PEO3	To enlighten the students on the formation of kingdoms and their contributions, sacrifices of Indian freedom fighters. Inculcating love for the nation.
PEO4	To motivate the students to explore the unexplored history there by developing research skill.
PEO5	To mould them into good citizens, virtuous and competent leaders.
PEO6	To promote consciousness of national needs and commitment towards service.
PEO7	To train the students to attend all competitive examinations with positive approach.

Program Specific Outcomes (PSOs)	
After the successful completion of M.A History program, the students are expected to	
PSO1	Work without direct supervision, to discuss ideas in groups and to negotiate question and to summarize.
PSO2	Undertake research.
PSO3	Take up the teaching profession.
PSO4	Play a leading role in solving social issues.
PSO5	Appear for competitive examination.

Program Outcomes (POs)	
The successful completion of the M.A History program will	
PO1	Impart knowledge of political and social setup at the national and global level.
PO2	Demonstrate the knowledge of the concepts in political and social history.
PO3	Provide knowledge of cultural History.
PO4	Create a sense of responsibility for nation building.
PO5	Facilitate excellence in teaching.
PO6	Enable them to undertake research.
PO7	Equip to appear for all competitive examinations.
PO8	Provide the capability of being employed in government offices.
PO9	Develop the spirit of co-operation and team work.
PO10	Create leadership qualities.



பாரதியார்பல்கலைக்கழகம்
BHARATHIAR UNIVERSITY
COIMBATORE – 641 046, TAMILNADU, INDIA

SUTHANTHIRA THIRUNAL AMUDHA PERUVIZHA
TAMIL NADU



State University

Re-Accredited with “A++” Grade by NAAC

Ranked 26th among Indian Universities by MoE-NIRF

Panel of Question Paper Setters

Board of Studies in **HISTORY**

S. No.	Name & Address	Mobile & E-mail ID
1	Dr. S.S.SUNDARAM Professor and Head, Department of Indian History, University of Madras, Chennai- 600005	Mobile: 95660 80351 Email: ssshistory@gamil.com
2	Dr. T. ASOKAN Assistant Professor Department of History Bharathidasan University Palkalaiperur Main Campus Tiruchirappalli-620 024	Mobile: 97877 94348 E-mail: asokan.bard@gmail.com
3	Dr. S. RAVICHANDRAN Assistant Professor Department of History Periyar University Salem	Mobile: 96 00 08 62 60 Email : sravichandran@gmail.com sravibard@gmail.com
4	Dr. T. KOUSALYA KUMARI Assistant Professor & Head, Department of History Ethiraj College for Women Chennai-08	Mobile: 9841660133 Email : kausalyakumari_t@ethirajcollege.edu.in
5	Dr. P. GANESAN Professor Department of Ancient History School of Historical Studies Madurai Kamaraj University Madurai - 625021	Email : yamugan@gmail.com Mobile: 9384115625, 9489773918
6	Dr. K. VENGATESAN Assistant Professor, PG& Research Department of History, Pachaiyappa's College, Aminjikkarai Chennai-600030	Mobile: 9941426051 Email : ksvengatesan@gmail.com
7	Dr. K. Appadurai Assistant Professor Department of History Thiru Kolanjiappar Govt. Arts College Virudhachalam- 606001	Mobile: 9361011257 Email : drkappadurai@gmail.com
8	Dr. GUGHAN BABU AZHAGESHAN Assistant Professor Department of History Madras Christian College Chennai – 600 059.	Mobile: 88 38 16 21 20 Email: gughanbabu@mcc.edu.in
9	Dr. M.C. RAJA Professor, Department of History, Annamalai University, Annamalai Nagar - 608 002. Tamil Nadu.	Phone: 94 43 41 27 46 Email: drroja25@gmail.com

10.	Dr. K. ASHOK Associate Professor Department of History Madras Christian College, Chennai -59	Mobile: 98404 94609 Email: ashok@mcc.edu.in
11.	Dr. S. VARALASHMI Assistant professor, Department of History, Arulmigu Palaniandavar College of Arts and Culture, Palani - 624601	Mobile: 76391 57317 Email: vlakshmishan@gmail.com
12.	Dr. M.L. MINI Assistant Professor Department of History Rani Anna Government College for Women Tirunelveli-627008	Mobile: 8136951611 Email: mlminiau@gmail.com
13.	Dr. S. KULASEKARAN Associate Professor and Head Department of History Presidency College Chennai - 600005	Mobile: 9943851175 Email: kulasekaran1967@gmail.com

BOS - Chairman



பாரதியார் பல்கலைக்கழகம்

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Panel of Subject Expert for appointment of Faculty Members

Board of Studies in History

S. No.	NAME	Mobile & Phone Nos.
1	Dr. P. SIVADASAN Professor Department of History University of Calicut Calicut University (PO) Malappuram (Dist) Kerala - 673635	Phone: 94471 01158 Email: sivadasan@live.in
2	Dr. SHEELA Professor & Head Dean of Arts Department of Sculpture Tamil University, Thanjavur -10	Phone: 97502 51588 Email: sheelaudaiachandran@gmail.com
3	Dr. M.C. RAJA Professor, Department of History, Annamalai University, Annamalai Nagar - 608 002. Tamil Nadu.	Phone: 94434 12746 Email: dr raja25@gmail.com
4.	Dr. A. MAHALINGAM Professor Department of Medieval History Madurai Kamaraj University Palkalai Nagar Madurai-625021	Phone: 94869 58146 Email: drmahalingam.2009@gmail.com
5	Dr. S.S.SUNDARAM Professor and Head, Department of Indian History, University of Madras, Chennai- 600005	Mobile: 95660 80351 Email: ssshistory@gamil.com
6	Dr. P. GANESAN Professor Department of Ancient History School of Historical Studies Madurai Kamaraj University Madurai - 625021	Mobile: 9384115625, 9489773918 Email : yamugan@gmail.com
7	Dr. K. MAVALI RAJAN Associate Professor Department of History Central University of Tamil Nadu Thiruvavur - 610005	Mobile: 9474766329 8944833817 Email : mavalirajan@gmail.com mavalirajan@cutn.ac.in

BHARATHIAR UNIVERSITY: COIMBATORE 641 046
M.A HISTORY Curriculum (University Department)
(For the students admitted during the academic year 2026- 27 onwards)

Scheme of Examination- CBCS pattern

Course Code	Title of the Course	Credits	Hours	Maximum Marks		
			Theory	CIA	ESE	Total
FIRST SEMESTER						
26HIAC01	History of Ancient India up to 6 th century B.C.E	4	4	25	75	100
26HIAC02	History of Ancient India B.C.E 600 - C.E 647	4	4	25	75	100
26HIAC03	History of Tamil Nadu up to C.E 1336	4	4	25	75	100
26HIAC04	History of Modern Europe C.E. 1789–C.E. 1945	4	4	25	75	100
26HIAE01	Elective: 1 Cultural and Heritage Tourism in India	4	4	25	75	100
26HIAE02	Elective : 2 Indian Art and Architecture					
GS111	Supportive : I History and Civil Service Examinations	2	2	12	38	50
26VACGFS-1	Value Added: I - Global Business Foundation Skills	2	-	-	-	50
Total		22	-	137	413	550
SECOND SEMESTER						
26HIAC05	History of India from C.E 1206 to C.E 1526	4	4	25	75	100
26HIAC06	History of India under the Mughal rule, C.E 1526 – C.E 1707	4	4	25	75	100
26HIAC07	History of Tamil Nadu from C.E. 1336 to C.E. 2017	4	4	25	75	100
26HIAC08	History of USA, C.E 1900 - C.E 2017	4	4	25	75	100
26HIAE03	Elective: 1. The Panchayat Raj System	4	4	25	75	100
26HIAE04	Elective : 2. Artificial Intelligence in Historical Research					
S151	Supportive - II Understanding the Indian Constitution	2	2	12	38	50
26VACTE-2	Value Added: II - Tamil Epigraphy	2	-	-	-	50
Total		22	-	137	413	550
THIRD SEMESTER						
26HIAC09	History of Modern India up to C.E. 1857	4	4	25	75	100
26HIAC10	Indian National Movement C.E 1857 - C.E 1947	4	4	25	75	100
26HIAC11	Kongu Nadu through the ages	4	4	25	75	100
26HIAC12	Historiography : Theory and Methods	4	4	25	75	100
26HIAE05	Elective: 1. Principles and Methods of Archaeology	4	4	25	75	100
26HIAE06	Elective: 2. Archives Keeping					
GS107	Supportive - III History for Competitive Examinations	2	2	12	38	50
26JOCTT-1	Job Oriented: I - Historical Studies, Travel and Tourism (Naan Mudhalvan Scheme – Govt. of Tamil Nadu) NPTEL/ IIT Kharagpur	2	-	-	-	50
26HI23-8861	New Course: Health & Wellness	1	-	-	-	100
Total		22	-	137	413	550
FOURTH SEMESTER						
26HIAC13	History of Contemporary India C.E 1947- C.E 2019	4	4	25	75	100
26HIAC14	History of China C.E.1800-C.E.2000	4	4	25	75	100
26HIAC15	International Relations Since C.E 1945	4	4	25	75	100
26HIAC16	Indian Polity and Governance	4	4	25	75	100
	Project work & Viva-Voce / Guide evaluation	8	-	50	100+50 = 150 (Project work& Viva)	200
26JOCIT-2	Job Oriented: II - Indian Iconography (Bronze Making)	2	-	-	-	50
	Online Courses: Swayam (MOOC-Online)	2	-	-	-	50
Total		24	-	150	450	600
Grand Total		90	-	-	-	2250

SEMESTER-I						
Course code	26HIAC01	HISTORY OF ANCIENT INDIA UP TO 6 th CENTURY B.C.E	L	T	P	C
Core			4	-	-	4
Pre-requisite		Provides the background to understand the History of India of the successive years	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course is: 1.To acquire knowledge on various sources of Ancient History 2. To learn about pre-historic culture. 3. To understand the unique features of Harappan and Post - Harappan civilization. 4. To focus on Megalithic culture and settlements in South India. 5. To study the significance of Vedic age and its Political, Social and Economic conditions.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	List all kinds of sources for the history of Ancient India and their nature					K1
2	Describe the evolution of humans and their progress in different stages of stone age.					K1
3	Interpret the origin and development of Indus Civilization and its urban culture.					K2
4	Identify the social changes and development of Iron Age and Megalithic culture.					K4
5	Explain the Vedic age and its contribution to Indian History					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
Sources					12 hours	
Sources: Archaeological sources - Epigraphy, Numismatics, Monuments. Literary sources: Indigenous: Scientific literature, Literature in regional languages, Religious and Secular literature, Foreign accounts: Greek, Chinese and Arab writers.						
Unit:2						
Pre - History & Proto - History					12 hours	
Pre - History & Proto - History: Geographical and Environmental studies- Ethnography and Anthropological Studies- Paleolithic & Mesolithic- Hunting and gathering - Neolithic culture- Beginning of Agriculture						
Unit:3						
Indus Valley – Post Harappan Civilization					12 hours	
Indus Valley Civilization: Origin – Age and Area – important sites - Characteristics - Town planning - Nature of state: Economy- Trade - Dockyard - Significance of Art and Architecture – Decline and dispersal- Distribution of pastoral and farming culture outside the Indus, Post-Harappan Chalcolithic Cultures: OCP Culture; PGW Culture.						
Unit:4						
Megalithic culture in South India					12 hours	
Megalithic culture of South India and Iron Age: Development of community life - Settlements - Development of Agriculture – Crafts - Pottery and Iron industry - Society and Economy in Iron Age of South India.						
Unit:5						
Vedic Culture					12 hours	
Expansion of Aryans in India - Vedic period - Religious & philosophical literature - Transformation from Rig Vedic period to Later Vedic period - Political - Social - Economic life - Significance of Vedic age - Evolution of Monarchy and Varna System.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						

		Total Lecture hours	62 hours
Book(s) for Study			
1	Basham, A.L., <i>A Cultural History of India</i> , Oxford University Press, Delhi, 1997.		
2	Basham, A.L., <i>The wonder that was India, Vol. I</i> , Pan Macmillan Limited, 2004.		
3	Chakravathy, Ranabir, <i>Exploring Early India up to c. A.D. 1800</i> , Primus Books, Delhi, 2016.		
4	Kosambi, D.D., <i>The culture and civilization of Ancient India: In Historical outline</i> , Vikas, New Delhi, 1971.		
5	Majumdar, R.C., <i>History and culture of Indian people</i> , Bharatiya Vidya Bhavan, Bombay, 1960		
6	Singh, Upinder, <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i> , Pearson, 2009.		
7	Luniya, B.N., <i>Evolution of Indian Culture</i> , Lakshmi Narain Agarwal Educational Publishers, Agra, 2005.		
Books(s) for Reference			
1	Bhattacharya, D.K., <i>Prehistoric Archaeology</i> , Hindustan Publishing Corporation, Delhi, 1972.		
2	Chakrabarti, Dilip K., <i>The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India</i> , Stone Age to 13 th Century, Oxford University Press, Delhi, 2006.		
3	Kosambi, D.D., <i>An Introduction to the Study of Indian History</i> , Sage Publications, Delhi, 2016.		
4	Misra, V.D., and J.N. Pal, <i>Mesolithic India</i> , Allahabad University, Allahabad, 2002.		
5	Neumayar, Erwin, <i>Prehistoric Indian Rock Paintings</i> , Oxford University Press, Delhi, 1983.		
6	Raychaudari, Hemachandra, <i>Political History of Ancient India</i> , Surjeet Publications, New Delhi, 2014.		
7	Sharma, R.S., <i>Material culture and social formation in Ancient India</i> , Mac millan, 1983.		
8	Thapar Romila., <i>A History of India</i> , Vol. I., Penguin Books, New Delhi, 1990.		
9	Thapar Romila., <i>Early India: From the Origins to c. A.D. 1300</i> , Penguin India, New Delhi, 2002.		
10	Jha, D.N., <i>Ancient India: in Historical Outline</i> , Manohar Publishers and Distributors, 1999.		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	SWAYAM : https://swayam.gov.in/		
2	NPTEL : https://onlinecourses.nptel.ac.in		
3	e-PG- Pathshala : https://epgp.inflibnet.ac.in		
4	https://www.pbs.org/thestoryofindia/resources/websites		
6	https://sourcebooks.fordham.edu/india/indiasbook.asp		
7	https://archive.org/details/IndiaHistory		
Course Designed By : Dr. R.UDAIACHANDRAN		E-Mail: sheelaudaiachandran@gmail.com	

Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	M	S	S	L	L
CO2	S	S	M	S	S	L	L
CO3	S	S	M	S	S	L	L
CO4	S	S	M	S	S	L	L
CO5	S	S	M	S	S	L	L

*S-Strong; M-Medium; L-Low

Course code	26HIAC02	HISTORY OF ANCIENT INDIA B.C.E 600- C.E 647	L	T	P	C
Core			4	-	-	4
Pre-requisite		Enables to shine in teaching from primary to higher level and also to prepare for Competitive examination.	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course :						
1. To study about the period of Mahajanapadas and second urbanization of India						
2. To enlighten the students on the significance of the Mauryan empire and State formation.						
3. To impart knowledge on the political condition of India during the Post Mauryan period						
4. To focus the South Indian polity state formation and society.						
5. To know the political and social condition of India during the Gupta and Post Gupta period.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Summarize the rise of Magadha and Nandas and the socio-economic formations					K1
2	Analyze the emergence of new religions and their impacts on society.					K1
3	Interpret the royal edicts which constitute the primary sources for the history of Ancient India.					K2
4	Examine the role of early south Indian kingdoms in the political history of India.					K4
5	Appraise the development of society art, architecture, emergence of educational institutions and patronage of royal people.					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
State Formation		12 hours				
Period of Mahajanapadas: Formation of States - Republics and Monarchies - Second Urbanization: Rise of urban centers - Trade routes - Economic growth- Introduction of coinage- Origin and Growth of Jainism and Buddhism - Rise of Magadha and Nandas: Iranian and Macedonian Invasions and their impact.						
Unit:2						
The Mauryan State		12 hours				
Mauryan empire: Sources - Rise of the Mauryas - Ashoka, Concept of Dhama, Ashokan edicts - Patron of Buddhism - Polity, State and Administration- Economy - Art and Architecture - Indo – Greek contacts. Disintegration of the empire.						
Unit:3						
Commencement of Feudalism		12 hours				
Post Mauryan Period: Sungas - Kanvas - Sakas- Kushanas - Western Kshatrapas - Contact with outside world; Economy- Coinage - Social conditions - Gandhara Art - Science and Literature - Mahayanism.						
Unit:4						
Proliferation of State and Culture		12 hours				
Early state and society in Eastern India, Deccan and South India – Kharavela, The Satavahanas, Tamil States of Sangam Age - Administration - Economy - Coinage – Trade guilds - Indo-Roman and Indian Ocean Trade – Buddhist centers – Sangam literature, Culture; Art and Architecture.						
Unit:5						
Age of Guptas and Vardhanas		12 hours				
The Guptas: Polity and Administration – Socio – Economic Condition, Coinage of Guptas – Patronage to Science, Art, Architecture and Literature- Golden Age. Vakatakas and Vardhanas: Harshavadhana - Polity & Administration - Economic conditions Educational Institutions: Nalanda, Vikramasila, Vallabhi, Kanchi – Development of Science and Technology.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						

		Total Lecture hours	62 hours
Book(s) for Study			
1	Basham.,A.L. <i>The wonder that was India</i> , New York, Grow press, 1954.		
2	Majumdar, R.C (ed)., <i>History and culture of Indian people</i> , Bharatiya Vidya Bhavan, Bombay, 1960.		
3	Kosambi.D.D., <i>The culture and civilization of Ancient India: In Historical Outline</i> ,Vikas New Delhi,1971.		
4	Kosambi, D.D., <i>An Introduction to the Study of Indian History</i> , Sage Publications, Delhi, 2016.		
5	Sathyanatha Iyer. R, <i>History of India Vol. I</i> , Rochoose and Sons, Madras, 1941		
6	Thapar Romila., <i>A History of India</i> , Vol. I .Penguin Books, New Delhi, 1990.		
7	Singh, Upinder, <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i> , Pearson, 2009.		
8	Chande .M.B, <i>Kautilyan Arthasastra</i> , Atlantic publishers and Distributors, New Delhi, 2004		
Books(s) for Reference			
1	Sharma,R.S., <i>Material culture and social formation in Ancient India</i> , Mac Millan, New Delhi,1983.		
2			
3	Thapar, Romila., <i>Ashoka and the Decline of the Mauryas</i> , Oxford University Press, Delhi, 1987.		
4	Mahadevan, Iravatham, <i>Early Tamil Epigraphy: From the earlist Times to the Sixth Century A.D</i> , Chennai: Cre-A and the Department of Sanskrit and Indian Studies, Harvard University, 2003.		
5	Gurukkal, Rajan, <i>Social formation in Early South India</i> , Oxford Press, New Delhi, 2012.		
6	Kangle, R.P., <i>The Kautilya Arthasatra (Part I)</i> , University of Bombay, Bombay, 1960.		
7	Chakrabarti, Dilip K., <i>Buddhist Sites Across South Asia as Influenced by Politicaland Economic Forces</i> , Buddhist Archaeology: World Archaeology, 1995.		
8	Goyal, S.R., <i>The Imperial Guptas: A Multidisciplinary Study</i> , Kusumanjali Book World, Jodhpur, 2005.		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	SWAYAM : https://swayam.gov.in/		
2	NPTEL : https://onlinecourses.nptel.ac.in/		
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/		
4	https://www.pbs.org/thestoryofindia/resources/websites		
5	https://sourcebooks.fordham.edu/india/indiasbook.asp		
6	https://archive.org/details/IndiaHistory		
Course Designed By : Dr. T. ILANGO VAN		E-Mail: ilangovan3949@gmail.com	

Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	S	M	L
CO2	S	M	M	S	S	M	L
CO3	S	M	M	S	S	M	L
CO4	S	S	M	S	S	M	L
CO5	S	S	L	S	S	M	L

*S-Strong; M-Medium; L-Low

Course code	26HIAC03	HISTORY OF TAMIL NADU UP TO C.E 1336	L	T	P	C
Core			4	-	-	4
Pre-requisite		Helpful to prepare for TNPSC examination	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To study the historical values of sources for the study of History of Tamil Nadu from Sangam age						
2. To enlighten the students on the contribution of the Pallavas to art, architecture, religion and literature.						
3. To impart knowledge on the achievement of the Cholas.						
4. To enable the students know the Muslim arrivals in Tamilnadu and its impact.						
5. To focus on the Pandyan and Vijayanagar rule in Tamilnadu						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Recognize the importance of Tamil literature, Society, Economy and Culture during the Sangam period.					K1
2	Discuss the role of Pallavas in the history of Tamil Nadu and the significance of Bhakti Movement.					K2
3	Assess the contribution of the Cholas and Pandyas to Tamil Society and culture.					K5
4	Explain the circumstances leading to Muslim Invasions and the references relating to Tamil Culture in Foreign Accounts.					K3
5	Analyze the factors for the Rise of Vijayanagar Kingdom and Revival of Hindu Culture.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		Sources and Nature of Sangam Society	12 hours			
Archaeological and Literary Sources – Foreign Notes - Geography - Pre Historic Period – Sangam Age: Land and People- Polity, Society: Concept of Thinaï (Eco Zones), Religion, Literature, Economy, Trade and Commerce.						
Unit:2		Age of Kalabhras – Early Pandyas - Pallavas	12 hours			
Kalabhras and its Impact –Pallavas and Pandyas: Contribution to Art, Architecture, and Literature – Education: Ghatikas Bhakthi Movement: Saivism &Vaishnavism- Role of Oceanic Trade.						
Unit:3		Cholas and their Achievements	12 hours			
Imperial and Later Cholas: Political History - Socio – Economic Condition, Religion & Administration - Contribution to Art ,Architecture ,Paintings, Literature – Overseas Empire.						
Unit:4		Later Pandyas and their Acheivements	12 hours			
Political History- Administration- Socio & Economic condition – Contribution to Art - Architecture - Valangai & Idangai factions- Foreign account: Marco Polo - Wassaf						
Unit:5		Arrival of Muslims	12 hours			
Malik Kafur Invasion and Establishment of Madurai Sultanate and its impact. Vijayanagar Rule: Political History - Kumara Kampana’s Expedition and its impact.						
Unit:6		Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours		62 hours			

Book(s) for Study	
1	Subramanian, N., History of Tamil Nadu up to 1336 A.D., Koodal Publishers, Madurai, 1962.
2	Subramanian, P., <i>Social Cultural History of Tamil Nadu</i> , Asian Printers, Coimbatore, 2007
3	Rajjayan, K., <i>Early Tamil Nadu History</i> , Society and Culture,
4	Karoshima, Noboru, <i>A Concise History of South India: Issues and Interpretations</i> , Oxford University press, New Delhi, 2014
5	Pillai, K.K., <i>History of Tamil Nadu People and Culture (Tamil)</i> , Mukil E Publishing And solutions Private Limited, Chennai, 2015
6	Meenakshi, C., <i>Administration and Social Life under the Pallavas</i> , University of Madras, Madras, 1977
7	Nilakanda Sastri, K.A., <i>The Colas</i> , University of Madras, Madras, 1935
8	Sadasiva Pandarathar. T.V, <i>Post – Chola History (Tamil)</i> , Annamalai University
Book(s) for Reference	
1	Nilakanda Sastri, K.A., <i>A History of South India: from Prehistoric times to The fall of Vijayanagar</i> , Oxford University Press., New Delhi, 1997.
2	Sathyanatha Iyer. R., <i>Nayaks of Madurai</i> , H. Milford, Oxford University Press, 1924.
3	Subbarayalu, Y., <i>South India under the Cholas</i> , Oxford press, New Delhi, 2012
4	Mahalingam, T.V., <i>Administration and Social Life under Vijayanagar</i> , University of Madras, 1940
5	Burton, Stein, <i>State and Society in Medieval South India</i> , Oxford University Press, Delhi, 1980
6	Sastri, Nilakanta. K.A., <i>The Pandyan Kingdom: From the Earliest Times to the Sixteenth Century</i> , Cambridge University Press, London, 1929.
7	Krishnaswamy, A., <i>The Tamil Country under Vijayanagar</i> , Annamalai University, 1964.
8	Jouveau Dubreuil, G., <i>The Pallavas</i> (Translated by V. S. Swaminadha Dikshitar), Pondicherry, 1917
9	Gopalan, R., <i>History of the Pallavas of Kanchi</i> , Chennai, 2020
10	Kanakasabhai, V., <i>The Tamils Eighteen Hundred Years Ago</i> , Tirunelveli, 1956
11	Balasubrahmanyam, S.R., <i>Early Chola Temples</i> , Parantaka i to Rajaraja I (A.D. 907 - 985), New Delhi, 1971
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- Pathshala : https://epgp.inflibnet.ac.in/
4	https://www.tn.gov.in/tamilnadustate
5	https://diksha.gov.in/tn/
Course Designed By : Dr. T. ILANGO VAN E-Mail: ilangovan3949@gmail.com	

Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	M	S	S	L	M
CO2	S	S	M	S	S	L	M
CO3	S	S	M	S	S	L	L
CO4	S	S	M	S	M	L	L
CO5	S	S	M	S	M	L	L

*S-Strong; M-Medium; L-Low

Course code	26HIAC04	HISTORY OF MODERN EUROPE C.E 1789 - C.E 1945	L	T	P	C
Core			4	-	-	4
Pre-requisite		Need to familiarize the important landmark in foreign history papers	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course :						
1. To equip the students with the knowledge of various Revolutions, Movements and developments in Modern Europe.						
2. To study the various phases in the unification Italy and Germany.						
3. To trace the causes and consequences of the world wars and the policies of Fascism and Nazism.						
4. To understand the emergence of two power Blocs and the factors for the emergence of UNO with Cold War Politics.						
5. To know the liberation of countries from Colonial Rule.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Define the key themes, events and revolutions in Modern Europe an History					K1
2	Analyze the factors for the unification of Italy and Germany					K4
3	Evaluate the important historical political, cultural, social and Economic impacts of World Wars.					K5
4	Assess the reasons for the emergence of two power blocs and formation of UNO.					K5
5	Describe the origin and nature of various countries liberation from colonial rule around the world.					K1
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		Birth of Modern Europe			12 hours	
Europe on the eve of French Revolution: The French Revolution and Napoleonic Era (1789-1815) - Vienna Congress, 1815.						
Unit:2		Unification of Italy and Germany			12 hours	
Revolutions of 1830 and 1848 - Napoleon III – State of Nationalism in Europe – Unification of Italy and Germany.						
Unit:3		Europe and World War I			12 hours	
World wars: First world war - causes and consequences- USA and First world war-League of Nations – The Russian Revolution 1917- Rise of Fascism and Nazism						
Unit:4		Europe and World War II			12 hours	
Second World war - causes and consequences –Japanese Imperialism: Role of Japan in World War-II- USA and Second World war.						
Unit:5		UNO			12 hours	
Formation of UNO – Principal Organs – Achievements - UNO and Global disputes – European Union						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours			62 hours		
Book(s) for Study						
1	Thompson, David, <i>Europe since Napoleon</i> , McGraw-Hill Publishers, New Delhi, 1962					
2	Bhattacharjee, Arun, <i>A History of Europe (1789-1945)</i> , Sterling Publishers, New Delhi, 1982.					
3	Fisher, H.A.L., <i>A History of Europe</i> , Fontana Press, 1986					

4	Ketelbey,C,D,M., <i>A History of Modern Times [from 1789]</i> , OUP, London, 1973
5	Mckinley et al., <i>World History Vol I & II</i> , Atlantic Publishers, New Delhi, 1994.
6	Grant, A.J. and Temperly, <i>Europe in the 19th and 20th Centuries</i> , Orient Longman, 1965.
Books(s) for Reference	
1	Hobsbawm.E.J, <i>The Age of Revolution</i> 1789-1848, Phoenix press, London, 1977.
2	Hobsbawm.E.J., <i>The Age of Capital</i> 1848-1875, Phoenix press, London, 2010.
3	Hobsbawm, E.J., <i>The Age of Empire</i> , 1875-1914, Phoenix press, London, 2011.
4	Hobsnawn, Eric, <i>The Age of Extremes: The Short Twentieth Century</i> , London, 1914-1991.
5	Davis.H.A. and D.H.C. Blount, <i>An Outline History of the World</i> , Oxford University Press, New Delhi, 1968.
6	Carlton, J, and H.Hays, <i>Modern Europe to 1870</i> , Mac Millan, New York, 1953
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
Course Designed By : Dr. R. UDAIACHANDRAN E-Mail: udaiachandran@buc.edu.in	

Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M	S	S	S	L	L	L
CO2	M	S	S	S	L	L	L
CO3	M	S	S	S	L	L	M
CO4	M	S	M	S	L	M	L
CO5	M	S	M	S	L	M	L

*S-Strong; M-Medium; L-Low

Course code	26HIAE01	CULTURAL AND HERITAGE TOURISM IN INDIA	L	T	P	C
Elective : 1			4	-	-	4
Pre-requisite		Cultural Tourism: Highlights the value of India as a Cultural Tourist destination	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To study the scope and evolution of Tourism in India.						
2. To know the importance of Cultural tourism.						
3. To focus the pilgrim sites and tourism.						
4. To learn how tourism is promoted by Arts, Architecture and handicrafts.						
5. To provide knowledge on the role of fairs and festivals of India in Tourism.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Interpret the origin and development of tourism in India					K2
2	Define and understand the concepts related to cultural tourism.					K1
3	Analyze the religious centers of India and their role in promoting cultural tourism.					K4
4	Appraise the contribution of Indian art, architecture and handicrafts for the development of cultural tourism.					K5
5	Examine the impact of Indian fairs and festivals on tourism.					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		Principles of Tourism			12 hours	
Tourism Definition- Nature and importance- Components of Tourism-Types of Tourism- Elements of Tourism- Evolution and Development of Tourism in India.						
Unit:2		Cultural Tourism			12 hours	
Cultural Tourism - Meaning, Definition –Features of Cultural Tourism - Scope of Cultural Tourism in India - Cultural and Pilgrimage Tourism in India - Impact of Cultural Tourism.						
Unit:3		Religious Tourism and Centers			12 hours	
Religious Sites: Varanasi – Kailash – Manasorovar – Rishikesh – Badrinath – Ketharnath - Amritsar – Sanchi – Nalanda – Sarnath – Lumbini - Mt. Abu - Saravana Belagola – Amaravathi – Nagarjunakonda - Rameshwaram - Nagore Dargah - Velankanni Church- Chidambaram.						
Unit:4		Art, Architecture and Handicrafts			12 hours	
Heritage Architecture: Forts - Palaces - Paintings- Performing Arts of India - Dances: Classical -Folk - Indian Music: Musical instruments – Handicrafts: Textiles - clay works - stone works – woodworks.						
Unit:5		Fairs and Festivals			12 hours	
Fairs : Kumbhamela - Pushkar Fair - Ganga Sagar - Baneshwar - Sonapur Cattle - Tarnetar - Banganga - Festivals : National Festivals - Diwali – Holi- Buddha Purnima- Mahavir Jayanthi - Dhashara – Pooram- Ramzan - Christmas- State Festivals - Pongal – Poompuhar Indira Tiruvizha – Madurai Chithira Tiruvizha – Kumbakonam Mahamaham.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours				62 hours	
Book(s) for Study						
1	Gupta. S.P., Lal. K., Bhattacharya.M., <i>Cultural Tourism in India</i> , DK Print, 2002.					
2	Hussain.S.A., <i>The national culture of India</i> , National Book Trust, New Delhi, 1987.					

3	Basham, A.L., <i>The Wonder that was India</i> , Surjeet Publication, New Delhi, 2007.
4	Brown, Percy, <i>Indian Architecture (Buddhist and Hindu)</i> , D.B. Taraporevala Sons & Company Bombay, 2010.
5	Hussain, S.A., <i>National Culture of India</i> , National Book Trust, 2018
Books(s) for Reference	
1	Brown, Percy, Indian Architecture (Islamic period), D.B. Taraporevala Sons & Company, Bombay, 2010.
2	Jain, Jyotindra & Arti, Aggrawala, National Handicrafts and Handlooms Museum, Mapin Publishing, New Delhi, 1989.
3	Mehta.R.J., <i>Handicrafts & Industrial Arts of India</i> , New York.
4	Kramrish, Stella, <i>Art of India through the Ages</i> , Motilal Banarsidass, 1987
5	Michell, George, <i>Monuments of India</i> , Vol. 1. London
6	Vatsayana, Kapila, <i>Indian Classical Dance</i> , New Delhi
7	Robinet, Jacob, <i>Indian Tourism Products</i> , Abhijeet Publications, 2007
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
Course Designed By : Dr. A. PERUMAL E-Mail: ishaperumal@gmail.com	

Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M	S	L	S	S	S	S
CO2	M	S	L	S	S	S	S
CO3	M	S	L	S	S	S	S
CO4	M	S	L	S	S	S	S
CO5	M	S	L	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	26HIAE02	INDIAN ART AND ARCHITECTURE	L	T	P	C
Elective :2			4	-	-	4
Pre-requisite		Creates an interest in Temple Studies	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To study the architecture of Early India.						
2. To learn the architectural style of Guptas, Vakatakas and Chalukyas.						
3. To know the Pallava and early Pandya Architecture.						
4. To focus the architecture of Imperial Cholas, later Pandyas.						
5. To study the architecture of Rashtrakutas, Hoysalas and Vijayanagar.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Distinguish between the Indus architecture and the Mauryan architecture					K4
2	Explain the characteristics of Gupta architecture and paintings					K2
3	Identify the unique features of Pallava architecture and sculpture					K4
4	Examine the architectural style of the Cholas especially the Tanjavur big temple.					K3
5	Find out the similarities and contrasts among the Rashtrakutas, Hoysala and Vijayanagar architecture.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		Early Architectural Styles			12 hours	
Nagara, Vesara and Dravida styles Mauryan Architecture - Asokan Pillars - Rock cut caves- Stupas, Chaityas and Viharas- Buddhist and Jain Iconography						
Unit:2		Gupta and Chalukyan Architecture			12 hours	
Gupta Architecture - Vakataka Architecture - Ajanta and Ellora. - Deccan Architecture - Chalukyan Architecture - Aihole, Pattadakkal and Badami – Iconography.						
Unit:3		Architecture of South Indian Kingdom			12 hours	
Rastrakuta Architecture: Ellora. Hoysala Architecture: Belur, Halabid Orissan Architecture: Bhuvaneshwar, Konark - Chandella Architecture: Khajuraho - Vijayanagara Architecture: Hampi - Development of Gopuram , Iconography and sculptures, Paintings.						
Unit:4		Architecture of Tamil Nadu			12 hours	
Architecture in Sangam period, Pallava Architecture: Rock-cut caves, Mandagapattu, Mamandur, Thalavanur, Mamallapuram- Monolithic temples - Structural temples - Shore temple - Kailasanatha temple - Vaikunthaperumal temple - Early Pandyas: Rock-cut caves temples - Pillaiyarpatti - Sittannavasal - Malaiyadipatti - Kudimiyanmalai – Tiruchirapalli- Paintings and Iconography.						
Unit:5		Chola & Pandyas			12 hours	
Early Chola Architecture: Nartamalai - Vijayalesvara temple, Kodumbalur - Muvar kovil - Kumbakonam - Nageshvarar temple. Medieval Chola Architecture: Brihadeeswarar temple (Big temple at Thanjavur) and Gangaikondacholapuram Later Chola Architecture: Darasuram, - Paintings and Iconography Under the Cholas- Later Pandya – Architecture.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours				62 hours	

Book(s) for Study	
1	Rajan ,Soundara.K.V., <i>Art of South India- Tamil Nadu and Kerala</i> , New Delhi, 1978
2	Asher, Catherine and C. Talbot, <i>India Before Europe</i> , Cambridge, 2006.
3	Pillai. Suresh,B., <i>Introduction to the Study of Temple Art</i> , Equator and Meridian, Thanjavur, 1976.
4	Ray N. R., <i>An Approach to Indian Art</i> , Publication Bureau, Chandigarh, 1974
5	Dehejia, Vidya, <i>Indian Art</i> , London: Phaidon Press, 1997.
6	Brown, Percy, <i>Indian Architecture (Buddhist and Hindu Period)</i> , D.B.Taraporevala Sons and Co., Bombay, 1976.
7	Baneerjee. J.N, <i>Development of Indian Iconography</i> , Munshiram Manoharlal; 3 rd edition, 2002
8	Coomaraswamy.A.K., <i>History of Indian and Indonesian Art</i> , Kesinger Publishing, LLC, 2003
9	Sivaramamurthy.C., <i>South Indian Bronzes</i> , Lalit Kala Akademi, 1981
Books(s) for Reference	
1	Kumar, Acharya, <i>An Encyclopaedia of Hindu Architecture</i> , Manasara Series 7, Oxford University Press, New Delhi, 1946.
2	Fergusson.J., <i>History of Indian and Eastern Architecture</i> , 2 Vols, John Murray, London,1910.
3	Gopinatha Rao.T.A., <i>Elements of Hindu Iconography</i> , Motilal Banarsidass, New Delhi, 1914.
4	Harle. J.C., <i>The Art and Architecture of the Indian Subcontinent</i> , The Pelican History of Art, Penguin Books, 1986.
5	Rajavelu, S., <i>Tamilnattu Kudavaraigal</i> , Panpattu veliyeettagam, Chennai,
6	Mitter, Partha , <i>Indian Art</i> , Oxford University Press, Delhi, 2011
7	Srinivasan,K.R., <i>Temples of South India</i> , National Book Trust, India, New Delhi, 1972
8	Jouveau Dubreuil, G., <i>The Dravidian Architecture</i> , New Delhi, 1987
9	Balasubrahmanyam, S.R., <i>Early Chola Art</i> , Part I, Bombay, 1966
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
Course Designed By : Dr. R. UDAIACHANDRAN E-Mail: udaiachandran@buc.edu.in	

Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M	S	M	S	S	S	M
CO2	M	S	M	S	S	S	M
CO3	L	S	L	S	S	S	M
CO4	M	S	M	S	S	S	M
CO5	L	S	L	S	S	S	M

*S-Strong; M-Medium; L-Low

Course code	GS111	HISTORY AND CIVIL SERVICE EXAMINATIONS	L	T	P	C
Supportive I			4	-	-	4
Pre-requisite		Awareness and Motivation to propone for all competitive examination	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To prepare for Civil Service Examinations						
2. To study about Public Service Commission and expose to Preparation Methods						
3. To study about the various stages of Indian National Movement						
4. To learn the history of India during post-independence period and the effects of globalization in Indian society.						
5. To know the developmental steps taken during Post – Independent India.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Describe the origin and development of Civil Services in India.					K1
2	Examine the process and functions of civil service exams and Preparation for competitive exams.					K3
3	Assess the significant History of India since 18 th Century.					K5
4	Elaborate the freedom Struggle Movements in India.					K2
5	Point out the events and developmental steps in Post – Independent India.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
India under British Rule		6 hours				
History of Civil Service - Indian Administration - pre-colonial - under British rule - Administrative Reforms – Introduction of Competitive Examinations						
Unit:2						
Public Service Commissions and Preparation Methods		6 hours				
Union Public Service Commission and State Public Service Commission: Composition and Function- Nature of Civil Service Examinations - Preparation Methods for Preliminary and Main Examination - Interview - Interpersonal skills including communication skills- Selection Process.						
Unit:3						
History of India since Middle of 18 th Century		6 hours				
Disintegration of Mughal in India – History of Marathas and Sikh – Battle of Plassey – Buxar – Carnatic and Anglo Mysore Wars.						
Unit:4						
Rise of Nationalism and Freedom Struggle		6 hours				
Great Revolt of 1857 – Socio – Religious Reform Movements – Role of Press – INC – Non – Cooperation Movement – Civil Disobedience Movement – Quit India Movement – Role of Tamil Nadu in freedom Struggle.						
Unit:5						
Partition and Independence		6 hours				
Indian Independence Act 1947 - Making of the Constitution – Panchayat – Post Independent India – Indo – Pakistan war – Indo – China war – Inclusive Growth – Poverty Alleviation Programme – Development of Science and Technology – Transport and Communication – Empowerment of Women and Social Justice.						
Unit:6						
Contemporary Issues		2 hours				
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
Total Lecture hours		32 hours				
Book(s) for study						

1	Agarwal, R.C., <i>Constitutional Development and National Movement of India</i> , New Delhi, 2005.
2	Pylee, M.V, Indian Constitutions, S. Chand & Company Ltd., New Delhi, 1997.
3	Basu,D.D., <i>Introduction to the Constitution of India</i> , Wadhwa Nagpur, New Delhi, 2003.
4	Lakshmikanth. M, <i>Indian Polity</i> , McGraw Hill Education (India) Private Ltd., 2017.
5	Shivhare, Nitin, <i>Indian Polity and Governance</i> , S. Chand & Co. Ltd.,2023.
Books(s) for Reference	
1	Michael Edwardes., <i>British India 1772-1947</i> , Rupa Publications, New Delhi, 2011.
2	Chandra et al., Indian Since Independence, Penguin Books, New Delhi, 2008.
3	Vishnu Bhagavan, Vidhya Bhushan., <i>Indian Administration</i> IV ed, S.Chand& Co, New Delhi, 2005.
4	Lakshmanan M, Indian Constitution: An Introduction (Tamil), Madras, 2002)
5	Maheshwari.S.R., <i>Indian Administration</i> , Orient Blackswan, New Delhi, 2001.
6	Guha, Ramachandra, India After Gandhi, Delhi, 2011.
7	Sharma.P.D.,Sharma.B.M., <i>Indian Administration Retrospect and Prospect</i> , Rawat Publications, New Delhi, 2009.
8	Grover.B.L.Grover.S.A., <i>New Look at Modern Indian History From 1707 to the Modern Times</i> , S.Chand & Company, New Delhi, 2008.
9	Chandra, Bipin. India’after Independence, Penguin Books, New Delhi.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
Course Designed By : Dr. R. UDAIACHANDRAN E-Mail: udaiachandran@buc.edu.in	

Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	26VACGFS-1	GLOBAL BUSINESS FOUNDATION SKILLS	L	T	P	C
Value Added Course I			2	-	-	2
Pre-requisite		Emphasis to develop Communication and Analytical Skills	Syllabus Version 2026-27			
Unit:1	Overview of communication					
Overview of communication –English: Spoken Vs Written communication: Introduction to voice and accent – Phonetic rules – Fluency – Business communication – written – Reading Comprehension: Attention to details – Reading skills – Dealing with different kinds of customers						
Unit:2	Corporate Etiquettes					
Corporate culture – Corporate etiquette – importance of corporate etiquette in India UK and US Dressing and grooming skills – Workplace etiquette – Business etiquette – Email etiquette – Telephone and meeting etiquette – Presentation skills – Professional competencies: analytical thinking – listening skills – time management – team skills – stress management.						
Unit:3	PC and Data Skills					
PC and data skills – MS word – introduction – functions – formatting – graphics – spell check – printing. Data skills – MS excel – introduction – formatting data						
Unit:4	Analytical and Logical Reasoning					
Aptitude Appetizer – Analytical and logical reasoning – Quantitative Vs. verbal aptitude – practice – shortcut routes						
Unit:5	Employability readiness					
Resume preparation – Facing Group discussion- Face to Face interview						
Book(s) for Study						
1	Vimala, A., (2016). Career Preparation and Talent Management, Oviya Publication, Coimbatore					
2	Urmilarai and S.M.Rai. (2011) –Communication skills Himalaya Publishing House					
Book (s) for Reference						
1	Rajendra pal & J.S. Korlahalli, (2011) - Essentials of Business Communication S. Chand & sons.					
2	Ramesh, MS. & C.C Pattanshetti (2003) – Business Communication R. Chand & Co, New Delhi					

SEMESTER II						
Course code	26HIAC05	HISTORY OF INDIA FROM C.E 1206 TO C.E 1526	L	T	P	C
Core			4	-	-	4
Pre-requisite		Provides the background to understand the History of India of the successive years	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To shed light on the Political history of India during the period of study.						
2.To provide knowledge on the rich cultural contribution of Muslim rulers						
3.To study the administrative reforms introduced by the Delhi Sultanate						
4. To know the contribution of Delhi sultans for the development of society and culture.						
5. To acquire knowledge on the causes for the decline of various dynasties in the medieval period.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Evaluate the unique features of the five different dynasties and the importance of the Sultanate under each dynasty.					K5
2	Examine the development of Political Institutions and the strategies of military control and resource mobilization.					K3
3	Appraise and criticize the administrative measures of the Khilji and Tughluq rulers.					K5
4	Estimate the various spheres of Art, Architecture and Literature of Delhi Sultanate.					K2
5	Illustrate the Socio- Religious and Economic conditions of Delhi Sultanate.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		Sources	12 hours			
Sources for the History of Medieval India: Archaeology, Epigraphy, Numismatics and Chronicles						
Unit:2		Delhi Sultanate & Bahmani Kingdom	12 hours			
Political condition of North India - Foundation of Delhi Sultanate: Slave Dynasty - Khilji Dynasty - Tughluq Dynasty - Sayyids and Lodis - Decline of Delhi Sultanate - Rise of the Bahmanis and Provincial Kingdoms: Bijapur , Golkonda ,Ahmadnagar, Berar and Bidar						
Unit:3		Administration	12 hours			
Civil – Judicial – Revenue – Market Policy of Alauddin- Khilji- Fiscal and Military administration						
Unit:4		Socio- Religious and Economic life under the Delhi Sultanates	12 hours			
Social condition- Status of women – culture; Arrival of Islam: Sufism; Economy: Agriculture - Trade – Industry.						
Unit:5		Art, Architecture and Literature	12 hours			
Art, Architecture and literature under the Delhi Sultanate; Medieval Historians: Ibn Battuta - Amir Khusrau – Alberuni- Foreign Travelogues.						
Unit:6		Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours		62 hours			
Book(s) for Study						
1	Pandey,A.B., <i>Early Medieval India</i> , Central Book Depot, Allahabad,1970.					
2	Prasad, Ishwari, <i>History of Medieval India</i> , Shelly Press ltd, Allahabad, Indian, 1976					
3	Mehta, J.L, <i>Advanced Study in the History of Medieval India</i> , Vol II & III, New Delhi ,2006					
4	Srivatsava, A.L., <i>The Sultanate of Delhi</i> , Agra, 1984.					

5	Chandra Satish, <i>History of Medieval India</i> , Hyderabad, 2007
6	Satish Chandra., <i>Medieval India from Sultanate to the Mughals</i> , Har Anand Publications, Delhi,1997
7	Habib, Mohammed and Irfan Habib, ed., <i>Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times</i> , OUP, New Delhi, 2016
8	Irfan Habib, Economic History of Medieval India, 1200-1500, Pearson, 1st edition, 2011
Books(s) for Reference	
1	Desai. A., Indo-Islamic Architecture, Publication Division, Delhi, 1976
2	Gordon, Stewart, <i>The Marathas 1600-1818</i> , The New Cambridge History of India, Foundation Books, Delhi, 1994.
3	Rizvi.S.A.A., <i>The Wonder that was India -Vol 2</i> , Delhi, Foundation Books, London,1987.
4	Chandra, Satish, <i>Medieval India I</i> , New Delhi, 2007.
5	Jackson, Peter, <i>The Delhi Sultanate: A Political and Military History</i> , Cambridge, 1929.
6	Moreland, W, H., <i>Agrarian System of Moslem India</i> , Poona, 1929.
7	Habib et al, <i>The Cambridge Economic History of India I</i> , Hyderabad, 1982.
8	Swell, Robert, <i>A Forgotten Empire</i> , Delhi, 1990.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
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E-Mail: ishaperumal@gmail.com	

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	M	L	M
CO2	S	S	S	S	M	L	M
CO3	S	S	S	S	M	L	M
CO4	S	S	S	S	M	L	M
CO5	S	S	S	S	M	L	M

*S-Strong; M-Medium; L-Low

Course code	26HIAC06	HISTORY OF INDIA UNDER THE MUGHAL RULE C.E 1526 - C.E 1707	L	T	P	C
Core			4	-	-	4
Pre-requisite		Provides the background to understand the History of India of the successive years	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1.To study various sources for the history of the Mughals						
2. To know the consolidation of the Mughal empire.						
3. To throw light on the political, economic and social condition and the development of Art, Architecture and Literature during the Mughal period.						
4. To understand the impact of Mughal Rule in India and the penetration of European powers in the Indian soil.						
5. To impart the reasons for the decline of Mughals.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Trace the origin and foundation of the Mughal empire in India.					K1
2	Asses about the qualities that made Babur and Akbar the great successful emperors.					K5
3	Discuss the economic, social and religious conditions during various Mughal rulers in this period.					K2
4	Distinguish the policies of all the Mughal rulers					K4
5	Discriminate the new techniques used in art architecture, painting and music during the period of study.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		Sources and Rise of Mughals	12 hours			
Sources for the history of Mughals – Archaeology, Epigraphy, Numismatics and Chronicles - The Condition of India on the eve of Babur invasion.						
Unit:2		Mughals and Sur dynasty	12 hours			
Babur - Humayun - Sur dynasty - Sher Shah Sur- Akbar – Jahangir - Shah Jahan – Aurangazeb - Decline of the Mughal Empire.						
Unit:3		Mughal and Maratha Administration	12 hours			
Mughals Administration: Civil – Judicial – Revenue Land Reforms - Mansabdari and Jagirdari system - Fiscal and Military- Rise of Marathas: Shivaji and his administration.						
Unit:4		Socio- Religious and Economic life under the Mughals	12 hours			
Social condition: Status of women – Culture – Religious Policy - Economy: Agriculture - Trade – Industry						
Unit:5		Art, Architecture and Literature	12 hours			
Mughal Art, Architecture, literature and paintings- Fatehpur Sikri- Agra Fort- Red Fort- Taj Mahal.						
Unit:6		Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours			62 hours		
Book(s) for Study						
1	Pandey, A.B., <i>Early Medieval India</i> , Central Book Depot, Allahabad, 1970.					
2	Prasad, Ishwari , <i>A Short History of Muslim Rule in India</i> , The Indian Press Ltd., Allahabad, 1965					
3	Richards, J. F., <i>The New Cambridge History of India: The Mughal Empire</i> , Cambridge University					

	Press,1996
4	Chandra, Satish, <i>History Of Medieval India</i> , Har Anand Publications, Delhi,1997
5	Sharma. L.P., <i>Medieval history of India (1000-1707 C.E)</i> , Vikas, New Delhi, 1981.
Books(s) for Reference	
1	Gordon, Stewart, <i>The Marathas 1600-1818: The New Cambridge History of India</i> , Foundation Books, Delhi,1994.
2	Karashima.N., <i>Towards A New Formation, South Indian Society under Vijaynagar Rule</i> , GUP, Delhi, 1992.
3	Singh, Upinder, <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i> , Pearson, 2009.
4	Athar Ali, <i>The Mughal Nobility under Aurangazeb</i> , Asia Publishing House, Aligarh Muslim University, 1966.
5	Habib et al, <i>Akbar and his India</i> , Oxford University Press, Delhi, 1997.
6	Habib, I., <i>The Agrarian System of Mughal India 1554-1707</i> , Oxford University Press, Delhi, 1999.
7	Gordon, S., <i>The New Cambridge History of India: The Marathas 1600- 1818</i> , Cambridge University Press, 1993.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	M	L	S
CO2	S	S	S	S	M	L	S
CO3	S	S	S	S	M	L	S
CO4	S	S	S	S	M	L	S
CO5	S	S	S	S	M	L	S

*S-Strong; M-Medium; L-Low

Course code	26HIAC07	HISTORY OF TAMIL NADU FROM C.E 1336 TO C.E 2017	L	T	P	C
Core			4	-	-	4
Pre-requisite		Helpful to prepare for TNPSC examination	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To enlighten the students on the political history of the Nayaks and Sethupathis in Tamil Nadu. 2. To know the influence of Christian Missionaries and the rise of rebellions in Tamil Nadu. 3. To study the regional history and its significance. 4. To know the rise of Political Parties. 5. To focus on the contribution of the eminent leaders for the development of Tamilnadu.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Analyze various factors leading to the formation of Nayaks and Sethupathis in Tamil Nadu.					K4
2	Estimate the role of Christian Missionaries and their services.					K2
3	Assess the contribution of Dravidian Movement to Social transformation.					K4
4	Discuss the role of Tamil Nadu in Freedom Movement.					K3
5	Appraise and criticize the administrative measures and Welfare schemes of the Chief Ministers of Tamil Nadu					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
Unit:1		Nayaks and Sethupathis of Tamil Nadu			12 hours	
Establishment of Nayankara System – Battle of Talaikotta – Madurai - Senji - Tanjore - Ramnad Sethupathis - Tanjore Marathas - Poligar System.						
Unit:2						
Unit:2		Great Rebellions of Tamil Nadu			12 hours	
Arcot Nawabs - Carnatic Wars - Christian Missionaries: Services - Fall of Tipu - Acquisition by British Anti British Appraises: Poligari Rebellion - South Indian Rebellion - Vellore Mutiny - Role of Tamil Nadu in Freedom Movement- VOC- Subramaniya Siva- Bharathiyar- Rajaji- Vanchinathan- Tiruppur Kumaran.						
Unit:3						
Unit:3		Emergence of Political Parties in Tamil Nadu			12 hours	
Rise of Non – Brahmin Movement: Justice Party & its Administrative Reforms and Achievements- Periyar and his contributions: Self Respect Movement, Dravida Kazhagam , Temple Entry Movement, As a Social Engineer.						
Unit:4						
Unit:4		Developments in Tamil Nadu Administration			12 hours	
Congress Regime & Reforms: Rajaji , Kamaraj ,Bahtavachalam, Agricultural Development, Free Mid Day Meal Scheme, Opening of new schools, Increasing Irrigation Facilities, Industrial Growth. Tamil Nadu under DMK regime: C.N. Annadurai , M. Karunanithi , Language Policy ,Free Education, Nationalization of Transport , Slum Clearance , Backward Commission ,Implementation of Reservation policy , Property Rights , Higher Education , Women’s Reservation, State Planning Commission, other Social welfare programmes.						
Unit:5						
Unit:5		Social welfare schemes of Tamil Nadu			12 hours	
Tamil Nadu under AIADMK regime: M.G. Ramachandran, J. Jayalalitha, Nutritious Meal Scheme, Educational Reforms, Krishna Water Project, Welfare measures, Cradle Baby Scheme, Amma Canteen (Unavagam), Rain Water Harvesting, other Social welfare programmes.						
Unit:6						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						

Online Seminars – webinars- Internal Assessment Seminars.		
	Total Lecture hours	62 hours
Book(s) for Study		
1	Rajayyan.K, <i>Tamil Nadu A Real History</i> , Ratna publication, Trivantrum, 2005	
2	Rajmohan Gandhi, <i>Rajaji: A Life</i> , Penguin Books India, 1997.	
3	Irschick, Eugene F., <i>Tamil Revivalism in the 1930s</i> , Cre-A, Madras, 1986	
4	Murugesan, Mangala N.K., <i>Self-Respect Movement in Tamil Nadu, 1920-40</i> , Koodal Pub., Madurai, 1981	
5	Rajaraman, P., <i>Justice Party: A Historical Perspective, 1916-37</i> , Poompozhil Publishers, Madras, 1988	
6	Subramaniam, P. <i>Social History of the Tamils, 1707 – 1947</i> , D.K. Printworld (P) Ltd., New Delhi, 1996	
7	Subramanian N: <i>History of Tamil Nadu Vol.II</i> , Koodal Publishers,Madurai.	
8	Natarajan C, Social History of Modern Tamil Nadu, Ulaga Tamizhppadaippalar Nool Veliyeettagam, 2013.	
Books(s) for Reference		
1	Aiyar, Sathyanatha. R., History of Nayaks of Madurai, Asian Educational Services, 1991.	
2	Subramanian.P., Social History of the Tamils 1707-1947, D.K. Print World Ltd, Chennai,	
3	Caldwell.R, History of Tinnevelly, Asian Educational Services, Madras 1989	
4	Subrahmanian.N., History of Tamilnad, Koodal Publishers,Madurai,1972	
5	Subramanian. N., Social and Cultural History of Tamilnad, Asian Printers, Coimbatore,2007	
6	Rajaraman. P, <i>The Justice Party 1916 – 1937</i> , Poompozhil Publishers, Madras, 1988	
7	Sandhya Ravishankar, <i>Karunanithi: A Life in Politics</i> , Harper Collins India, 2019.	
9	Vasanthi, <i>A Lone Empress: A Portrait of Jayalalitha</i> , Penquin Viking, 2019.	
10	Christopher John Baker, <i>The Politics of South India 1920-1937</i> , Cambridge University Press, 1976	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	SWAYAM : https://swayam.gov.in/	
2	NPTEL : https://onlinecourses.nptel.ac.in/	
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/	
4	www.jetir.org	
5	https://www.inc.in	
6	https://dmk.in	
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	M	M	S
CO2	S	S	S	S	M	M	S
CO3	S	S	S	S	M	M	S
CO4	S	S	S	S	M	M	S
CO5	S	S	S	S	M	M	S

*S-Strong; M-Medium; L-Low

Course code	26HIAC08	HISTORY OF USA C.E 1900 - C.E 2017	L	T	P	C
Core			4	-	-	4
Pre-requisite		Need of the hour to know the policy followed by U.S.A. to become a super power	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course :						
1. To know the strategy adopted by U.S.A to become a super power in 20 th Century.						
2. To study the reforms introduced by the Presidents for the economic development of U.S.A.						
3. To understand the circumstances for Cold War.						
4. To learn the progress of America under L.B. Johnson and Richard Nixon.						
5. To present the latest trends in American politics.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Sketch the developments in the progressive era					K3
2	Examine the significant role of USA in World wars					K3
3	Analyze the causes and consequences of cold war					K4
4	Determine the progress of U.S.A in Modernization					K5
5	Assess the domestic and foreign policy of the modern American presidents.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1		Progressive Era			12 hours	
Progressive Era - Theodore Roosevelt and the Square Deal Policy - Big Stick Policy - William Taft - Woodrow Wilson - New Freedom - Role of USA in the First World War.						
Unit:2		History of USA in the Interwar period			12 hours	
Warren Hardinge - Washington Conference - Coolidge - Hoover - Great Depression						
Unit:3		USA and the Second World War			12 hours	
F.D. Roosevelt and New Deal – Roosevelt’s Foreign Policy – USA in the Second World War - Truman - Fair Deal - Truman Doctrine						
Unit:4		Cold War Period			12 hours	
Cold war - N.A.T.O – Eisenhower - John. F. Kennedy - New Frontier - Civil Rights Movement: Martin Luther King – L.B. Johnson - Great Society - Foreign Policy - Richard Nixon - Watergate Scandal - Ping Pong Diplomacy - Man on the Moon.						
Unit:5		Modern American Presidents			12 hours	
America under President: Jimmy Carter - Ronald Reagan - George H. W. Bush (Sr) - Bill Clinton – George W. Bush – Barack Obama						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars - webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
		Total Lecture hours			62 hours	
Book(s) for Study						
1	Rajayyan, K: <i>A History of the USA</i> , Madurai Publishing House, Madurai, 1978.					
2	Subramanian, N. <i>A History of the USA</i> , Ennes Publication, Udumalpet, 1986					
3	Hill, C.P., <i>A History of the United States</i> , Edward Arnold, 1974.					
4	Ralph, W.Steen , <i>The United States – A History</i> , INC, Engle Wood, Cliffs, New Jersey, 1959.					
5	Beard and Beard, <i>New Basic History of the United States</i> , New York, USA, 1985.					

Books(s) for Reference	
1	Krishnamurthi, <i>History of the United States of America</i> , 1492-1965, Madurai Printers, Madurai, 1980.
2	Majumdar, R.K . & Srivastva, A.N: <i>History of the United States of America – From 1845 to Present Day</i> , SBD Publishers and Distributors, New Delhi, 1998
3	Marshall Smelsor, <i>American History-At a Glance</i> , Barnes and Noble inc., New York, 1962.
4	Parkes, H.B, <i>The United States of America – A History</i> , Scientific Book Agency, Calcutta, 1975.
5	Alalasundaram. R, <i>A History of United States of America 1865-1975</i> , Podhigai Pathipaham, Pondicherry, 1981.
6	Nambi Arooran, <i>A History of the USA (Tamil)</i> , Tamil Nadu Text Book Society Publication, Chennai, 1980.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	M	L	S
CO2	S	S	S	S	M	L	S
CO3	S	S	S	S	M	L	S
CO4	S	S	S	S	M	L	S
CO5	S	S	S	S	M	L	S

*S-Strong; M-Medium; L-Low

Course code	26HIAE03	THE PANCHAYAT RAJ SYSTEM	L	T	P	C
Elective :1			4	-	-	4
Pre-requisite		Encouragement to the younger generation to play a vital role in Rural governance	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course are :						
1. To know the meaning and definition of Panchayat Raj.						
2. To know about the system of democratic decentralizations.						
3. To enhance the understanding of the students towards rural governance at grassroots level.						
4. To understand the functioning of three tier system in India.						
5. To emphasis on the role of the institutions in the development of villages.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Define the concept of Panchayat Raj.					K1
2	Discuss the views and ideas of personalities and committees					K2
3	Analyze the constitutional amendments related to Panchayat Raj					K4
4	Examine the evolution of Panchayat raj in Tamilnadu					K3
5	Demonstrate Panchayat raj system and its different layers					K2
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1		Definition and meaning of Panchayat Raj			12 hours	
The concept of Panchayat Raj - Views of Mahatma Gandhi and others – History of Local Self Government in Pre – British India.						
Unit:2		Local Self Government Under British Rule			12 hours	
Mayo’s Resolution of 1870 – Lord Rippon’s Resolution – Establishment of Municipalities in Presidential Terms –Government of India Act 1919: Responsible Government – Provisions for Local Self Government in Government of India Act 1935.						
Unit:3		Constitutional Provisions for Panchayat Raj			12 hours	
Debates on Panchayat Raj in the Constituent Assembly – DPSP – National Development Council (NDC) – Community Development Programme (CDP) – Panchayat Extension Services – Committees and its recommendations: Bulwantrai and Ashok Mehta Committees.						
Unit:4		73 rd and 74 th Constitutional Amendment Acts			12 hours	
Panchayat and Municipalities: State Election Commission – State Finance Commission – 11 th and 12 th Schedule - Periodic Election – 33% Reservation in Panchayat– Devolution of Financial Powers – Gram Sabha – Optional and Obligatory duties of State.						
Unit:5		History of Panchayat Raj in Tamil Nadu			12 hours	
The Evolution of Panchayat Raj in Tamil Nadu since 1950- Three Tier System in Panchayat and Municipalities – Powers and Functions - Panchayat Raj Acts of Tamil Nadu – Women Reservation - Panchayat Extension Services.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars - webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours				62 hours	
Book(s) for Study						
1	Srivastva.L.N , <i>A simple Study of local Self Government in India</i> , Surjeet Book Depot, New Delhi,1997					
2	Bhargava B.S, <i>Political-Administration Dynamics in Panchayat Raj System</i> , Ashish Publishing House, New Delhi, 1978.					

3	V.Venkata Rao, <i>Local Self Government in India</i> , S.Chand & Company Ltd, 1979
4	Maheshwari S.R, <i>Local Government in India</i> , Lakshmi Narayan Agarwal Education Publisher,Agra, 1973
5	Khanna, R. D, Panchayat Raj In India, The English Book Shop, Chandigarh, 1956.
Books(s) for Reference	
1	Pankaj Singh, <i>Rural Local Government In India</i> , Kitab Mahal, Mumbai, 2017.
2	Myneni.S.R., <i>Local Self Government</i> , Allahabad Law Agency, Allahabad, 2016.
3	Barthwal.C.P., <i>Understanding Local Self Government</i> , Bharat Book Centre,Luckow, 2018
4	Government of India, Report of the Committee on Panchayati Raj Institutions, Govt. of New Delhi, 1978.
5	P.C Mathur, <i>Political Dynamics of Panchayati Raj</i> , Konark, New Delhi, 1991.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
4	https://gramswaraj.nirdpr.in
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M	S	M	S	S	S	S
CO2	M	S	M	S	S	S	S
CO3	M	S	M	S	S	S	S
CO4	M	S	M	S	S	S	S
CO5	M	S	M	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	26HIAE04	ARTIFICIAL INTELLIGENCE IN HISTORICAL RESEARCH	L	T	P	C
Elective :2			4	-	-	4
Pre-requisite		Provides background to know Artificial Intelligence in History	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course are :						
1.To study the reasons for adopting 4.0						
2.To know the Artificial Intelligence and associated Technologies						
3.To understand the Artificial Intelligence Revolution						
4.To explore Artificial Intelligence in History						
5.To analyze implications of Artificial Intelligence in History						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Examine the need for Industry 4.0				K2	
2	Relate the background of Artificial intelligence				K3	
3	Discuss the AI and its revolution				K5	
4	Analyze the application of AI in History				K4	
5	Identify the impact of AI in History				K5	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1						
Unit:1		Evolution of Industry 4.0			12 hours	
Need-Reason for Adopting Industry 4.0-Definition-Goals and Design principles - Technologies of Industry 4.0-Big Data - Artificial Intelligence (AI) –Industrial Internet of Things-Cyber Security-Cloud -Augmented Reality.						
Unit:2						
Unit:2		History of Artificial Intelligence			12 hours	
Artificial Intelligence: What &Why? -History of AI- Foundations of AI - The AI - Environment-Societal Influences of AI-Application Domains and Tools -Associated Technologies of AI-Future Prospects of AI - Challenges of AI						
Unit:3						
Unit:3		Understanding the AI Revolution			12 hours	
Leveraging AI for Data Analysis – Enhanced Data Mining and Pattern Recognition : Natural Language Processing – Image and Speech Recognition						
Unit:4						
Unit:4		AI in History			12 hours	
AI in Digital History Classroom - Preserving and Restoring Historical Documents : Digitization and Preservation, Transcription and Translation – Historical Analysis and Interpretation : Predictive Analysis, Contextualization of Events – AI Tools in Teaching & Historical writing – Mapping Historical sites and Movements – Analyzing Inscriptions and Manuscripts – Enhancing Tourism						
Unit:5						
Unit:5		Implications of AI in History			12 hours	
Collaborative Research and Global Insights : Cross Referencing and Collaboration, Access to Global Archives – Ethical Considerations and Challenges – Revising Historical writings – Pros and Cons of AI in Historical Representation						
Unit:6						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars – webinars- Internal Assessment Seminars.						
		Total Lecture hours			62 hours	
Book(s) for Study						

1	P. Kaliraj, T.Devi, <i>Higher education for industry 4.0 and Transformation to education 5.0</i> ,2020.
2	S. Russel and P. Norvig, <i>Artificial Intelligence – A Modern Approach</i> , Second Edition, Pearson Education
Book(s) for Reference	
1	David Poole, Alan Mackworth, Randy Goebel, <i>Computational Intelligence : a logical approach</i> , Oxford University Press
2	G. Luger, <i>Artificial Intelligence: Structures and Strategies for complex problem solving</i> , Fourth Edition, Pearson Education
3	J. Nilsson, <i>Artificial Intelligence: A new Synthesis</i> , Elsevier Publishers
4	Kansteiner, W. (2022). <i>Digital Doping for Historians: Can History, Memory, and Historical Theory Be Rendered Artificially Intelligent? History and Theory</i> , 61 (4), pp.119–133. [Online].
5	Bickler, S. H. (2021). <i>Machine Learning Arrives in Archaeology</i> . <i>Advances in Archaeological Practice</i> , 9 (2), pp.186–191. [Online].
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
Course Designed By : Dr. T. Ilangovan E-Mail: ilangovan3949@gmail.com	

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M	M	M	S	S	L	S
CO2	M	M	M	S	S	L	S
CO3	M	M	M	S	S	L	S
CO4	M	M	M	S	S	L	S
CO5	M	M	M	S	S	L	S

*S-Strong; M-Medium; L-Low

Course code	S151	UNDERSTANDING THE INDIAN CONSTITUTION	L	T	P	C
SUPPORTIVE II			4	-	-	4
Pre-requisite		Knowledge in the political structure of India- both Constitutional and administrative is required to become a responsible citizen.	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course are :						
1. To introduce the Constitution of India in its structural and functional aspect.						
2. To make the learners aware of their rights and duties as citizens of India.						
3. To acknowledge about the powers and functions of important functionaries.						
4. To know the powers and functions of Supreme Court, High Court and Election Commission.						
5. To Learn the Centre – State relations and Anticorruption Bodies.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Discuss the origin and basic concepts of Indian Constitution and various provisions.					K2
2	Identify the difference between fundamental right and duties.					K4
3	Understand the Indian Constitution as a custodian to safeguard democracy and to maintain unity, integrity and harmony in our country.					K2
4	Illustrate the importance of various schedules, articles and amendments in Indian constitution.					K5
5	Difference for various competitive exams such as UPSC, TNPSC, SSC, SSB, NET, SET.					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1		Introduction to Indian Constitution			6 hours	
Constitutional History till 1950- The Making of Indian Constitution- Role of Constituent Assembly – Drafting Committee- Basic Features of Indian Constitution.						
Unit:2		Features of Indian Constitution			6 hours	
Preamble - Fundamental Rights and Duties - Directive Principles of State Policy – Emergency – Amendments.						
Unit:3		Powers and Functions of Important Functionaries at Centre level			6 hours	
Union Government: President, Parliament, Cabinet and Prime Minister, Supreme Court- Election Commission of India – Delimitation Commission, Representation of People’s Act, Comptroller Auditor General, Attorney General.						
Unit:4		Powers and Functions of Important Functionaries at State level			6 hours	
The State Government: Governor, State Legislative Assembly, Council of Ministers and the Chief Minister, High Court, Advocate General.						
Unit:5		Miscellaneous			6 hours	
Centre – State Relation, Inter-state Relation, Local Self Government , Tribunals, Good Governance: Anti Corruption Bodies: Lok Pal, Lok Ayukta.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars - webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours			32 hours		
Book(s) for Study						
1	G. Austin, <i>The Indian Constitution, Corner Stone of a Nation</i> , Oxford, Oxford University Press, 1966.					
2	<i>Working a Democratic Constitution, The Indian Experience</i> , Oxford University Press, Delhi, 2000.					

3	Palekar., <i>Indian Constitution, Government and Politics</i> , ABD Publishers, Jaipur, 2003
4	Lakshmikanth. M, <i>Indian Polity</i> , McGraw Hill Education (India) Private Ltd., 2017.
5	Shivhare, Nitin, <i>Indian Polity and Governance</i> , S. Chand & Co. Ltd., 2023.
6	Nani Palkhivala, <i>Our Constitution Defaced and Defiled</i> , Macmillan Company of India, 1974
7	A. G. Noorani, <i>Constitutional Questions in India: The President, Parliament and the States (Law in India)</i> , November 2000.
Book(s) for Reference	
1	D. D. Basu, <i>An Introduction to the Constitution of India</i> , Prentice Hall, New Delhi, 1994.
2	Ambedkar. B.R., <i>The Constitution of India</i> , Ministry of Law and Justice, Government of India, New Delhi, 2020.
3	Basu.D.D., <i>Introduction to the Constitution of India</i> , LexisNexis, New Delhi, 2018.
4	Munshi, K.M, <i>The President Under the Indian Constitution</i> , Bharathiya Vidya Bhavan, Bombay, 1963.
5	Dhawan Rajeev, <i>Law and Society in Modern India</i> , OUP, New Delhi 1997.
6	Chandra, A, <i>Federalism in India: A Study of Union – State Relations</i> , George Allen Unwin, London, 1965.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- Pathshala : https://epgp.inflibnet.ac.in/
Course Designed By : Dr. T. ILANGO VAN E-Mail: ilangovan3949@gmail.com	

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	M	M
CO2	S	S	S	S	S	M	M
CO3	S	S	S	S	S	M	M
CO4	S	S	S	S	S	M	M
CO5	S	S	S	S	S	M	M

*S-Strong; M-Medium; L-Low

Course code	26VACTE-2	TAMIL EPIGRAPHY	L	T	P	C
Value Added Course II			2	-	-	2
Pre-requisite		Emphasis the study of History in scientific manner on the basis of epigraphy	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course :						
1. To impart knowledge on epigraphy and paleography.						
2. To focus the sites of Tamil Brahmi inscription.						
3. To throw light on the Vattalettu inscription in Tamil Nadu.						
4. To study the prominent Grandha inscriptions.						
5. To learn the significance of copper plates grants.						
Expected Course Outcomes:						
1	Define the concepts of epigraphy and paleography					K1
2	Locate the sites of Tamil Brahmi inscription					K1
3	Infer the content of Vatteluttu inscription					K4
4	Decipher the Grandha inscription					K3
5	Discuss the information in copper plate inscription.					K2
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1		Origin and Evolution of Tamil Scripts			05 hours	
Epigraphy: Definition-Scope- Value of Epigraphy - Antiquity of Writing system in Tamil Nadu : Origin and Evolution of Tamil Scripts : Graffiti Marks -Potsherd Inscription - Tamizhi (Tamil Brahmi) - Grantha - Vatteluttu – Tamil.						
Unit:2		Tamil Brahmi inscription			10 hours	
Mangulam - Kilavalavu - Marukaltalai - Mettuppatti - Alagarmalai - Sittannavasal - Pugalur - Arachalur - Arittappatti - Pulimankombai- Thathapatti- Porpanaikottai – Jambai.						
Unit:3		Vatteluttu Inscription			10 hours	
Irattimali - Neganurpatti - Arasalapuram – Pappanpatti (Irulappatti) - Pariyanpatti - Thirunatharkunru - Indhalur - Koraiyaru - Komdayur – Thokaimalai.						
Unit:4		Grandha Inscription			10 hours	
Mandagapattu - Pallavaram - Kudimiyanmalai - Dalavanur - Thiruchirappli - Senthali.						
Unit:5		Tamil Inscription & Copper plates Inscritpion			10 hours	
Tamil Inscription: Pullamangai, Thanjavur, Darasuram Copper plates Inscritpion Pallankoil Copper Plate - Velvikudi - Chola copper plate : Anaimangalam – Karandhai.						
		Total Lecture hours			45 hours	
Book(s) for Study						
1	Sircar.D.C, <i>Indian Epigraphy</i> , Motilal Banarsidass Publications, New Delhi, 1965.					
2	Rajan,K., <i>Kalvetiyal</i> , Mano Pathippagam, Thanjavur, 2006.					
3	Buhler,George, <i>Indian Paleography</i> , Indian Studies Past and Present; Calcutta; 1959					

4	Sivaramamurthy.C., Indian Epigraphy and South Indian Scripts, Bulletin of the Madras Government Museum,1952
Books(s) for Reference	
1	Mahadevan, Iravatham, <i>Early Tamil Epigraphy: From the Earliest Times to the Sixth Century A.D.</i> Cre-A Chennai, 2003.
2	Mahadevan, Iravatham, <i>Early Tamil Epigraphy, From the Earliest Times to the Sixth Century C.E.</i> , Revised and Enlarged Edition, Vol. I Central Institute of Classical Tamil, Chennai,2013
3	Rajan,K. <i>Early Writing System</i> , Pandya Nadu Centre for Historical Research, Madurai, 2015.
4	Nagaswami.R., <i>Kalvetiyal</i> ,TamilNadu State Department ofArchaeology, Chennai,1972.
5	Sridhar.T.S., <i>Tamil Brahmi-Kalvettugal</i> ,Tamil Nadu State Department of Archaeology, Chennai,2006.
6	Dani.A.H, Indian Paleography,MunshiramManoharlal Publishers; 3 edition,2011
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	e-PG- <i>Pathshala</i>
Course Designed By : Dr. R. UDAIACHANDRAN E-Mail: udaiachandran@buc.edu.in	

SEMESTER-III						
Course code	26HIAC09	HISTORY OF MODERN INDIA UPTO C.E 1857	L	T	P	C
Core			4	-	-	4
Pre-requisite		Provides the background to understand the History of India of the successive years	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course are:						
1. To know the early settlements of the European powers in India.						
2. To study the struggle for supremacy among the Europeans.						
3. To provide knowledge on the policies of British and their impact on Indian economy.						
4. To focus the development of communication during British period.						
5. To trace the development of Western Education during the British Period.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Locate the European settlements in India					K1
2	Examine the conflict between the Native rulers and the British					K3
3	Analyze the administrative structure provided by the British from the year 1773- 1853.					K4
4	Discuss the land revenue settlements made by the British and the economic impact					K2
5	Assess the social progress and the development of transport and communication					K5
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1		Arrival of Europeans			12 hours	
The Early European settlements: Portuguese - Dutch – Danes – English – French East India Companies - Anglo-French rivalry - Carnatic Wars – Robert Clive - Battle of Plassey.						
Unit:2		British Establishments			12 hours	
Battle of Buxar – Anglo – Mysore wars - Marathas: Anglo-Maratha wars – Administration: Warren Hasting – Cornwallis – Wellesley - Dalhousie						
Unit:3		Early Administrative Structure			12 hours	
The early administrative structure: From Diarchy to direct control – Regulating Act of 1773 – Pitt’s India Act 1784 – Charter Act of 1813 and 1833 – Free trade and the changing character of the British colonial rule – Charter Act of 1853						
Unit:4		Economic impacts and Developments till 1857			12 hours	
Revenue Settlements: the Permanent Zamindari, Ryotwari, Mahalwari – Decline of Traditional crafts – Drain of wealth – Famine & poverty – Development of Communication: Railways – Road ways – Telegraph – Postal Services – Reforms of Wellesley – Dalhousie – William Bentinck.						
Unit:5		Social & Cultural Development			12 hours	
Social & cultural development – Indigenous education – Orientalist – Anglicist controversy – Introduction of Western Education – press - progress of science, Christian missionary activities in India.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars – webinars- Internal Assessment Seminars.						
	Total Lecture hours				62 hours	
Book(s) for Study						
1	Chhabra.G.S., <i>Advanced Study in the History of Modern India Vol. I, II, III 1707-1947</i> , Sterling Publishers, New Delhi, 1971.					
2	Majumdar.R.C., Raychaudhuri.H.C, Kalikinkar Datta, <i>An Advanced History of India</i> , Macmillan, London, 1960.					
3	Chandra, Bipan et. Al., <i>India’s Struggle for Independence</i> , New Delhi: Penguin, 1988					

4	Sumit, Sarkar, <i>Modern India: 1885-1947</i> , Macmillan, Delhi, 1983.
5	Grover, B.L. and Grover. S, <i>A New Look on Modern Indian History</i> , S.Chand & Co, New Delhi,1998.
6	Luniya B.N., <i>Evolution of Indian Culture</i> , Lakshmi Narain Agarwal, Agra, 2003.
7	Maheshwari. S.R, <i>The Census Administration under the Raj and After</i> , Concept Publishing Company, 1996.
Books(s) for Reference	
1	Desai, A.R, <i>Social Background of Indian Nationalism</i> , Sage publications, 2005.
2	Chandra Bipan., <i>A History of Modern India</i> , Orient Blackswan, New Delhi, 2009.
3	Majumdar R.C. (et al), <i>History and Culture of Indian People</i> , Bharatiya Vidya Bhavan, Vols, IV-VII, Bombay, 1966.
4	Tapan Raychadhury and Irfan Habib, eds. <i>Cambridge Economic History of India</i> , Vol. I Cambridge: Cambridge University Press, 1982
5	Masselos, Jim, <i>Indian Nationalism: A History</i> , New Dawn Press, 2005
6	Dutt, R.P., <i>India Today</i> , Read Books, 2008
7	Hasan, Mushirul, ed., <i>India's Partition - Process Strategy and Mobilization</i> , OUP, New Delhi, 1993
8	Sitaramayya, Pattabhi B., <i>The History of Indian National Congress, 1885-1935</i> , Indian National Congress Working Committee, 1935
9	Chakrabarthy Kakali, <i>Women, Work and Empowerment in rural India</i> , Anthropological Survey of India, Kolkata, 2011
10	Thurston, Edgar, and Rangachari.K, <i>Castes and Tribes of Southern India</i> , Vol – 6, MJP Publication, 2013.
11	Anderson, Benedict, <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i> , Verso, Revised edition (13 September 2016)
12	Chatterjee Partha, <i>State & Politics in India</i> , Oxford University Press, 1998
13	Census Report
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
Course Designed By : Dr. R. UDAIACHANDRAN E-Mail: udaiachandran@buc.edu.in	

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	S	L	L
CO2	S	M	M	S	S	L	L
CO3	S	M	M	S	S	L	L
CO4	S	M	M	S	S	L	L
CO5	S	M	M	S	S	L	L

*S-Strong; M-Medium; L-Low

Course code	26HIAC10	INDIAN NATIONAL MOVEMENT C.E 1857 to C.E 1947	L	T	P	C
Core			4	-	-	4
Pre-requisite		Throws light on the growth of nationalist spirit and the right of Self-determination	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course are :						
1. To know the rise of nationalism and the contributions of Moderates and Extremists.						
2. To provide knowledge on the various phases of freedom movements.						
3. To study the role of Gandhiji and various movements launched by him.						
4. To focus on the cabinet Mission and Mountbatten plan.						
5. To Make the students know the Indian Independence Act.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Examine the rise of Nationalism and Socio – religious movements					K3
2	Assess the role of moderates and extremists during Indian National Movement.					K5
3	Illustrate the causes and results of Non co-operation movement, Civil disobedience movement and Quit India movement.					K2
4	Outline the history of various freedom fighters and their role and hardships faced by them					K1
5	Analyse the various policies of the British to attain freedom.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	Nationalism and Reform Movements				12 hours	
Rise of Nationalism in India: Revolt of 1857 – causes, course & consequences - Queen’s proclamation of 1858 – Government of India Act, 1858, Transfer of Power - Tribal and Peasant Uprising - Socio-religious reform movements of the 19 th century – Impact of Western Education.						
Unit:2	Pre Gandhian Era				12 hours	
Formation of Indian National Congress- Moderates and Extremists – Indian Revolutionaries - Partition of Bengal – Swadeshi movement – Formation of Muslim League - Surat split – Morley - Minto Reforms Act 1909– Home Rule Movement – Montagu - Chelmsford Reforms Act 1919.						
Unit:3	Gandhian Era				12 hours	
Gandhian Era - Rowlatt Act - Jallianwala Bagh tragedy - Non - cooperation Movement - Swarajya party - Simon Commission - Civil disobedience movement - Salt Satyagraha - Round Table Conferences – Government of India Act 1935.						
Unit:4	India Towards Independence				12 hours	
Individual Satyagraha – Cripps Mission - Quit India movement - India towards independence - Two-Nation Theory - Leftist Movements – Communalism - Demand for Partition of India - Subash Chandra Bose and INA.						
Unit:5	Partition and Freedom				12 hours	
Rajaji Formula – Wavell Plan - Simla Conference - Cabinet Mission – Royal Indian Navy Agitation - Mountbatten Plan - Transfer of Power and Partition - Indian Independence Act 1947.						
Unit:6	Contemporary Issues				2 hours	
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						

		Total Lecture hours	62 hours
Book(s) for Study			
1	Grover B.L. & Sethi R.R., <i>Studies in Modern Indian History from 1707 to the present day</i> , S. Chand, New, Delhi, 1963.		
2	Majumdar R.C., <i>History of Freedom movement in India</i> , Government Central Press, Mumbai, 1957.		
3	Sarkar, Sumit, <i>Modern India: 1885-1947</i> , Delhi: Macmillan, 1983.		
4	Bipan, Chandra, <i>Nationalism and Colonialism in Modern India</i> , Delhi: Orient Longman		
5	Bandhopadhyay, Shekhar, <i>From Plassey to Partition: A History of Modern India</i> . Delhi, Orient Blackswan, 2004		
6	Tara Chand, <i>History of Freedom Movement in India</i> , Publications Division Ministry of Information & Broadcasting		
7	Grover B.L. , <i>A Documentary Study of British Policy Towards Indian Nationalism, 1885-1909</i> , National Publications, 1967		
8	Chandra Bipan., <i>A History of Modern India</i> , Orient Blackswan, New Delhi, 2009.		
9	Chandra Bipin, <i>Communalism in Modern India</i> , Har-Anand Publications, Third revised edition, 2008		
Books(s) for Reference			
1	Chandra Bipan., <i>India's Struggle for Independence</i> , Penguin Random House India, New Delhi, 1972.		
2	Dutta K.K., <i>A Survey of Socio-economic Conditions in India, Eighteenth Century</i> , Bookland, Calcutta, 1961.		
3	Sarkar Sumit., <i>Modern India 1885-1947</i> , Macmillan, New Delhi, 1983.		
4	Dutta K.K., <i>Renaissance, Nationalism and social changes in Modern India</i> , Bookland, Calcutta, 1967.		
5	Chandra Bipan., <i>The Rise and Growth of Economic Nationalism in India</i> , Har Anand Publications, 2010.		
6	Sitaramayya, Pattabhi B., <i>The History of Indian National Congress, 1935-1947</i> , Padma Pub., 1947		
7	Mehrotra, S.R., <i>The emergence of the Indian National Congress</i> , Rupa & Co., 2007		
8	John R. McLane, <i>Indian Nationalism and the Early Congress</i> , Princeton University Press, 1977		
9	Judith Margaret Brown, <i>Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928-1934</i> , Cambridge University Press, 1977		
10	Vanaik Achin, <i>The Furies of India Communalism: Religion, Modernity and Secularisation</i> , Vistar Publications, 1997		
11	Moon Penderel, <i>Divide and Quit: An Eye – witness Account of the Partition of India</i> , OUP India Publications, New Edition, 1998.		
12	Roy, Tirthankar, <i>Economic History of India 1857-1947</i> , Oxford; 3rd edition, 2011		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	SWAYAM : https://swayam.gov.in/		
2	NPTEL : https://onlinecourses.nptel.ac.in/		
3	e-PG- Pathshala : https://epgp.inflibnet.ac.in/		
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	L	M
CO2	S	S	S	S	S	L	M
CO3	S	S	S	S	S	L	M
CO4	S	S	S	S	S	L	M
CO5	S	S	S	S	S	L	M

*S-Strong; M-Medium; L-Low

Course code	26HIAC11	KONGU NADU THROUGH THE AGES	L	T	P	C
Core			4	-	-	4
Pre-requisite		Emphasis's the importance of Regional History	Syllabus Version		2026-27	
Course Objectives: The main objectives of this course: 1.To provide comprehensive knowledge about the Sources for the history of Kongunadu and its early History. 2. To study the Sangam history of Kongu region. 3. To focus the political history of the Kongu rulers during the medieval period. 4. To know the Social, economic and cultural life of the natives of Kongu Nadu 5. To introduce to the Kongu Nadu under British Rule and development in post independent period.						
Expected Course Outcomes: On the successful completion of the course, student will be able to:						
1	Identify the archaeological and literary sources for the history of Kongu Nadu and political, social and economic status of the Kongu people during Sangam period.					K1
2	Determine the					K5
3	Summarizes the political history of the Kongu Nadu during the Medieval period					K2
4	Analyze the social, economic and cultural life of the tribes of Kongu					K1
5	Identify the development of Kongu region during pre and post Independent period					K4
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1 Sources and Pre – History 12 hours Geographical features - Sources: Archaeological, Literary - Pre History : Paleolithic - Mesolithic – Neolithic Age – Megalithic age – Roman Trade.						
Unit:2 Early History 12 hours Sangam period: Cheras, Cholas & Pandyas - Political, Social and Economic life – Kongu Nadu under Kalabhras – Jainism in Kongu Nadu.						
Unit:3 Medieval Political History 12 hours Rashtrakutas - Kongu Cholas – Veera Keralas – Early Pandyas – Medieval Pandyas – Hoysala - Society: Political, Social and Economic life - Art and Architecture – Bhakthi Movement: Saivism – Kongu Nadu under Vijayanagar Rule – Nayak rule – Mysore Udaiyars - Hyder Ali – Tipu Sultan.						
Unit:4 Ethnography of Kongu Region 12 hours Tribes of Kongu – Kolli hills – Socio Economic Cultural life – Tribes of the western Ghats – Society, Culture Economic condition– Kongu Society in the 18 th Century – Socio-Economic Transformation – Pattayagara System.						
Unit:5 Kongu Nadu during Pre and Post Independence 12 hours Freedom Movement in Kongu Nadu – Role of Unsung Heros: Periyasamy Thooran, Kovai Kaddhar Ayyamuthu, Avinashilingam Chettiyar, Kovai Subri, S. Ambujammal – Growth of Infrastructure & Industries: Textile and Cottage industry – G.D. Naidu – Farmers’ Movement: Narayanasamy Naidu – Development of Education and Urbanisation.						
Unit:6 Contemporary Issues 2 hours						

Expert lectures, online seminars – webinars		
Online Seminars – webinars- Internal Assessment Seminars.		
	Total Lecture hours	62 hours
Book(s) for Study		
1	Manickam,V, <i>Kongu Nadu (History upto 1400 A.D) (English & Tamil)</i> , Makkal Veliyeedu, Chennai, 2001	
2	Arokiasamy,M, <i>The Kongu Country</i> , University of Madras, 1956.	
3	Venkatasam,M.S., <i>Kongu Nattu Varalaru (Tanil)</i> , New Century Book House, Coimbatore, 2010.	
4	Ramamoorthy,V., <i>The History of Kongu (Pre-Historic period to 1300 AD)</i> , International Society for the Investigation for Ancient Civilization, Madras 1956	
5	Balaji.G, <i>Tribes of the Nilgiris: Arts and Crafts of the Kotas, Kurumbas, Irulas and Paniyas</i> , The C.P. Ramaswami Aiyar Foundation, Chennai, 2007	
6	Kovai Kilar, <i>Kongu Nattu Varalaru</i> (Tamil & English), Coimbatore 1987	
7	Kota Pottery, A Documentation, Keystone Foundation, 2001	
Books(s) for Reference		
1	Vaidyanathan,K.S., <i>Ancient Geography of the Kongu Country</i> , Govt of India, Department of Culture, 1983	
2	Iyyer, Subramania, <i>Historical Sketches about ancient Kongu</i> , Co-Operative Printing Press, Coimbatore, 1967.	
3	Rajan, K. , <i>Archaeology of TamilNadu (Kongu Country)</i> ,Ghaziabad,1994	
4	Rajan ,K. , <i>Megalithic Culture in Kongu</i> , Ghaziabad, 1904	
5	Vaidhyathan, K. S., <i>Ancient Geography of the Kongu Country</i> , Government of India 1983.	
6	Beck, Brinda E.F., <i>Peasant Societies in Kongu: A Study of Right and Left Sub castes in South India</i> , University of Columbia Press, 1972.	
7	Mayilai Seeni Venkatasamy, <i>Kongu Nattu Varalaru</i> (Tamil), Saradha Publications, 2015	
8	K. Appadurai, <i>Kongu Tamizhaga Varalaru (Tamil)</i> , Shree shenbaga pathippagam, 2019	
9	Pulavar Kulandhai, <i>Kongu Nadu(Tamil)</i> , Saradha Publications, 2007	
10	Sathya, M., <i>M.P. Periyasamy Thooran</i> , Department of History and Tourism, Bharathiar University, Coimbatore, 2024	
11	Sneka,R., <i>Kovai Khaddar Ayyamuthu</i> , Department of History and Tourism, Bharathiar University, Coimbatore, 2024	
12	Kumar, R., K. <i>Subramaniam (A) Kovai Subri</i> , Department of History and Tourism, Bharathiar University, Coimbatore, 2024	
13	Karthiphan ,K., <i>S. Ambujammal</i> , Department of History and Tourism, Bharathiar University, Coimbatore, 2024	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	SWAYAM : https://swayam.gov.in/	
2	NPTEL : https://onlinecourses.nptel.ac.in/	
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/	
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	M	S	M	M	M
CO2	S	S	M	S	M	M	M
CO3	S	S	M	S	M	M	M
CO4	M	S	M	S	M	M	M
CO5	S	S	M	S	M	M	M

*S-Strong; M-Medium; L-Low

Course code	26HIAC12	HISTORIOGRAPHY: THEORY AND METHODS	L	T	P	C
Core			4	-	-	4
Pre-requisite		Imparts the value of History and develops the methods of historical writing	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course :						
1. To explain the concepts related to history and its relationship with other disciplines.						
2. To study the forerunners of Historiography						
3. To discuss the role of Enlightenment Historians in Historical writings.						
4. To explain the processes and procedures involved in the conduct of historical research						
5. To focus the significance of historical research and selection of topics						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Define the meaning, and explain the nature and scope of History					K4
2	Trace the genesis of historical writing in Greece, Rome and Arabia					K2
3	Discuss the role of Indian historians					K2
4	Undertake historical research					K1
5	Apply the methodology in research work project or thesis					K1
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		History - The Master	12 hours			
Definition and meaning of History - nature & scope of History – Essence of History - Use & Abuse of History - History and allied disciplines - Branches of History - History as a science and Art						
Unit:2		Ages of Historiography	12 hours			
Greek Historiography: Herodotus- Thucydides- Polybius. Roman Historiography: Livy, Tacitus, Arab Historiography: Ibn Khaldun. Ancient Indian Historiography: Bana – Bilhana - Kalhana - Medieval Indian Historiography: Alberuni - Amir Khusru – Barani - Abul Fazl.						
Unit:3		Enlightenment Historiography and role of Indian historians	12 hours			
Enlightenment Historiography: Voltaire- Edward Gibbon- Ranke – Arnold J. Toynbee - E.H. Carr- Indian historians: R.C. Dutt - Jadunath Sirkar - K.P. Jayaswall - K.A. Nilakanta Sastri - K.K. Pillai-D.D. Kosambi- Romila Thapar – Marxist Interpretation - Subaltern Studies: Ranajit Guha – Annales Paradigm.						
Unit:4		Concepts of Research	12 hours			
Concepts- Objectives- Reasons for research- Types-Historical research-Requisites of the research scholar- Selection of topic: The criteria for selection- Formulation of hypothesis.						
Unit:5		Research Methodology	12 hours			
Collection of Data: Nature and Kinds of Sources- Primary and Secondary- Internal and external Criticism- Objectivity and Subjectivity in writing history- Plagiarism Awareness - Organization of Thesis: Synthesis- Footnotes-Bibliography- Glossary - Appendices- Chart- Tables.						
Unit:6		Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						

		Total Lecture hours	62 hours
Book(s) for Study			
1	Ali, Sheik, <i>History: Its Theory and Method</i> ,. New Delhi, Macmillan, 1980.		
2	Carr, E.H. <i>What is History</i> , Penguin Books Ltd., New Delhi, 2018.		
3	S. Manikam S, <i>On History and Historiography</i> , Padumam Publishers, Madurai		
4	Arthur Marwick, <i>The Nature Of History</i> , Penguin, 1979.		
5	Rajayyan, K, <i>History in Theory and Method: A Study in Historiography</i> , Raj Publications, Madurai, 1982		
6	Sreedharan, E., <i>A Textbook of Historiography: 500 BC to AD 2000</i> , Orient Longman, New Delhi, 2004		
Books(s) for Reference			
1	Barzun, Jacques and Graff, Henry F., <i>The Modern Researcher</i> , San Diego : Harcourt Brace, 1985.		
2	Collingwood, R.G. <i>The Idea of History</i> , Oxford 1977.		
3	Clark,S. "The Annales Historians", in Q.Skinner ed., <i>The Return of Grand Theory in the Human Sciences</i> , Cambridge 1985.		
4	Collingwood, R.G., <i>The Idea of History</i> , Oxford University Press, Delhi, 1994		
5	Jenkins, Keith, <i>Why History? Ethics and Postmodernity</i> , Rouledge, London, 1999		
6	Sen, S.P., <i>Historians and Historiography in Modern India</i> , Institute of Historical Studies, Calcutta, 1973.		
7	Webster, John C.B., <i>Studying History</i> , Primus Books, Delhi, 2019		
8	William Kelleher Storey, <i>Writing History</i> , Oxford University Press, 2004		
9	Guha, Ranajit, <i>Subaltern Studies: Writings on South Asian History and Society</i> , Oxford University Press, 1989		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	SWAYAM : https://swayam.gov.in/		
2	NPTEL : https://onlinecourses.nptel.ac.in/		
3	e-PG- Pathshala : https://epgp.inflibnet.ac.in/		
4	https://edwardseducationblog.files.wordpress.com/2013/07/historical -method.pdf		
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Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	L	L	M
CO2	S	S	S	S	L	L	M
CO3	S	S	S	S	L	L	M
CO4	S	S	S	S	L	L	M
CO5	S	S	S	S	L	L	M
	S	S	S	S	L	L	M

*S-Strong; M-Medium; L-Low

Course code	26HIAE05	PRINCIPLES AND METHODS OF ARCHAEOLOGY	L	T	P	C
Elective :1			4	-	-	4
Pre-requisite		Knowledge in archaeology and excavation is highly needed to explore the unexplored.	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course are :						
1. To know the scope of Archaeology.						
2. To study the history of Archaeology.						
3. To focus the archaeological exploration method						
4. To impart knowledge on the methods of excavation						
5. To understand the site survey and Field methods.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Define the concept and scope of Archaeology.					K1
2	Compare the contribution and finding of eminent archaeologists.					K5
3	Describe the methods and techniques of Excavation					K1
4	Discuss the Epigraphy and Copper plate study					K2
5	Analyze the study of Coins					K4
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1						
Unit:1		Introduction to Archaeology			12 hours	
Archaeology: Definition, Aims and Scope of Archaeology–Methods of Archaeology - Kinds of Archaeology - Archaeology and other disciplines.						
Unit:2						
Unit:2		History of Indian Archaeology			12 hours	
Origin and Development of Indological Studies – Sir William Jones - Asiatic Society-James Princep – Alexander Cunningham – James Burgess- Robert Bruce Foote – John Marshal – Mortimer Wheeler- K.N. Dikshit – N.G. Majumdar - Post Independence Era.						
Unit:3						
Unit:3		Archaeological Exploration and Excavation Methods			12 hours	
Exploration- Types of Sites – Selection of Site- Research design- On site Investigations- Site survey methods-Excavation: Excavation Techniques and Types- Quadrant Method- Digging methods- Principles of Excavation.						
Unit:4						
Unit:4		Data Analysis and Publications			12 hours	
Analysis- Artefacts- Dating system: Radiocarbon dating - Thermo luminescence- Potassium Argon method- Uranium series - Fission track - Obsidian-hydration –Archaeo magnetism – Dendrochronology- Amino acid - Fluorine method - Nitrogen method – - Documentation and publication.						
Unit:5						
Unit:5		Marine Archaeology			12 hours	
Under water Archaeology- Survey and Excavation methods- Geophysical Survey- Physical Survey- Recording excavation- Marine Archaeology in India.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars – Webinars- Internal Assessment Seminars.						
		Total Lecture hours			62 hours	
Book(s) for Study						

1	Raman.K. V., <i>Principles and Methods in Archaeology</i> , Parthajan Publication, Madras, 1991
2	Rajan.K., <i>Archaeology: Principles and Methods</i> ,Manoo Pathippakam, Thanjavur, 2002.
3	Mahadevan, Iravatham, <i>Early Tamil Epigraphy, From the Earliest Times to the Sixth Century C.E.</i> , Revised and Enlarged Edition, Vol.I Central Institute of Classical Tamil, Chennai,2013
4	Chitharaman.Arumuga., <i>Tamil Kasukal</i> , Thanalakshmi patippakam, Thanjavur, 2014
5	Sircar.D.C., <i>Inscription of Asoka</i> , Ministry of Information of and Broadcasting, Government of India, New Delhi,(FE1957),1975
Books(s) for Reference	
1	Barker.P, <i>Understanding Archaeological Excavation</i> , Batsford, London,1986
2	Sourindranath Roy, <i>The Story of Indian Archaeology, 1784-1947</i> , Director General, Archaeological Survey of India, 2011
3	Crawford.O.G.S., <i>Archaeology in the Field</i> , Phoenix, London,1953.
4	Barker.P. <i>Techniques of Archaeological Excavation</i> , Batsford, London,1982
5	Nagaswami.R., <i>Kalvetiyal</i> ,TamilNadu State Department ofArchaeology, Chennai,1972.
6	Rajan,K., <i>Kalvetiyal</i> , Mano Pathippgam, Thanjavur, 2006.
7	Sircar. D.e., <i>Indian Epigraphy</i> , Motilal Banarsidass Publications, New Delhi, 1965.
8	Krishnamurthy.R., <i>Sangam:Numismatics and cultural history</i> , (New Era Publications, California, USA, 2006
9	Colin Renfrew, Paul G. Bahn, <i>Archaeology: Theories, Methods, and Practice</i> , Thames & Hudson, 2004
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- Pathshala : https://epgp.inflibnet.ac.in/
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Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M	S	L	S	S	S	S
CO2	M	S	L	S	S	S	S
CO3	M	S	L	S	S	S	S
CO4	M	S	L	S	S	S	S
CO5	M	S	L	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	26HIAE06	ARCHIVES KEEPING	L	T	P	C
Elective :2			4	-	-	4
Pre-requisite		Provides an awareness on research value of Archival materials	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To acquire knowledge on the organization of records for research in Modern History.						
2. To focus the role of Archives in research.						
3. To enlighten the students on the functioning of the Archives at national, provincial, and regional level.						
4. To study the administration of Archives						
5. To understand the value of archival material and its preservation.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Summarizes the history of Archives and Record management					K2
2	Realize the value of archival materials for research in modern history					K1
3	Appraise the research service provided by the National Archives Delhi, Tamilnadu Archives Chennai, Regional archives–Tanjore and Coimbatore.					K5
4	Analyze the Archives management and the role of Archival officers.					K4
5	Apply the methods of preservation of Archives					K3
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1	Origin and Development of Archives					12 hours
Definition – Scope – Origin and Development of Archives - Manuscripts - Documents – Records importance – History of Archives – Record Management.						
Unit:2	Types of Archives and their role in Research					12 hours
Types of Archives: Role of Archives in Education – Classification of Archives : World Archives : London(UK)- Indian Office Records – National Archives, Delhi – Madras Archives, Chennai – Regional Archives, Perur – Universities – College. Palm Leaf Manuscript Archives: Missions for Manuscript – Oriental Library Chennai – Sarasvathi Mahal Library, Thanjavur – Tamil University, Thanjavur – Gowmaramadalyam, Coimbatore- Private Archives.						
Unit:3	Contribution of Archives					12 hours
Educational activities: Lecture – Seminars – workshops – Use of Archives studies - Research work - Manuscript collections – Publications – Catalogue –Guide.						
Unit:4	Archives Administrative Structure					12 hours
Archives Management: Administration – Commissioner – Director – Coordinating National and International Organizations related to Archives – Research Officer – Technical and Administrative staff – conservation Techniques.						
Unit:5	Conservation and Preservation of Archives					12 hours
Preservation of Archival Materials : Treatment against Fungi and insects – Liquid Ammonia method – Calcium Hydroxide method – Physical forms of Archives – Records, Film, Video Tapes, Sound records						

Machine readable records – Security – Public safety – fire Safety.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Online Seminars – webinars- Internal Assessment Seminars.		
	Total Lecture hours	62 hours
Book(s) for Study		
1	Jayaraj.V, <i>Care of Archival Materials and Manuscripts</i> , Government Museum, Chennai,2007	
2	Agrawal.O.P., <i>Conservation Manuscripts and paintings of South-east, Asia</i> , Butterworeth & Co, Lucknow,1931	
3	Schellenberg, T.R., <i>Modern Archives: Principles and Techniques</i> , University of Chicago,1965	
4	Thyagarajan, R., <i>Archives Keeping</i> , New Delhi.	
5	Dharmaraj, J, <i>Archives Keeping</i> , Tensy publication,Sivakasi,2008	
6	Raj, Sundara, <i>Manual of Archival System and World of Architecture</i> , Siva publicatios, Chennai, 1999.	
Books(s) for Reference		
1	Sridhar.R., <i>Kalai Padaippukalaiyum Nulagap Porutkalaiyum Paramarithal</i> , Government Museum, Chennai, 2007	
2	Hunter, G. <i>Developing and Maintaining Practical Archives</i> . New York : Neal-Schuman , 2003	
3	Ritzenthaler, M.L. <i>Preserving Archives and Manuscripts</i> . Chicago: Society of American Archivists, 1993.	
4	Ghosh, S., <i>Archives in India</i> , Firma K.L. Mudhopadhyay, Calcutta, 1963.	
5	Harinarayana, Nilam, <i>Science of Archives Keeping, State Archives</i> , Government of Andhra Pradesh, 1969.	
6	Hilary, J., <i>A Manual of Archives Administration</i> , Humphries & Co Ltd, London, 1937.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	SWAYAM : https://swayam.gov.in/	
2	NPTEL : https://onlinecourses.nptel.ac.in/	
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/	
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	L	S	L	S	S	M	S
CO2	L	S	L	S	S	M	S
CO3	L	S	L	S	S	M	S
CO4	L	S	L	S	S	M	S
CO5	L	S	L	S	S	M	S

*S-Strong; M-Medium; L-Low

Course code	GS107	HISTORY FOR COMPETITIVE EXAMINATIONS	L	T	P	C
SUPPORTIVE : III			4	-	-	4
Pre-requisite		Promotes the core competency skills and augment citizenship values.	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course are :						
1.To acquire thorough knowledge in the main aspects of Indian history						
2. To understand the pre historic period, Vedic Age and the rise of empires						
3. To learn Muhammedan invasion and Delhi Sultanate.						
4.To know the British administration under Governor Generals						
5.To study India's freedom struggle in Gandhian era and Indian constitution						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Recall the Ancient Indian History and the development of civilizations					K1
2	Discuss the important features of Delhi Sultanate					K2
3	Examine the formation of Mughal dynasty and their contribution to the development of art and architecture.					K3
4	Analyze the British administration and their expansion policies in India					K4
5	Appraise the role of various national leaders and nationalism for the cause of Indian freedom.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1 Ancient History 6 hours						
Sources - Prehistoric Age - Indus Valley Civilization - Vedic Age- Alexander's Invasion- Religions in 6 th century BC – Rise of Magada - Mauryas - Guptas- Harshavardhana – Their Contributions to Art, Architecture and Literature.						
Unit:2 Medieval History 6 hours						
Muhammadan Invasions - Delhi Sultanate -Vijayanagar – Bahmini Kingdom/Deccan Sultanates- Patronage to Art, Architecture, Literature.						
Unit:3 India Under the Mughals 6 hours						
Mughal Rule - Babur - Sher Shah - Akbar - Shahjahan - Aurangzeb - Decline of the Mughals – Marathas – Sikh – Development of Art, Architecture, Literature under Mughals.						
Unit:4 Advent of the Europeans 6 hours						
Advent of the Europeans – Policies: Trade Centres and Wars -Robert Clive -Warren Hastings - Cornwallis - Wellesley - Bentinck - Dalhousie - Sepoy Mutiny – Administrative Reforms from 1773 to 1947.						
Unit:5 Freedom Struggle and History of Post Independent India 6 hours						
Nationalism – Indian National Congress – Swadeshi Movement – Home Rule Movement – Non – Co-operation Movement – Civil Disobedience Movement – Quit India Movement – Indian Constitution: Making, Content and Working – Administrative , Socio-Economic Development in Post Independent						

India.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars - webinars		
Online Seminars - webinars- Internal Assessment Seminars.		
	Total Lecture hours	32 hours
Book(s) for Study		
1	Chandra, Shailesh, <i>Medieval India (1200 – 1800)</i> , Alfa Publicatios, NewDelhi, 2009.	
2	Aggarwal, J.C. , <i>The Ancient, Medieval & Modern Indian History</i> , S.Chand&Co, New Delhi, 2009	
3	Basu,D.D., <i>Introduction to the Constitution of India</i> , Wadhwa Nagpur, New Delhi, 2003.	
4	Lakshmikanth. M, <i>Indian Polity</i> , McGraw Hill Education (India) Private Ltd., 2017.	
Books(s) for Reference		
1	Parashar, Pramod, <i>Trueman’s Indian History</i> , KanishkaPublications,New Delhi,	
2	Chakravarthy, <i>Freedom Fighters of India</i> , Crest Publishing House, Delhi,1999	
3	Sarkar Sumit, <i>Modern India 1885 –1947</i> ,Macmillan, New Delhi,1983	
4	Chandra Bipan et al, <i>India’s Struggle for Independence</i> , New Delhi,1972	
5	Lakshmanan M, <i>Indian Constitution: An Introduction (Tamil)</i> , Madras, 2002)	
6	Maheshwari.S.R., <i>Indian Administration</i> , Orient Blackswan, New Delhi, 2001.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	SWAYAM : https://swayam.gov.in/	
2	NPTEL : https://onlinecourses.nptel.ac.in/	
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/	
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	L	L	M
CO2	S	S	S	S	L	L	M
CO3	S	S	S	S	L	L	M
CO4	S	S	S	S	L	L	M
CO5	S	S	S	S	L	L	M
	S	S	S	S	L	L	M

*S-Strong; M-Medium; L-Low

Course code	26JOCII-1	HISTORICAL STUDIES, TRAVEL AND TOURISM (NAAN MUDHALVAN SCHEME)	L	T	P	C
Job Oriented Course			2	-	-	2
Pre-requisite			Syllabus Version			2026-27
Unit:1					10 Hours	
Definition of the term Tourism – Growing importance of Tourism – Meaning of Tourism – Types of Tourism – Reasons for the growth of Tourism in recent times						
Unit:2					10 Hours	
Incredible India – Land of Pluralism – Flora and Fauna – Climate – Music and Dance – Art and Architecture – World Heritage Sites in India.						
Unit:3					10 Hours	
Growth of Tourism in India – Sargent Committee – ITDC, TTDC – popular Tourist Centers in India.						
Unit:4					10 Hours	
Basic components of Tourism: Local, Weather, Economic attraction, Historical and cultural factors, Tourist Products: Transport, Accessibility, Accommodation and Hospitality.						
Unit:5					05 Hours	
Role of Travel Agency and Tourist Information – Travel Agents – Tour operators – Exchange of currency – immigration formalities: Passport, Visa, Customs Checks and Clearance.						
Textbook						
1	Bhatia, A.K. – Tourism in India					
2	Ram Acharya – Tourism in India					
3	Sethi, P.N. – Successful Tourism Planning and Management					
4	Krishnalal and Gupta – Tourism, Museums and Monuments in India.					
5	Rajasekara Thangamani, M – Suttrulaviyal (Tamil)					

Course code	26HI23-8861	HEALTH AND WELLNESS	L	T	P	C
New Course			-	-	-	1
Pre-requisite		Importance to Students Health and Mental Wellness	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. Critically examine the social, economic, environmental, and behavioral factors influencing health outcomes and wellness across diverse populations.						
2. Assess the effectiveness of various health promotion approaches, interventions and policies in enhancing physical and mental well- being and reducing health inequities.						
3. Explore the complexities of mental health, including stress, anxiety, and resilience, and discuss evidence-based interventions for promoting mental wellness and addressing mental health challenges						
4. Synthesize research findings and policy frameworks to inform health and wellness practices, programs, and policies that promote health equity, improve health outcomes, and enhance overall well-being.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Critically analyze the social, economic, and environmental determinants of health					K4
2	Design and evaluate health promotion programs that address the needs of diverse populations and settings					K5
3	Develop and implement mental health interventions that promote resilience, stress management, and overall well-being					K6
4	Analyze the impact of effective anti-drug strategies to prevent and address substance use disorders.					K1
5	Realize the effectiveness of anti-drug policies and programs.					K2
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1		Introduction to Health & Wellness			06 hours	
Traditional concept: Mental and Social Well-being- Modern Trends & Challenges in Physical and Mental Health- Mental being in daily life.						
Unit:2		Well- Being Wheel			06 hours	
Emotional Wellbeing- Mental Wellness- Intellectual Wellness- Physical Wellness- Environmental Wellness- Financial Wellness- Occupational Wellness- Social Wellness						
Unit:3		Physical Well-being			06 hours	
Defining Physical Wellbeing – Traditional Physical activities- Factors influencing physical wellbeing – Types of fitness activities- Understanding physical limitations and capabilities- Nutrition – Hygiene- Daily physical activities – Breaking of bad habits: Alcohol- Tobacco- Drug						
Unit:4		Mental Well- Being			06 hours	
Meaning and definition of Mental – Wellbeing- Emotions- Stress Management- Positivity and Self acceptance- Rewinding of Mind- Yoga – Asanas- Meditation.						
Unit:5		Social Well- Being			06 hours	
Significance of Social Well- Being – Gratitude and forgiveness- Positive approach towards people- Empathy towards weaker section- Digital Ilteracy- Role of media in social- Wellbeing.						
Unit:6		Activities				
Expert lectures, activities						
Lectures for theory- activities- active participation.						
		Total hours			30 hours	

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1.	United Nations Sustainable Development Goals- Goal 3- good Health & Well- Being: https://www.un.org/sustainabledevelopment/health/
2.	Mindfulness and Meditation: Stanford Health Library offers mindfulness and meditation resources: https://healthlibrary.stanford.edu/books-resources/mindfulness-meditation.html
3.	Breaking Bad Habits: James clear provides a guide on how to build good habits and break bad ones: https://jamesclear.com/habits
4.	6 ways to keep your mind sharp: https://www.lorman.com/blog/post/how-to-keep-your-brain-sharp
5.	What is Social Wellbeing:12+ Activities for Social Wellness: https://positivepsychology.com/social-wellbeing/
6.	How does your Environment Affect your Mental Health? https://www.verywellmind.com/how-your-environment-affects-your-mental-health-5093687
7.	How to say no to others (And why you shouldn't feel guilty) https://www.betterup.com/blog/how-to-say-no

SEMESTER – IV						
Course code	26HIAC13	HISTORY OF CONTEMPORARY INDIA	L	T	P	C
Core		C.E 1947 - C.E 2019	4	-	-	4
Pre-requisite		Motivates the students for critical and analytical study of free India.	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. Impart knowledge on the making of the Indian constitution, economic planning and the linguistic reorganization of Indian states.						
2. Give a picture of how India’s political and economic agenda and basics of foreign policy were evolved and developed since independence.						
3. Focuses on the development of education, science, technology and also the contemporary issues related to religion, caste and politics in India.						
4. To know the role of political leaders in various aspects.						
5. To study the economic development and program of science in contemporary India.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Estimate the role of Sardar Patel in the integration of princely state					K2
2	Compare the administrative measures taken by the Congress and Janata party Government in the beginning years post - independence period					K5
3	Distinguish between the administration of Rajiv Gandhi and Narasimha Rao					K4
4	Identify the changes in contemporary Indian Society.					K1
5	Explain the economic development and progress of science in contemporary India.					K2
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1		Consolidation as a Nation			12 hours	
Framing of the Indian Constitution - Integration of Princely states - Sardar Vallabhai Patel - Princes in electoral politics - - Linguistic Reorganization Of States – Regionalization & regional inequality - the questions of national language						
Unit:2		Congress and Non Congress Governments			12 hours	
Nehru Era - Lal Bahadur Sastri - Indra Gandhi - Jaya Prakash Narayanan - Janata Government- Moraji Desai and Charan Singh - Conflict Zones: Punjab – Kashmir – Jharkhand - Telengana - North East.						
Unit:3		Congress – Coalition Politics			12 hours	
Rajiv Gandhi - National Front government (1989- 91) – Congress led Government -Narasimha Rao - BJP led Government- Atal Bihari Vajpayee – UPA - Manmohan Singh – NDA Government and Demonetization.						
Unit:4		Socio-Economic Developments			12 hours	
Caste & Ethnicity after 1947 - Backward Class & Tribes in post-colonial electoral politics - Dalit movement – Reservation Policy – Women Empowerment Schemes - land reforms – the planning and rural reconstruction.						
Unit:5		Education, Environment, Science & Technology			12 hours	
New Education Policy - Environmental policy in Post-Colonial India – Progress of Science and Technology – Nuclear Policy – Space Research - Computerization – Technological Missions.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars – webinars- Internal Assessment Seminars.						
		Total Lecture hours			62 hours	
Book(s) for Study						
1	Venkatesan.G, <i>History of Contemporary India</i> , V.C. Publications, Madurai, 2012					

2	Chandra, Bipin, <i>India Since Independence</i> , Penguin Books, New Delhi, 2008.
3	Chakrabarty, Bidyut, <i>Indian Politics and Society since Independence: Events, Processes and Ideology</i> , Routledge, 2008.
4	Bates, et al., <i>The Politics of Modern India since Independence</i> , Routledge/Edinburgh South Asian Studies Series, 2011.
5	Chandra Bipin, <i>Indian after Independence</i> , Penguin Books, New Delhi, 2000
6	Chakravarthy,S.R, <i>Contemporary India</i> , Delhi, 2000
7	Satish Despande, <i>Contemporary India: A Sociological View</i> , New Delhi, 2003
Books(s) for Reference	
1	Guha, Ramachandra, <i>India After Gandhi</i> , Delhi, 2011.
2	Mohani, K.T.J, <i>Independence to India and After</i> , New Delhi, 1977
3	Saberwal, Satish, <i>Roots of Crisis: Interpreting Contemporary Indian Society</i> , Sage, New Delhi, 1996.
4	Thakur, Ramesh, <i>The Government and Politics of India</i> , Houndenville: Macmillan, 1995.
5	Acharya, K.R. et al., <i>Perspectives on Indian Government and Politics</i> , Chand & Co., New Delhi, 1993.
6	Chatterjee, Partha, <i>The Nation and its Fragments</i> , Delhi: OUP and Princeton: Princeton University Press, 1994.
7	Prasad, Bimal, <i>Origins of India’s Foreign Policy</i> , Bombay: Orient Longman, 1966
8	Kapila, Uma, <i>Indian Economy: Performance and Policies</i> , New Delhi: Academic Foundation, 2009 (Revised edition).
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- Pathshala : https://epgp.inflibnet.ac.in/
Course Designed By : Dr R.UDAIACHANDRAN E-Mail: udaiachandran@buc.edu.in	

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	M	S
CO2	S	S	S	S	S	M	S
CO3	S	S	S	S	S	M	S
CO4	S	S	S	S	S	M	S
CO5	S	S	S	S	S	M	S

*S-Strong; M-Medium; L-Low

Course code	26HIAC14	HISTORY OF CHINA C.E 1800 - C.E 2000	L	T	P	C
Core			4	-	-	4
Pre-requisite		Historical knowledge at global level is the need of the time especially the role of China in World affairs	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course are :						
1. To Study the advent of Europeans and western impact on China.						
2. To understand the Political, Social and Economic conditions and various movements in China.						
3. To learn the Intellectual and Cultural Progress of China.						
4. To know the Role of China in world war and Reorganization of Communism and its Foreign Policy.						
5. To throw light on People’s Republic of China and its foreign policy.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Analyze the advent of westerners and various movements against it.					K4
2	Compare several conferences and demands of China.					K5
3	Discuss the economic, religious and social structures of China.					K2
4	Describe about the growth of communism and Mao – Tse – Tung.					K1
5	Explain about the Republic of China.					K3
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1		Manchu Rule in China	12 hours			
Opening of China to the West – Opium Wars – First Sino – Japanese War – Taiping Rebellion – China under the Manchus – Boxer Movement – Manchu Reforms.						
Unit:2		Revolution and War	12 hours			
Revolution of 1911: Causes, Course and Consequences – Fall of Monarchy – Dr. Sun Yat Sen – Yuan Shi Kai’s Presidency – First World War and China – Twenty one Demands – The Paris Peace Conference and China.						
Unit:3		Policies and Progress of China	12 hours			
May Fourth Movement – War Lords – Washington Conference – The Kuomintang – Economic, Social, Intellectual and Cultural Progress of China upto 1931 – The Nationalist Government – Domestic Policies from 1929 – 33- Chiang- Kai Shek.						
Unit:4		Growth of Communism	12 hours			
Second Sino – Japanese War – China and World War II – Growth of Communism – Civil War – Rise of Mao – Tse-Tung – People’s Republic of Taiwan.						
Unit:5		Republic of China and its Foreign Policy	12 hours			
The establishment of people’s Republic of China – Political, Social and Economic and Cultural Revolution – Deng Ziao Peng – Reorganization of Communism – 1982 Constitution – Foreign Policy upto 2000 C.E.						
Unit:6		Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars						
Online Seminars – webinars- Internal Assessment Seminars.						
	Total Lecture hours			62 hours		

Book(s) for study	
1	Shiv Kumar., <i>History of Modern China(1839-1980)</i> , S.Chand & company ltd., New Delhi.1976.
2	Gupta.R.S., <i>History of Modern China</i> , Sterling Publishers, New Delhi,1974.
3	Vinacke, H. M., <i>A History of the Far East in Modern Times</i> , Ruskin House, London.
4	Clyde and Beers., <i>The Far East</i> , Prentice Hall of India Pvt Ltd, New Delhi,1977.
5	Chatterji.B.R., <i>Moden China</i> , Meenakshi Prakashan, Meerut,1974.
Books(s) for Reference	
1	Rajaram.V., <i>History of China , Japan and South East Asia</i> (In Tamil), Tamilnadu Text Book Society, Chennai.
2	Hsu.C.Y., <i>The Rise of Modern China</i> , Oxford University Press, Hong Kong,1983.
3	Meisner, Maurice., <i>Mao 's China and After: A History of the People 's Republic</i> .3rdedn., The Free Press, New York, 1999.
4	Wright, M. C., <i>China in Revolution: The First Phase 1900-1913</i> , Yale University Press, 1968
5	Spence, J. D. , <i>The Search for Modern China</i> , New York, London: W.W. Norton & Co, 1999, 1990.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
Course Designed By: Dr. A. PERUMAL E-Mail:ishaperumal@gmail.com	

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	L	L	M
CO2	S	S	S	S	L	L	M
CO3	S	S	S	S	L	L	M
CO4	S	S	S	S	L	L	M
CO5	S	S	S	S	L	L	M

*S-Strong; M-Medium; L-Low

Course code	26HIAC15	INTERNATIONAL RELATIONS SINCE C.E 1945	L	T	P	C
Core			4	-	-	4
Pre-requisite		Updates the knowledge of the students on world affairs	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To make the students understand the theories and concepts of international politics.						
2. To highlight the foreign policies of the world economic order.						
3. To focus the world impact of globalization.						
4. To impart knowledge on India's relations with the super powers.						
5. To enlighten the student on the aims and functions of the international organizations.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Define the theories of international relations.				K1	
2	Explain the concepts of international politics.				K2	
3	Compare the foreign policy of the major powers				K5	
4	Examine the impact of globalization.				K3	
5	Analyze the global issues and the role of U.N and the specialized agencies in maintain world peace.				K4	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1 Introduction to International Relations 12 hours						
Definition, Meaning and scope - Theories of International Relations: The Realist Theory, System Theory, Decision Making Theory - Game Theory – International Relations & International Politics – Diplomacy: Types of Diplomacy						
Unit:2 Concepts in International Relations 12 hours						
Formation of Nation States: National Power - National interest –World Order: Balance of power, Polarisation (Unipolar, Bipolar) - Collective Security: NATO - CENTO - Warsaw Pact – SEATO - ANZUS – Terrorism						
Unit:3 Various Policies and Programmes 12 hours						
Cold War: Origin, Phases and End of the War - India's foreign policy and relations: Non - Alignment – India and UNO – India and Common Wealth - India's relation with Super Powers - Oil Diplomacy - Palestine-Israel conflicts – Arms Control and Disarmament: The Nuclear Non - Proliferation Treaty (NPT) - Comprehensive Test Ban Treaty [CTBT] - India's Nuclear Policy.						
Unit:4 Economic Order and Globalization 12 hours						
New International Economic Order: European Union - GATT, IMF and World Bank/WTO and its implications. The North-South 'Dialogue- LPG and its impact						
Unit:5 International Organizations 12 hours						
Origin and Development of International Organizations: The United Nations: Aims, Objectives, Principal organs, Achievements and its Specialized Agencies – Multilateral and Regional Organizations: OAS - OAU - Arab League - ASEAN - IBSA – BRICS - G8- G20- SAARC – SCO- QUAD - AUKUS.						
Unit:6 Contemporary Issues 2 hours						
Expert lectures, online seminars – webinars						

Online Seminars - webinars- Internal Assessment Seminars.		
Total Lecture hours		62 hours
Book(s) for Study		
1	Carr, E.H, <i>International Relations between Two World Wars (1919 - 1939)</i> , Palgrave Macmillan, London, 1952.	
2	Dutt.V.P., <i>India's Foreign Policy</i> , Vani Educational Books, New Delhi,1984	
3	Sharma, U., <i>International Relations 1914 to present day</i> , Lakshmi Narain Agarwal, Agra, 2013.	
4	Varma & Siddique, <i>Essentials of International Relations</i> ,Careers Digest Publications, New Delhi.	
5	Reynolds, P.A., <i>Introduction to International Relations</i> , Longmans, London, 1971.	
6	Palmer & Perkins., <i>International Relations</i> , AITBS Publishers, Delhi, 2021.	
7	Dunbabin J.P.D, <i>International Relation Since 1945</i> , Longman, London, 1994.	
Books(s) for Reference		
1	Feller et al., <i>The Theory and Practice of International Relations</i> , Printice -Hall of India, New Delhi, 1977.	
2	Murthy, B.S., <i>International Relations and Organisation</i> , Eastern Book Company, Lucknow, 2008.	
3	Calvecoressi,P., <i>World Politics Since 1945</i> , Longman, New Delhi, 2008.	
4	Sprout et al., <i>Foundations of International Politics</i> , Affiliated East West Press Pvt. Ltd, New Delhi, 1964.	
5	Schuman, <i>International politics</i> , McGraw Hill, New York, 1958.	
6	Hass et al., <i>The Dynamics of International Relations</i> , McGraw-Hill Book Co., New York, 1956.	
7	Sachdeva & Gupta, <i>A Simple Study of International Relations</i> , Ajanta Prakashan, Delhi.	
8	UNESCO, <i>International Culture</i> , 1970.	
9	Kaplan, Morton A., <i>System and Process in International Politics</i> , John Wiley and Sons, London, 1967.	
10	McClelland, Charles A., <i>Theory and the International System</i> , Macmillan, New York, 1966.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	SWAYAM : https://swayam.gov.in/	
2	NPTEL : https://onlinecourses.nptel.ac.in/	
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/	
Course Designed By : Dr. T. ILANGO VAN		E-Mail: ilangovan3949@gmail.com

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	M	L	M
CO2	S	S	S	S	M	L	M
CO3	S	S	S	S	M	L	M
CO4	S	S	S	S	M	L	M
CO5	S	S	S	S	M	L	M

*S-Strong; M-Medium; L-Low

Course code	26HIAC16	INDIAN POLITY AND GOVERNANCE	L	T	P	C
Core			4	-	-	4
Pre-requisite	Same point given for the paper Indian Constitution		Syllabus Version	2026-27		
Course Objectives:						
The main objectives of this course:						
1. To impart basic knowledge of Indian constitution.						
2. To make the students aware of the Principal organs of the union Government.						
3. To introduce the idea of various statutory commissions.						
4. To make the students aware of Centre –State and interstate relation.						
5. To learn the political parties at national and regional level.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Recall the Historical background of Making of the Indian Constitution.				K1	
2	Illustrate the Principal Organs of the Union Government.				K4	
3	Examine the functions and powers of Statutory Institutions and various Commissions.				K3	
4	Interpret the centre state Relation and disputes				K2	
5	Assess the role of national and regional parties in Indian politics.				K5	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
Unit:1		Making of the Indian Constitution			12 hours	
The Constituent Assembly and its role in the making of the Indian Constitution- Salient features of the Indian Constitution- The Preamble-Fundamental rights- Fundamental duties- Directive Principles of State Policy						
Unit:2						
Unit:2		Principal Organs of the Union Government			12 hours	
Executive: President: position- Qualification - powers. Vice President- Prime Minister and Council of Ministers -legislature: Union Parliament: Lok Sabha and Rajya Sabha- Amendment Procedure. Judiciary: Supreme Court-powers.						
Unit:3						
Unit:3		Government of the State			12 hours	
Governor: position and powers. Chief Minister- Council of Ministers-State legislature-High Court: organisation and powers-Local Municipal administration- Village Panchayat- lok Adalat- Family Courts.						
Unit:4						
Unit:4		Federalism			12 hours	
Elements of federation - Center State relations- Co-operative Federalism - Interstate disputes- Role of party System in Democracy-National and regional parties- Patterns of Coalition Politics-Election System.						
Unit:5						
Unit:5		Center State Commissions			12 hours	
Statutory Institution Commissions: Comptroller and Auditor General-Election Commission- National Commissions for: Finance-Scheduled Castes and Tribes- Women- Human Rights- Minorities- Backward Classes Commission – Good Governance - Anti Corruption bodies: Lok Pal – Lok Ayukta						
Unit:6						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
		Total Lecture hours			62 hours	
Book(s) for Study						

1	Arora. N.D., <i>Political Science for Civil Services Mains Examination</i> , Tata McGraw Hill, New Delhi, 2016.
2	Basu, D.D., <i>Introduction to the Indian Constitution</i> , Lexis Nexis, Haryana, 2015.
3	Lakshmikanth, M, <i>Indian Polity</i> , McGraw Hill, New Delhi, 2017
4	Karthikeyan, M., <i>Governance in India: Basic and Beyond</i> , Pearson Education, 2019.
5	P.V. Rajamannar, Report of the Centre-state Relations Inquiry Committee, Government of Tamil Nadu, 1971
Books(s) for Reference	
1	Mehta V.R., <i>Foundations of Indian Political Thought: An Interpretation – From Manu to the Present Day</i> , Manohar Publishers and Distributors, 1992.
2	Heywood Andrew., <i>Political Theory: An Introduction</i> , Palgrave Macmillan series, 2015.
3	Fadia B.L., <i>Indian Government and Politics</i> , Sahitya Bhawan, 2017.
4	Kothari Rajni., <i>Politics in India</i> , Orient Blackswan, 2012.
5	Laxmikanth, M., <i>Governance in India</i> , McGraw Hill, New Delhi, 2014.
6	Kothari Rajni., <i>Caste in Indian Politics</i> , Orient Blackswan, New Delhi, 2010.
7	Shivhare, Nitin, <i>Indian Polity and Governance</i> , S Chand Publishing, New Delhi, 2016
8	73 rd Constitutional Amendment Act,1992 and 74 th Constitutional Amendment Act,1993
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
Course Designed By : Dr. T. ILANGO VAN E-Mail: ilangovan3949@gmail.com	

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	M	S
CO2	S	S	S	S	S	M	S
CO3	S	S	S	S	S	M	S
CO4	S	S	S	S	S	M	S
CO5	S	S	S	S	S	M	S

*S-Strong; M-Medium; L-Low

Course code	26JOCII-2	INDIAN ICONOGRAPHY (BRONZE MAKING)		L	T	P	C
Job Oriented Course				2	-	-	2
Pre-requisite				Syllabus Version		2026-27	
Course Objectives:							
1. To acquire knowledge on the Indian Iconography. 2. To enlighten the students on the significance of Iconography. 3. To impart knowledge on Iconography and Iconometry. 4. To learn about north Indian sculptures. 5. To understand the unique features of South Indian sculptures							
Expected course outcome:							
1. Define the concepts of Iconography. 2. Analyze the method of preparation of images. 3. Identify the various ingredients for making idols. 4. Discuss the origin and evolution of South Indian sculptures							
Unit:1	Introduction to Indian sculptures					10 Hours	
Iconography – Definition and Scope – Origin and Development of sculpture in India- Image worship in India – Basic elements of Indian sculptural art – Raw materials and techniques – Sculpture as a mode of religious communications – Socio-Cultural significance of Indian sculptures							
Unit:2	Puranic and Mythological Background of Indian sculpture					10 Hours	
Hindu Mythology – Vedic Gods – Hindu Triad – Goddesses – Buddhist Mythology – Preaching and Death – Jain Mythology							
Unit:3	Iconography and Iconometry					10 Hours	
Silpa Sastrs – Iconographic Terminology – Hastas and Asanas – Symbolism of Sculptures – Iconometry principles – Uttama Pasatalam ,Uttama Nava talam and Uttama Ashtatalam – Aesthetic Principle – Iconography of Siva – Different forms – Iconography of Vishnu – Brahma – Forms of Goddesses and Minor deities - Buddhist Iconogaphy Buddha and Bodhisatva – Jaina Iconography – Tirtankaras ,Yakshas and Yakshinis.							
Unit:4	North Indian Sculptures					10 Hours	
Indus Valley Sculptures – Mauryan sculptures – Sunga Stonecarvings – Kushana Sculptures – Gandhara and Madhura schools of Art – Gupta Sculptures – Sculptures of Palas and Senas – Chandella Sculptures..							
Unit:5	South Indian Sculptures					05 Hours	
Pre and Proto historic Terracotta and Metal figurines – Sculptures of Satavahanas and Ikshavakus – Chalukyan sculptures – Sculptures of Pallavas and Rashtrakutas – Chola and Pandya sculptures – Hoysala Sculptures – Vijayanagar and Nayak Sculptures- South Indian Bronzes.							
Textbook							
1	Agrawala, S.Vasudeva, The Heritage of Indian Art, Government of India, Delhi, 1984.						
2	Ekambaranathan, A.,Thamizhagach Cirppa Oviyak Kalaigal (Tamil), Tinnavelly, 1984.						
3	Harle, J.C.,The Art and Architecture of the Indian Sub Continent., London, 1990.						
4	Huntington, l., susan, The Art of Ancient India. New York, 1993.						
5	Banerjee, J.N., The Development of Hindu Iconography, Munshiram Manoharlal, New Delhi,						
6	1974.						
7	Ganguly.O.C., South Indian Bronzes, Indian Society of Oriental Art. Calcutta, 1915.						
8	Saraswathi. S.K., A Survey of Indian Sculpture, Firma K.L.Mukhopadhyay, Calcutta, 1975.						
9	Jouveau Dubreuil, G., <i>Iconography of Southern India</i> (Translated by A.C. Martin), Paris, 1937						

Reference Books	
1	Commaraswamy, A.K., History of Indian and Indonesian Art, York, 1972.
2	Ganapathi Sthapathi, V.,Sirpach Chennool (Tamil), Pub. Madras, 1978.
3	Gupta, R.S., Iconography of the Hindus, Buddhists and Jain, Pub. Bombay, 1980.
4	Havell, E.B., Indian Sculpture and Paintings, Delhi, 1980.
5	Stutley Margret, The Illustrated Dictionary of Hindu Iconography, London, 1985.
6	Gopinatha Rao, T.A., Elements of Hindu Iconography, Motilal Bannassidass. Pubs., New Delhi 1985.
7	Krishna Sastri, H., <i>South Indian God and Goddesses</i> , Madras Government Publication, Madras, 1916.
8	Nagaswamy, R., Kalai Selvangal (Tamil), Chennai Government, 1961

BOS – Chairman

M. A. HISTORY

Syllabus

Program Code: HISA

2026 – 2027 ONWARDS



BHARATHIAR UNIVERSITY
DEPARTMENT OF HISTORY AND TOURISM
(A State University, Accredited with “A++” Grade by NAAC and
26th Rank among Indian Universities by MoE-NIRF)
Coimbatore 641 046, INDIA

	S. No.	The Board of Studies of History (UD) meeting for the year 2026-27 was held on 08-05-2026 in the Department Conference Hall at 10:30 am and the Chairman, Dr. R. Udaiachandran, moved the following proposals. The Board of Studies of History is resolved to approve the modified syllabus with effects from the academic year 2026-2027 onwards.
	a.	It is resolved to continue the existing evaluation pattern of marks CIA: 25 and ESA: 75 .
	Semester I	
	b.	It is resolved to make changes, History of Ancient India up to 6th century B.C.E - It was resolved to redistribute the topics within the syllabus to ensure better organization and continuity of the course content. History of Modern Europe C.E. 1789–C.E. 1945 - It was resolved to revise the course title from “<i>Modern Europe C.E. 1789–C.E. 1945</i>” to “<i>History of Modern Europe C.E. 1789–C.E. 1945</i>” for uniformity in nomenclature across the programme.
	Semester II	
	c.	History of Tamil Nadu from C.E. 1336 to C.E. 2017 The title “<i>History of Tamil Nadu from C.E. 1565 to C.E. 2017</i>” has been revised to “<i>History of Tamil Nadu from C.E. 1336 to C.E. 2017</i>”.
	Semester III	
	d.	History of Modern India up to C.E. 1857 - The title “<i>India under Colonialism up to C.E. 1857</i>” has been revised to “<i>History of Modern India up to C.E. 1857</i>.” Principles and Methods of Archaeology: - A new unit, “Data Analysis and Publication,” has been introduced as Unit IV. - The existing Unit V, “Museology,” has been replaced with “Marine Archaeology” to ensure continuity and a more coherent progression in the study of archaeology.
	e.	It is resolved that, modifications to the syllabus have been discussed and considered based on the suggestions presented by the Student representative and on behalf of the outgoing students, feedback has been received and corrections have been made accordingly.
	f.	It is resolved to have online courses from SWAYAM or BU MOOCs with 2-credit, under Choice Based Credit System (CBCS) in the Department of History and Tourism of the University from the academic year 2026- 2027 onwards.
	g.	It is resolved to modify the Text books and Reference books under Choice Based Credit System (CBCS) in the Department of History and Tourism of the University from the academic year 2026- 2027 onwards.
	h.	It is resolved to approve the qualification for appointments of faculty selection as per UGC norms.
	i.	It is resolved to approve the panel of experts for question paper setting and panel of experts for selection committee of the faculty members.
	j.	It is resolved to maintain the existing university norms for the eligibility conditions of admissions to the course M.A History.
		The Board Chairperson’s recommendations were carried forward

BOS Chairman

BHARATHIAR UNIVERSITY: COIMBATORE 641046
DEPARTMENT OF HISORY AND TOURISM

MISSION

1. To preserve our tradition and culture.
2. To impart knowledge of the past and reinterpret the present.
3. To acquire a strong theoretical base to understand various issues at local, regional, and global levels and play a legitimate role.
4. To inculcate consciousness of national needs and commitment towards selfless service.
5. To equip them to become competent and responsible leaders.
6. To pursue research.
7. To equip for employability.

The **M. A. HISTORY** program describes accomplishments that graduates are expected to attain within five to seven years after graduation

Program Educational Objectives (PEOs)	
PEO1	To qualify the students with significance of history by developing an awareness of different political, social, cultural and economic structures in the past societies and their inter-relationship.
PEO2	To impart the real value and efficiency of history by fostering a sense of responsibility towards nation building.
PEO3	To enlighten the students on the formation of kingdoms and their contributions, sacrifices of Indian freedom fighters. Inculcating love for the nation.
PEO4	To motivate the students to explore the unexplored history there by developing research skill.
PEO5	To mould them into good citizens, virtuous and competent leaders.
PEO6	To promote consciousness of national needs and commitment towards service.
PEO7	To train the students to attend all competitive examinations with positive approach.

Program Specific Outcomes (PSOs)	
After the successful completion of M.A History program, the students are expected to	
PSO1	Work without direct supervision, to discuss ideas in groups and to negotiate question and to summarize.
PSO2	Undertake research.
PSO3	Take up the teaching profession.
PSO4	Play a leading role in solving social issues.
PSO5	Appear for competitive examination.

Program Outcomes (POs)	
The successful completion of the M.A History program will	
PO1	Impart knowledge of political and social setup at the national and global level.
PO2	Demonstrate the knowledge of the concepts in political and social history.
PO3	Provide knowledge of cultural History.
PO4	Create a sense of responsibility for nation building.
PO5	Facilitate excellence in teaching.
PO6	Enable them to undertake research.
PO7	Equip to appear for all competitive examinations.
PO8	Provide the capability of being employed in government offices.
PO9	Develop the spirit of co-operation and team work.
PO10	Create leadership qualities.



பாரதியார்பல்கலைக்கழகம்
BHARATHIAR UNIVERSITY
 COIMBATORE – 641 046, TAMILNADU, INDIA

SUTHANTHIRA THIRUNAL AMUDHA PERUVIZHA
TAMIL NADU



State University

Re-Accredited with “A++” Grade by NAAC

Ranked 26th among Indian Universities by MoE-NIRF

Panel of Question Paper Setters

Board of Studies in **HISTORY**

S. No.	Name & Address	Mobile & E-mail ID
1	Dr. S.S.SUNDARAM Professor and Head, Department of Indian History, University of Madras, Chennai- 600005	Mobile: 95660 80351 Email: ssshistory@gamil.com
2	Dr. T. ASOKAN Assistant Professor Department of History Bharathidasan University Palkalaiperur Main Campus Tiruchirappalli-620 024	Mobile: 97877 94348 E-mail: asokan.bard@gmail.com
3	Dr. S. RAVICHANDRAN Assistant Professor Department of History Periyar University Salem	Mobile: 96 00 08 62 60 Email : sravichandran@gmail.com sravibard@gmail.com
4	Dr. T. KOUSALYA KUMARI Assistant Professor & Head, Department of History Ethiraj College for Women Chennai-08	Mobile: 9841660133 Email : kausalyakumari_t@ethirajcollege.edu.in
5	Dr. P. GANESAN Professor Department of Ancient History School of Historical Studies Madurai Kamaraj University Madurai - 625021	Email : yamugan@gmail.com Mobile: 9384115625, 9489773918
6	Dr. K. VENGATESAN Assistant Professor, PG& Research Department of History, Pachaiyappa's College, Aminjikkarai Chennai-600030	Mobile: 9941426051 Email : ksvengatesan@gmail.com
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8	Dr. GUGHAN BABU AZHAGESHAN Assistant Professor Department of History Madras Christian College Chennai – 600 059.	Mobile: 88 38 16 21 20 Email: gughanbabu@mcc.edu.in
9	Dr. M.C. RAJA Professor, Department of History, Annamalai University, Annamalai Nagar - 608 002. Tamil Nadu.	Phone: 94 43 41 27 46 Email: dr raja25@gmail.com

10.	Dr. K. ASHOK Associate Professor Department of History Madras Christian College, Chennai -59	Mobile: 98404 94609 Email: ashok@mcc.edu.in
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BOS - Chairman



பாரதியார் பல்கலைக்கழகம்

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Panel of Subject Expert for appointment of Faculty Members

Board of Studies in History

S. No.	NAME	Mobile & Phone Nos.
1	Dr. P. SIVADASAN Professor Department of History University of Calicut Calicut University (PO) Malappuram (Dist) Kerala - 673635	Phone: 94471 01158 Email: sivadasan@live.in
2	Dr. SHEELA Professor & Head Dean of Arts Department of Sculpture Tamil University, Thanjavur -10	Phone: 97502 51588 Email: sheelaudaiachandran@gmail.com
3	Dr. M.C. RAJA Professor, Department of History, Annamalai University, Annamalai Nagar - 608 002. Tamil Nadu.	Phone: 94434 12746 Email: dr raja25@gmail.com
4.	Dr. A. MAHALINGAM Professor Department of Medieval History Madurai Kamaraj University Palkalai Nagar Madurai-625021	Phone: 94869 58146 Email: drmahalingam.2009@gmail.com
5	Dr. S.S.SUNDARAM Professor and Head, Department of Indian History, University of Madras, Chennai- 600005	Mobile: 95660 80351 Email: ssshistory@gamil.com
6	Dr. P. GANESAN Professor Department of Ancient History School of Historical Studies Madurai Kamaraj University Madurai - 625021	Mobile: 9384115625, 9489773918 Email : yamugan@gmail.com
7	Dr. K. MAVALI RAJAN Associate Professor Department of History Central University of Tamil Nadu Thiruvavur - 610005	Mobile: 9474766329 8944833817 Email : mavalirajan@gmail.com mavalirajan@cutn.ac.in

BHARATHIAR UNIVERSITY: COIMBATORE 641 046
M.A HISTORY Curriculum (University Department)
(For the students admitted during the academic year 2026- 27 onwards)

Scheme of Examination- CBCS pattern

Course Code	Title of the Course	Credits	Hours	Maximum Marks		
			Theory	CIA	ESE	Total
FIRST SEMESTER						
26HIAC01	History of Ancient India up to 6 th century B.C.E	4	4	25	75	100
26HIAC02	History of Ancient India B.C.E 600 - C.E 647	4	4	25	75	100
26HIAC03	History of Tamil Nadu up to C.E 1336	4	4	25	75	100
26HIAC04	History of Modern Europe C.E. 1789–C.E. 1945	4	4	25	75	100
26HIAE01	Elective: 1 Cultural and Heritage Tourism in India	4	4	25	75	100
26HIAE02	Elective : 2 Indian Art and Architecture					
GS111	Supportive : I History and Civil Service Examinations	2	2	12	38	50
26VACGFS-1	Value Added: I - Global Business Foundation Skills	2	-	-	-	50
Total		22	-	137	413	550
SECOND SEMESTER						
26HIAC05	History of India from C.E 1206 to C.E 1526	4	4	25	75	100
26HIAC06	History of India under the Mughal rule, C.E 1526 – C.E 1707	4	4	25	75	100
26HIAC07	History of Tamil Nadu from C.E. 1336 to C.E. 2017	4	4	25	75	100
26HIAC08	History of USA, C.E 1900 - C.E 2017	4	4	25	75	100
26HIAE03	Elective: 1. The Panchayat Raj System	4	4	25	75	100
26HIAE04	Elective : 2. Artificial Intelligence in Historical Research					
S151	Supportive - II Understanding the Indian Constitution	2	2	12	38	50
26VACTE-2	Value Added: II - Tamil Epigraphy	2	-	-	-	50
Total		22	-	137	413	550
THIRD SEMESTER						
26HIAC09	History of Modern India up to C.E. 1857	4	4	25	75	100
26HIAC10	Indian National Movement C.E 1857 - C.E 1947	4	4	25	75	100
26HIAC11	Kongu Nadu through the ages	4	4	25	75	100
26HIAC12	Historiography : Theory and Methods	4	4	25	75	100
26HIAE05	Elective: 1. Principles and Methods of Archaeology	4	4	25	75	100
26HIAE06	Elective: 2. Archives Keeping					
GS107	Supportive - III History for Competitive Examinations	2	2	12	38	50
26JOCTT-1	Job Oriented: I - Historical Studies, Travel and Tourism (Naan Mudhalvan Scheme – Govt. of Tamil Nadu) NPTEL/ IIT Kharagpur	2	-	-	-	50
26HI23-8861	New Course: Health & Wellness	1	-	-	-	100
Total		22	-	137	413	550
FOURTH SEMESTER						
26HIAC13	History of Contemporary India C.E 1947- C.E 2019	4	4	25	75	100
26HIAC14	History of China C.E.1800-C.E.2000	4	4	25	75	100
26HIAC15	International Relations Since C.E 1945	4	4	25	75	100
26HIAC16	Indian Polity and Governance	4	4	25	75	100
	Project work & Viva-Voce / Guide evaluation	8	-	50	100+50 = 150 (Project work& Viva)	200
26JOCIT-2	Job Oriented: II - Indian Iconography (Bronze Making)	2	-	-	-	50
	Online Courses: Swayam (MOOC-Online)	2	-	-	-	50
Total		24	-	150	450	600
Grand Total		90	-	-	-	2250

SEMESTER-I						
Course code	26HIAC01	HISTORY OF ANCIENT INDIA UP TO 6 th CENTURY B.C.E	L	T	P	C
Core			4	-	-	4
Pre-requisite		Provides the background to understand the History of India of the successive years	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course is: 1.To acquire knowledge on various sources of Ancient History 2. To learn about pre-historic culture. 3. To understand the unique features of Harappan and Post - Harappan civilization. 4. To focus on Megalithic culture and settlements in South India. 5. To study the significance of Vedic age and its Political, Social and Economic conditions.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	List all kinds of sources for the history of Ancient India and their nature					K1
2	Describe the evolution of humans and their progress in different stages of stone age.					K1
3	Interpret the origin and development of Indus Civilization and its urban culture.					K2
4	Identify the social changes and development of Iron Age and Megalithic culture.					K4
5	Explain the Vedic age and its contribution to Indian History					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
Sources					12 hours	
Sources: Archaeological sources - Epigraphy, Numismatics, Monuments. Literary sources: Indigenous: Scientific literature, Literature in regional languages, Religious and Secular literature, Foreign accounts: Greek, Chinese and Arab writers.						
Unit:2						
Pre - History & Proto - History					12 hours	
Pre - History & Proto - History: Geographical and Environmental studies- Ethnography and Anthropological Studies- Paleolithic & Mesolithic- Hunting and gathering - Neolithic culture- Beginning of Agriculture						
Unit:3						
Indus Valley – Post Harappan Civilization					12 hours	
Indus Valley Civilization: Origin – Age and Area – important sites - Characteristics - Town planning - Nature of state: Economy- Trade - Dockyard - Significance of Art and Architecture – Decline and dispersal- Distribution of pastoral and farming culture outside the Indus, Post-Harappan Chalcolithic Cultures: OCP Culture; PGW Culture.						
Unit:4						
Megalithic culture in South India					12 hours	
Megalithic culture of South India and Iron Age: Development of community life - Settlements - Development of Agriculture – Crafts - Pottery and Iron industry - Society and Economy in Iron Age of South India.						
Unit:5						
Vedic Culture					12 hours	
Expansion of Aryans in India - Vedic period - Religious & philosophical literature - Transformation from Rig Vedic period to Later Vedic period - Political - Social - Economic life - Significance of Vedic age - Evolution of Monarchy and Varna System.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						

		Total Lecture hours	62 hours
Book(s) for Study			
1	Basham, A.L., <i>A Cultural History of India</i> , Oxford University Press, Delhi, 1997.		
2	Basham, A.L., <i>The wonder that was India, Vol. I</i> , Pan Macmillan Limited, 2004.		
3	Chakravathy, Ranabir, <i>Exploring Early India up to c. A.D. 1800</i> , Primus Books, Delhi, 2016.		
4	Kosambi, D.D., <i>The culture and civilization of Ancient India: In Historical outline</i> , Vikas, New Delhi, 1971.		
5	Majumdar, R.C., <i>History and culture of Indian people</i> , Bharatiya Vidya Bhavan, Bombay, 1960		
6	Singh, Upinder, <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i> , Pearson, 2009.		
7	Luniya, B.N., <i>Evolution of Indian Culture</i> , Lakshmi Narain Agarwal Educational Publishers, Agra, 2005.		
Books(s) for Reference			
1	Bhattacharya, D.K., <i>Prehistoric Archaeology</i> , Hindustan Publishing Corporation, Delhi, 1972.		
2	Chakrabarti, Dilip K., <i>The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India</i> , Stone Age to 13 th Century, Oxford University Press, Delhi, 2006.		
3	Kosambi, D.D., <i>An Introduction to the Study of Indian History</i> , Sage Publications, Delhi, 2016.		
4	Misra, V.D., and J.N. Pal, <i>Mesolithic India</i> , Allahabad University, Allahabad, 2002.		
5	Neumayar, Erwin, <i>Prehistoric Indian Rock Paintings</i> , Oxford University Press, Delhi, 1983.		
6	Raychaudari, Hemachandra, <i>Political History of Ancient India</i> , Surjeet Publications, New Delhi, 2014.		
7	Sharma, R.S., <i>Material culture and social formation in Ancient India</i> , Mac millan, 1983.		
8	Thapar Romila., <i>A History of India</i> , Vol. I., Penguin Books, New Delhi, 1990.		
9	Thapar Romila., <i>Early India: From the Origins to c. A.D. 1300</i> , Penguin India, New Delhi, 2002.		
10	Jha, D.N., <i>Ancient India: in Historical Outline</i> , Manohar Publishers and Distributors, 1999.		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	SWAYAM : https://swayam.gov.in/		
2	NPTEL : https://onlinecourses.nptel.ac.in		
3	e-PG- Pathshala : https://epgp.inflibnet.ac.in		
4	https://www.pbs.org/thestoryofindia/resources/websites		
6	https://sourcebooks.fordham.edu/india/indiasbook.asp		
7	https://archive.org/details/IndiaHistory		
Course Designed By : Dr. R.UDAIACHANDRAN		E-Mail: sheelaudaiachandran@gmail.com	

Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	M	S	S	L	L
CO2	S	S	M	S	S	L	L
CO3	S	S	M	S	S	L	L
CO4	S	S	M	S	S	L	L
CO5	S	S	M	S	S	L	L

*S-Strong; M-Medium; L-Low

Course code	26HIAC02	HISTORY OF ANCIENT INDIA B.C.E 600- C.E 647	L	T	P	C
Core			4	-	-	4
Pre-requisite		Enables to shine in teaching from primary to higher level and also to prepare for Competitive examination.	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course :						
1. To study about the period of Mahajanapadas and second urbanization of India						
2. To enlighten the students on the significance of the Mauryan empire and State formation.						
3. To impart knowledge on the political condition of India during the Post Mauryan period						
4. To focus the South Indian polity state formation and society.						
5. To know the political and social condition of India during the Gupta and Post Gupta period.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Summarize the rise of Magadha and Nandas and the socio-economic formations					K1
2	Analyze the emergence of new religions and their impacts on society.					K1
3	Interpret the royal edicts which constitute the primary sources for the history of Ancient India.					K2
4	Examine the role of early south Indian kingdoms in the political history of India.					K4
5	Appraise the development of society art, architecture, emergence of educational institutions and patronage of royal people.					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
State Formation		12 hours				
Period of Mahajanapadas: Formation of States - Republics and Monarchies - Second Urbanization: Rise of urban centers - Trade routes - Economic growth- Introduction of coinage- Origin and Growth of Jainism and Buddhism - Rise of Magadha and Nandas: Iranian and Macedonian Invasions and their impact.						
Unit:2						
The Mauryan State		12 hours				
Mauryan empire: Sources - Rise of the Mauryas - Ashoka, Concept of Dhama, Ashokan edicts - Patron of Buddhism - Polity, State and Administration- Economy - Art and Architecture - Indo – Greek contacts. Disintegration of the empire.						
Unit:3						
Commencement of Feudalism		12 hours				
Post Mauryan Period: Sungas - Kanvas - Sakas- Kushanas - Western Kshatrapas - Contact with outside world; Economy- Coinage - Social conditions - Gandhara Art - Science and Literature - Mahayanism.						
Unit:4						
Proliferation of State and Culture		12 hours				
Early state and society in Eastern India, Deccan and South India – Kharavela, The Satavahanas, Tamil States of Sangam Age - Administration - Economy - Coinage – Trade guilds - Indo-Roman and Indian Ocean Trade – Buddhist centers – Sangam literature, Culture; Art and Architecture.						
Unit:5						
Age of Guptas and Vardhanas		12 hours				
The Guptas: Polity and Administration – Socio – Economic Condition, Coinage of Guptas – Patronage to Science, Art, Architecture and Literature- Golden Age. Vakatakas and Vardhanas: Harshavadhana - Polity & Administration - Economic conditions Educational Institutions: Nalanda, Vikramasila, Vallabhi, Kanchi – Development of Science and Technology.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						

		Total Lecture hours	62 hours
Book(s) for Study			
1	Basham.,A.L. <i>The wonder that was India</i> , New York, Grow press, 1954.		
2	Majumdar, R.C (ed)., <i>History and culture of Indian people</i> , Bharatiya Vidya Bhavan, Bombay, 1960.		
3	Kosambi.D.D., <i>The culture and civilization of Ancient India: In Historical Outline</i> ,Vikas New Delhi,1971.		
4	Kosambi, D.D., <i>An Introduction to the Study of Indian History</i> , Sage Publications, Delhi, 2016.		
5	Sathyanatha Iyer. R, <i>History of India Vol. I</i> , Rochoose and Sons, Madras, 1941		
6	Thapar Romila., <i>A History of India</i> , Vol. I .Penguin Books, New Delhi, 1990.		
7	Singh, Upinder, <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i> , Pearson, 2009.		
8	Chande .M.B, <i>Kautilyan Arthasastra</i> , Atlantic publishers and Distributors, New Delhi, 2004		
Books(s) for Reference			
1	Sharma,R.S., <i>Material culture and social formation in Ancient India</i> , Mac Millan, New Delhi,1983.		
2			
3	Thapar, Romila., <i>Ashoka and the Decline of the Mauryas</i> , Oxford University Press, Delhi, 1987.		
4	Mahadevan, Iravatham, <i>Early Tamil Epigraphy: From the earlist Times to the Sixth Century A.D</i> , Chennai: Cre-A and the Department of Sanskrit and Indian Studies, Harvard University, 2003.		
5	Gurukkal, Rajan, <i>Social formation in Early South India</i> , Oxford Press, New Delhi, 2012.		
6	Kangle, R.P., <i>The Kautilya Arthasatra (Part I)</i> , University of Bombay, Bombay, 1960.		
7	Chakrabarti, Dilip K., <i>Buddhist Sites Across South Asia as Influenced by Politicaland Economic Forces</i> , Buddhist Archaeology: World Archaeology, 1995.		
8	Goyal, S.R., <i>The Imperial Guptas: A Multidisciplinary Study</i> , Kusumanjali Book World, Jodhpur, 2005.		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	SWAYAM : https://swayam.gov.in/		
2	NPTEL : https://onlinecourses.nptel.ac.in/		
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/		
4	https://www.pbs.org/thestoryofindia/resources/websites		
5	https://sourcebooks.fordham.edu/india/indiasbook.asp		
6	https://archive.org/details/IndiaHistory		
Course Designed By : Dr. T. ILANGO VAN		E-Mail: ilangovan3949@gmail.com	

Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	S	M	L
CO2	S	M	M	S	S	M	L
CO3	S	M	M	S	S	M	L
CO4	S	S	M	S	S	M	L
CO5	S	S	L	S	S	M	L

*S-Strong; M-Medium; L-Low

Course code	26HIAC03	HISTORY OF TAMIL NADU UP TO C.E 1336	L	T	P	C
Core			4	-	-	4
Pre-requisite		Helpful to prepare for TNPSC examination	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To study the historical values of sources for the study of History of Tamil Nadu from Sangam age						
2. To enlighten the students on the contribution of the Pallavas to art, architecture, religion and literature.						
3. To impart knowledge on the achievement of the Cholas.						
4. To enable the students know the Muslim arrivals in Tamilnadu and its impact.						
5. To focus on the Pandyan and Vijayanagar rule in Tamilnadu						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Recognize the importance of Tamil literature, Society, Economy and Culture during the Sangam period.					K1
2	Discuss the role of Pallavas in the history of Tamil Nadu and the significance of Bhakti Movement.					K2
3	Assess the contribution of the Cholas and Pandyas to Tamil Society and culture.					K5
4	Explain the circumstances leading to Muslim Invasions and the references relating to Tamil Culture in Foreign Accounts.					K3
5	Analyze the factors for the Rise of Vijayanagar Kingdom and Revival of Hindu Culture.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		Sources and Nature of Sangam Society	12 hours			
Archaeological and Literary Sources – Foreign Notes - Geography - Pre Historic Period – Sangam Age: Land and People- Polity, Society: Concept of Thinaï (Eco Zones), Religion, Literature, Economy, Trade and Commerce.						
Unit:2		Age of Kalabhras – Early Pandyas - Pallavas	12 hours			
Kalabhras and its Impact –Pallavas and Pandyas: Contribution to Art, Architecture, and Literature – Education: Ghatikas Bhakthi Movement: Saivism &Vaishnavism- Role of Oceanic Trade.						
Unit:3		Cholas and their Achievements	12 hours			
Imperial and Later Cholas: Political History - Socio – Economic Condition, Religion & Administration - Contribution to Art ,Architecture ,Paintings, Literature – Overseas Empire.						
Unit:4		Later Pandyas and their Acheivements	12 hours			
Political History- Administration- Socio & Economic condition – Contribution to Art - Architecture - Valangai & Idangai factions- Foreign account: Marco Polo - Wassaf						
Unit:5		Arrival of Muslims	12 hours			
Malik Kafur Invasion and Establishment of Madurai Sultanate and its impact. Vijayanagar Rule: Political History - Kumara Kampana’s Expedition and its impact.						
Unit:6		Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours		62 hours			

Book(s) for Study	
1	Subramanian, N., History of Tamil Nadu up to 1336 A.D., Koodal Publishers, Madurai, 1962.
2	Subramanian, P., <i>Social Cultural History of Tamil Nadu</i> , Asian Printers, Coimbatore, 2007
3	Rajjayan, K., <i>Early Tamil Nadu History</i> , Society and Culture,
4	Karoshima, Noboru, <i>A Concise History of South India: Issues and Interpretations</i> , Oxford University press, New Delhi, 2014
5	Pillai, K.K., <i>History of Tamil Nadu People and Culture (Tamil)</i> , Mukil E Publishing And solutions Private Limited, Chennai, 2015
6	Meenakshi, C., <i>Administration and Social Life under the Pallavas</i> , University of Madras, Madras, 1977
7	Nilakanda Sastri, K.A., <i>The Colas</i> , University of Madras, Madras, 1935
8	Sadasiva Pandarathar. T.V, <i>Post – Chola History (Tamil)</i> , Annamalai University
Book(s) for Reference	
1	Nilakanda Sastri, K.A., <i>A History of South India: from Prehistoric times to The fall of Vijayanagar</i> , Oxford University Press., New Delhi, 1997.
2	Sathyanatha Iyer. R., <i>Nayaks of Madurai</i> , H. Milford, Oxford University Press, 1924.
3	Subbarayalu, Y., <i>South India under the Cholas</i> , Oxford press, New Delhi, 2012
4	Mahalingam, T.V., <i>Administration and Social Life under Vijayanagar</i> , University of Madras, 1940
5	Burton, Stein, <i>State and Society in Medieval South India</i> , Oxford University Press, Delhi, 1980
6	Sastri, Nilakanta. K.A., <i>The Pandyan Kingdom: From the Earliest Times to the Sixteenth Century</i> , Cambridge University Press, London, 1929.
7	Krishnaswamy, A., <i>The Tamil Country under Vijayanagar</i> , Annamalai University, 1964.
8	Jouveau Dubreuil, G., <i>The Pallavas</i> (Translated by V. S. Swaminadha Dikshitar), Pondicherry, 1917
9	Gopalan, R., <i>History of the Pallavas of Kanchi</i> , Chennai, 2020
10	Kanakasabhai, V., <i>The Tamils Eighteen Hundred Years Ago</i> , Tirunelveli, 1956
11	Balasubrahmanyam, S.R., <i>Early Chola Temples</i> , Parantaka i to Rajaraja I (A.D. 907 - 985), New Delhi, 1971
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- Pathshala : https://epgp.inflibnet.ac.in/
4	https://www.tn.gov.in/tamilnadustate
5	https://diksha.gov.in/tn/
Course Designed By : Dr. T. ILANGO VAN E-Mail: ilangovan3949@gmail.com	

Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	M	S	S	L	M
CO2	S	S	M	S	S	L	M
CO3	S	S	M	S	S	L	L
CO4	S	S	M	S	M	L	L
CO5	S	S	M	S	M	L	L

*S-Strong; M-Medium; L-Low

Course code	26HIAC04	HISTORY OF MODERN EUROPE C.E 1789 - C.E 1945	L	T	P	C
Core			4	-	-	4
Pre-requisite		Need to familiarize the important landmark in foreign history papers	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course :						
1. To equip the students with the knowledge of various Revolutions, Movements and developments in Modern Europe.						
2. To study the various phases in the unification Italy and Germany.						
3. To trace the causes and consequences of the world wars and the policies of Fascism and Nazism.						
4. To understand the emergence of two power Blocs and the factors for the emergence of UNO with Cold War Politics.						
5. To know the liberation of countries from Colonial Rule.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Define the key themes, events and revolutions in Modern Europe an History					K1
2	Analyze the factors for the unification of Italy and Germany					K4
3	Evaluate the important historical political, cultural, social and Economic impacts of World Wars.					K5
4	Assess the reasons for the emergence of two power blocs and formation of UNO.					K5
5	Describe the origin and nature of various countries liberation from colonial rule around the world.					K1
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	Birth of Modern Europe				12 hours	
Europe on the eve of French Revolution: The French Revolution and Napoleonic Era (1789-1815) - Vienna Congress, 1815.						
Unit:2	Unification of Italy and Germany				12 hours	
Revolutions of 1830 and 1848 - Napoleon III – State of Nationalism in Europe – Unification of Italy and Germany.						
Unit:3	Europe and World War I				12 hours	
World wars: First world war - causes and consequences- USA and First world war-League of Nations – The Russian Revolution 1917- Rise of Fascism and Nazism						
Unit:4	Europe and World War II				12 hours	
Second World war - causes and consequences –Japanese Imperialism: Role of Japan in World War-II- USA and Second World war.						
Unit:5	UNO				12 hours	
Formation of UNO – Principal Organs – Achievements - UNO and Global disputes – European Union						
Unit:6	Contemporary Issues				2 hours	
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours				62 hours	
Book(s) for Study						
1	Thompson, David, <i>Europe since Napoleon</i> , McGraw-Hill Publishers, New Delhi, 1962					
2	Bhattacharjee, Arun, <i>A History of Europe (1789-1945)</i> , Sterling Publishers, New Delhi, 1982.					
3	Fisher, H.A.L., <i>A History of Europe</i> , Fontana Press, 1986					

4	Ketelbey,C,D,M., <i>A History of Modern Times [from 1789]</i> , OUP, London, 1973
5	Mckinley et al., <i>World History Vol I & II</i> , Atlantic Publishers, New Delhi, 1994.
6	Grant, A.J. and Temperly, <i>Europe in the 19th and 20th Centuries</i> , Orient Longman, 1965.
Books(s) for Reference	
1	Hobsbawm.E.J, <i>The Age of Revolution</i> 1789-1848, Phoenix press, London, 1977.
2	Hobsbawm.E.J., <i>The Age of Capital</i> 1848-1875, Phoenix press, London, 2010.
3	Hobsbawm, E.J., <i>The Age of Empire</i> , 1875-1914, Phoenix press, London, 2011.
4	Hobsnawn, Eric, <i>The Age of Extremes: The Short Twentieth Century</i> , London, 1914-1991.
5	Davis.H.A. and D.H.C. Blount, <i>An Outline History of the World</i> , Oxford University Press, New Delhi, 1968.
6	Carlton, J, and H.Hays, <i>Modern Europe to 1870</i> , Mac Millan, New York, 1953
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
Course Designed By : Dr. R. UDAIACHANDRAN E-Mail: udaiachandran@buc.edu.in	

Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M	S	S	S	L	L	L
CO2	M	S	S	S	L	L	L
CO3	M	S	S	S	L	L	M
CO4	M	S	M	S	L	M	L
CO5	M	S	M	S	L	M	L

*S-Strong; M-Medium; L-Low

Course code	26HIAE01	CULTURAL AND HERITAGE TOURISM IN INDIA	L	T	P	C
Elective : 1			4	-	-	4
Pre-requisite		Cultural Tourism: Highlights the value of India as a Cultural Tourist destination	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To study the scope and evolution of Tourism in India.						
2. To know the importance of Cultural tourism.						
3. To focus the pilgrim sites and tourism.						
4. To learn how tourism is promoted by Arts, Architecture and handicrafts.						
5. To provide knowledge on the role of fairs and festivals of India in Tourism.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Interpret the origin and development of tourism in India					K2
2	Define and understand the concepts related to cultural tourism.					K1
3	Analyze the religious centers of India and their role in promoting cultural tourism.					K4
4	Appraise the contribution of Indian art, architecture and handicrafts for the development of cultural tourism.					K5
5	Examine the impact of Indian fairs and festivals on tourism.					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		Principles of Tourism			12 hours	
Tourism Definition- Nature and importance- Components of Tourism-Types of Tourism- Elements of Tourism- Evolution and Development of Tourism in India.						
Unit:2		Cultural Tourism			12 hours	
Cultural Tourism - Meaning, Definition –Features of Cultural Tourism - Scope of Cultural Tourism in India - Cultural and Pilgrimage Tourism in India - Impact of Cultural Tourism.						
Unit:3		Religious Tourism and Centers			12 hours	
Religious Sites: Varanasi – Kailash – Manasorovar – Rishikesh – Badrinath – Ketharnath - Amritsar – Sanchi – Nalanda – Sarnath – Lumbini - Mt. Abu - Saravana Belagola – Amaravathi – Nagarjunakonda - Rameshwaram - Nagore Dargah - Velankanni Church- Chidambaram.						
Unit:4		Art, Architecture and Handicrafts			12 hours	
Heritage Architecture: Forts - Palaces - Paintings- Performing Arts of India - Dances: Classical -Folk - Indian Music: Musical instruments – Handicrafts: Textiles - clay works - stone works – woodworks.						
Unit:5		Fairs and Festivals			12 hours	
Fairs : Kumbhamela - Pushkar Fair - Ganga Sagar - Baneshwar - Sonapur Cattle - Tarnetar - Banganga - Festivals : National Festivals - Diwali – Holi- Buddha Purnima- Mahavir Jayanthi - Dhashara – Pooram- Ramzan - Christmas- State Festivals - Pongal – Poompuhar Indira Tiruvizha – Madurai Chithira Tiruvizha – Kumbakonam Mahamaham.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours				62 hours	
Book(s) for Study						
1	Gupta. S.P., Lal. K., Bhattacharya.M., <i>Cultural Tourism in India</i> , DK Print, 2002.					
2	Hussain.S.A., <i>The national culture of India</i> , National Book Trust, New Delhi, 1987.					

3	Basham, A.L., <i>The Wonder that was India</i> , Surjeet Publication, New Delhi, 2007.
4	Brown, Percy, <i>Indian Architecture (Buddhist and Hindu)</i> , D.B. Taraporevala Sons & Company Bombay, 2010.
5	Hussain, S.A., <i>National Culture of India</i> , National Book Trust, 2018
Books(s) for Reference	
1	Brown, Percy, Indian Architecture (Islamic period), D.B. Taraporevala Sons & Company, Bombay, 2010.
2	Jain, Jyotindra & Arti, Aggrawala, National Handicrafts and Handlooms Museum, Mapin Publishing, New Delhi, 1989.
3	Mehta.R.J., <i>Handicrafts & Industrial Arts of India</i> , New York.
4	Kramrish, Stella, <i>Art of India through the Ages</i> , Motilal Banarsidass, 1987
5	Michell, George, <i>Monuments of India</i> , Vol. 1. London
6	Vatsayana, Kapila, <i>Indian Classical Dance</i> , New Delhi
7	Robinet, Jacob, <i>Indian Tourism Products</i> , Abhijeet Publications, 2007
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
Course Designed By : Dr. A. PERUMAL E-Mail: ishaperumal@gmail.com	

Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M	S	L	S	S	S	S
CO2	M	S	L	S	S	S	S
CO3	M	S	L	S	S	S	S
CO4	M	S	L	S	S	S	S
CO5	M	S	L	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	26HIAE02	INDIAN ART AND ARCHITECTURE	L	T	P	C
Elective :2			4	-	-	4
Pre-requisite		Creates an interest in Temple Studies	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To study the architecture of Early India.						
2. To learn the architectural style of Guptas, Vakatakas and Chalukyas.						
3. To know the Pallava and early Pandya Architecture.						
4. To focus the architecture of Imperial Cholas, later Pandyas.						
5. To study the architecture of Rashtrakutas, Hoysalas and Vijayanagar.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Distinguish between the Indus architecture and the Mauryan architecture					K4
2	Explain the characteristics of Gupta architecture and paintings					K2
3	Identify the unique features of Pallava architecture and sculpture					K4
4	Examine the architectural style of the Cholas especially the Tanjavur big temple.					K3
5	Find out the similarities and contrasts among the Rashtrakutas, Hoysala and Vijayanagar architecture.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		Early Architectural Styles			12 hours	
Nagara, Vesara and Dravida styles Mauryan Architecture - Asokan Pillars - Rock cut caves- Stupas, Chaityas and Viharas- Buddhist and Jain Iconography						
Unit:2		Gupta and Chalukyan Architecture			12 hours	
Gupta Architecture - Vakataka Architecture - Ajanta and Ellora. - Deccan Architecture - Chalukyan Architecture - Aihole, Pattadakkal and Badami – Iconography.						
Unit:3		Architecture of South Indian Kingdom			12 hours	
Rastrakuta Architecture: Ellora. Hoysala Architecture: Belur, Halabid Orissan Architecture: Bhuvaneshwar, Konark - Chandella Architecture: Khajuraho - Vijayanagara Architecture: Hampi - Development of Gopuram , Iconography and sculptures, Paintings.						
Unit:4		Architecture of Tamil Nadu			12 hours	
Architecture in Sangam period, Pallava Architecture: Rock-cut caves, Mandagapattu, Mamandur, Thalavanur, Mamallapuram- Monolithic temples - Structural temples - Shore temple - Kailasanatha temple - Vaikunthaperumal temple - Early Pandyas: Rock-cut caves temples - Pillaiyarpatti - Sittannavasal - Malaiyadipatti - Kudimiyanmalai – Tiruchirapalli- Paintings and Iconography.						
Unit:5		Chola & Pandyas			12 hours	
Early Chola Architecture: Nartamalai - Vijayalesvara temple, Kodumbalur - Muvar kovil - Kumbakonam - Nageshvarar temple. Medieval Chola Architecture: Brihadeeswarar temple (Big temple at Thanjavur) and Gangaikondacholapuram Later Chola Architecture: Darasuram, - Paintings and Iconography Under the Cholas- Later Pandya – Architecture.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours				62 hours	

Book(s) for Study	
1	Rajan ,Soundara.K.V., <i>Art of South India- Tamil Nadu and Kerala</i> , New Delhi, 1978
2	Asher, Catherine and C. Talbot, <i>India Before Europe</i> , Cambridge, 2006.
3	Pillai. Suresh,B., <i>Introduction to the Study of Temple Art</i> , Equator and Meridian, Thanjavur, 1976.
4	Ray N. R., <i>An Approach to Indian Art</i> , Publication Bureau, Chandigarh, 1974
5	Dehejia, Vidya, <i>Indian Art</i> , London: Phaidon Press, 1997.
6	Brown, Percy, <i>Indian Architecture (Buddhist and Hindu Period)</i> , D.B.Taraporevala Sons and Co., Bombay, 1976.
7	Baneerjee. J.N, <i>Development of Indian Iconography</i> , Munshiram Manoharlal; 3 rd edition, 2002
8	Coomaraswamy.A.K., <i>History of Indian and Indonesian Art</i> , Kesinger Publishing, LLC, 2003
9	Sivaramamurthy.C., <i>South Indian Bronzes</i> , Lalit Kala Akademi, 1981
Books(s) for Reference	
1	Kumar, Acharya, <i>An Encyclopaedia of Hindu Architecture</i> , Manasara Series 7, Oxford University Press, New Delhi, 1946.
2	Fergusson.J., <i>History of Indian and Eastern Architecture</i> , 2 Vols, John Murray, London,1910.
3	Gopinatha Rao.T.A., <i>Elements of Hindu Iconography</i> , Motilal Banarsidass, New Delhi, 1914.
4	Harle. J.C., <i>The Art and Architecture of the Indian Subcontinent</i> , The Pelican History of Art, Penguin Books, 1986.
5	Rajavelu, S., <i>Tamilnattu Kudavaraigal</i> , Panpattu veliyeettagam, Chennai,
6	Mitter, Partha , <i>Indian Art</i> , Oxford University Press, Delhi, 2011
7	Srinivasan,K.R., <i>Temples of South India</i> , National Book Trust, India, New Delhi, 1972
8	Jouveau Dubreuil, G., <i>The Dravidian Architecture</i> , New Delhi, 1987
9	Balasubrahmanyam, S.R., <i>Early Chola Art</i> , Part I, Bombay, 1966
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
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Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M	S	M	S	S	S	M
CO2	M	S	M	S	S	S	M
CO3	L	S	L	S	S	S	M
CO4	M	S	M	S	S	S	M
CO5	L	S	L	S	S	S	M

*S-Strong; M-Medium; L-Low

Course code	GS111	HISTORY AND CIVIL SERVICE EXAMINATIONS	L	T	P	C
Supportive I			4	-	-	4
Pre-requisite		Awareness and Motivation to propone for all competitive examination	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To prepare for Civil Service Examinations						
2. To study about Public Service Commission and expose to Preparation Methods						
3. To study about the various stages of Indian National Movement						
4. To learn the history of India during post-independence period and the effects of globalization in Indian society.						
5. To know the developmental steps taken during Post – Independent India.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Describe the origin and development of Civil Services in India.					K1
2	Examine the process and functions of civil service exams and Preparation for competitive exams.					K3
3	Assess the significant History of India since 18 th Century.					K5
4	Elaborate the freedom Struggle Movements in India.					K2
5	Point out the events and developmental steps in Post – Independent India.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
Unit:1		India under British Rule			6 hours	
History of Civil Service - Indian Administration - pre-colonial - under British rule - Administrative Reforms – Introduction of Competitive Examinations						
Unit:2						
Unit:2		Public Service Commissions and Preparation Methods			6 hours	
Union Public Service Commission and State Public Service Commission: Composition and Function- Nature of Civil Service Examinations - Preparation Methods for Preliminary and Main Examination - Interview - Interpersonal skills including communication skills- Selection Process.						
Unit:3						
Unit:3		History of India since Middle of 18 th Century			6 hours	
Disintegration of Mughal in India – History of Marathas and Sikh – Battle of Plassey – Buxar – Carnatic and Anglo Mysore Wars.						
Unit:4						
Unit:4		Rise of Nationalism and Freedom Struggle			6 hours	
Great Revolt of 1857 – Socio – Religious Reform Movements – Role of Press – INC – Non – Cooperation Movement – Civil Disobedience Movement – Quit India Movement – Role of Tamil Nadu in freedom Struggle.						
Unit:5						
Unit:5		Partition and Independence			6 hours	
Indian Independence Act 1947 - Making of the Constitution – Panchayat – Post Independent India – Indo – Pakistan war – Indo – China war – Inclusive Growth – Poverty Alleviation Programme – Development of Science and Technology – Transport and Communication – Empowerment of Women and Social Justice.						
Unit:6						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
		Total Lecture hours			32 hours	
Book(s) for study						

1	Agarwal, R.C., <i>Constitutional Development and National Movement of India</i> , New Delhi, 2005.
2	Pylee, M.V, Indian Constitutions, S. Chand & Company Ltd., New Delhi, 1997.
3	Basu,D.D., <i>Introduction to the Constitution of India</i> , Wadhwa Nagpur, New Delhi, 2003.
4	Lakshmikanth. M, <i>Indian Polity</i> , McGraw Hill Education (India) Private Ltd., 2017.
5	Shivhare, Nitin, <i>Indian Polity and Governance</i> , S. Chand & Co. Ltd.,2023.
Books(s) for Reference	
1	Michael Edwardes., <i>British India 1772-1947</i> , Rupa Publications, New Delhi, 2011.
2	Chandra et al., Indian Since Independence, Penguin Books, New Delhi, 2008.
3	Vishnu Bhagavan, Vidhya Bhushan., <i>Indian Administration</i> IV ed, S.Chand& Co, New Delhi, 2005.
4	Lakshmanan M, Indian Constitution: An Introduction (Tamil), Madras, 2002)
5	Maheshwari.S.R., <i>Indian Administration</i> , Orient Blackswan, New Delhi, 2001.
6	Guha, Ramachandra, India After Gandhi, Delhi, 2011.
7	Sharma.P.D.,Sharma.B.M., <i>Indian Administration Retrospect and Prospect</i> , Rawat Publications, New Delhi, 2009.
8	Grover.B.L.Grover.S.A., <i>New Look at Modern Indian History From 1707 to the Modern Times</i> , S.Chand & Company, New Delhi, 2008.
9	Chandra, Bipin. India’after Independence, Penguin Books, New Delhi.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
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Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	26VACGFS-1	GLOBAL BUSINESS FOUNDATION SKILLS	L	T	P	C
Value Added Course I			2	-	-	2
Pre-requisite		Emphasis to develop Communication and Analytical Skills	Syllabus Version 2026-27			
Unit:1	Overview of communication					
Overview of communication –English: Spoken Vs Written communication: Introduction to voice and accent – Phonetic rules – Fluency – Business communication – written – Reading Comprehension: Attention to details – Reading skills – Dealing with different kinds of customers						
Unit:2	Corporate Etiquettes					
Corporate culture – Corporate etiquette – importance of corporate etiquette in India UK and US Dressing and grooming skills – Workplace etiquette – Business etiquette – Email etiquette – Telephone and meeting etiquette – Presentation skills – Professional competencies: analytical thinking – listening skills – time management – team skills – stress management.						
Unit:3	PC and Data Skills					
PC and data skills – MS word – introduction – functions – formatting – graphics – spell check – printing. Data skills – MS excel – introduction – formatting data						
Unit:4	Analytical and Logical Reasoning					
Aptitude Appetizer – Analytical and logical reasoning – Quantitative Vs. verbal aptitude – practice – shortcut routes						
Unit:5	Employability readiness					
Resume preparation – Facing Group discussion- Face to Face interview						
Book(s) for Study						
1	Vimala, A., (2016). Career Preparation and Talent Management, Oviya Publication, Coimbatore					
2	Urmilarai and S.M.Rai. (2011) –Communication skills Himalaya Publishing House					
Book (s) for Reference						
1	Rajendra pal & J.S. Korlahalli, (2011) - Essentials of Business Communication S. Chand & sons.					
2	Ramesh, MS. & C.C Pattanshetti (2003) – Business Communication R. Chand & Co, New Delhi					

SEMESTER II						
Course code	26HIAC05	HISTORY OF INDIA FROM C.E 1206 TO C.E 1526	L	T	P	C
Core			4	-	-	4
Pre-requisite		Provides the background to understand the History of India of the successive years	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To shed light on the Political history of India during the period of study.						
2.To provide knowledge on the rich cultural contribution of Muslim rulers						
3.To study the administrative reforms introduced by the Delhi Sultanate						
4. To know the contribution of Delhi sultans for the development of society and culture.						
5. To acquire knowledge on the causes for the decline of various dynasties in the medieval period.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Evaluate the unique features of the five different dynasties and the importance of the Sultanate under each dynasty.					K5
2	Examine the development of Political Institutions and the strategies of military control and resource mobilization.					K3
3	Appraise and criticize the administrative measures of the Khilji and Tughluq rulers.					K5
4	Estimate the various spheres of Art, Architecture and Literature of Delhi Sultanate.					K2
5	Illustrate the Socio- Religious and Economic conditions of Delhi Sultanate.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		Sources	12 hours			
Sources for the History of Medieval India: Archaeology, Epigraphy, Numismatics and Chronicles						
Unit:2		Delhi Sultanate & Bahmani Kingdom	12 hours			
Political condition of North India - Foundation of Delhi Sultanate: Slave Dynasty - Khilji Dynasty - Tughluq Dynasty - Sayyids and Lodis - Decline of Delhi Sultanate - Rise of the Bahmanis and Provincial Kingdoms: Bijapur , Golkonda ,Ahmadnagar, Berar and Bidar						
Unit:3		Administration	12 hours			
Civil – Judicial – Revenue – Market Policy of Alauddin- Khilji- Fiscal and Military administration						
Unit:4		Socio- Religious and Economic life under the Delhi Sultanates	12 hours			
Social condition- Status of women – culture; Arrival of Islam: Sufism; Economy: Agriculture - Trade – Industry.						
Unit:5		Art, Architecture and Literature	12 hours			
Art, Architecture and literature under the Delhi Sultanate; Medieval Historians: Ibn Battuta - Amir Khusrau – Alberuni- Foreign Travelogues.						
Unit:6		Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours			62 hours		
Book(s) for Study						
1	Pandey,A.B., <i>Early Medieval India</i> , Central Book Depot, Allahabad,1970.					
2	Prasad, Ishwari, <i>History of Medieval India</i> , Shelly Press ltd, Allahabad, Indian, 1976					
3	Mehta, J.L, <i>Advanced Study in the History of Medieval India</i> , Vol II & III, New Delhi ,2006					
4	Srivatsava, A.L., <i>The Sultanate of Delhi</i> , Agra, 1984.					

5	Chandra Satish, <i>History of Medieval India</i> , Hyderabad, 2007
6	Satish Chandra., <i>Medieval India from Sultanate to the Mughals</i> , Har Anand Publications, Delhi,1997
7	Habib, Mohammed and Irfan Habib, ed., <i>Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times</i> , OUP, New Delhi, 2016
8	Irfan Habib, Economic History of Medieval India, 1200-1500, Pearson, 1st edition, 2011
Books(s) for Reference	
1	Desai. A., Indo-Islamic Architecture, Publication Division, Delhi, 1976
2	Gordon, Stewart, <i>The Marathas 1600-1818</i> , The New Cambridge History of India, Foundation Books, Delhi, 1994.
3	Rizvi.S.A.A., <i>The Wonder that was India -Vol 2</i> , Delhi, Foundation Books, London,1987.
4	Chandra, Satish, <i>Medieval India I</i> , New Delhi, 2007.
5	Jackson, Peter, <i>The Delhi Sultanate: A Political and Military History</i> , Cambridge, 1929.
6	Moreland, W, H., <i>Agrarian System of Moslem India</i> , Poona, 1929.
7	Habib et al, <i>The Cambridge Economic History of India I</i> , Hyderabad, 1982.
8	Swell, Robert, <i>A Forgotten Empire</i> , Delhi, 1990.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	M	L	M
CO2	S	S	S	S	M	L	M
CO3	S	S	S	S	M	L	M
CO4	S	S	S	S	M	L	M
CO5	S	S	S	S	M	L	M

*S-Strong; M-Medium; L-Low

Course code	26HIAC06	HISTORY OF INDIA UNDER THE MUGHAL RULE C.E 1526 - C.E 1707	L	T	P	C
Core			4	-	-	4
Pre-requisite		Provides the background to understand the History of India of the successive years	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1.To study various sources for the history of the Mughals						
2. To know the consolidation of the Mughal empire.						
3. To throw light on the political, economic and social condition and the development of Art, Architecture and Literature during the Mughal period.						
4. To understand the impact of Mughal Rule in India and the penetration of European powers in the Indian soil.						
5. To impart the reasons for the decline of Mughals.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Trace the origin and foundation of the Mughal empire in India.					K1
2	Asses about the qualities that made Babur and Akbar the great successful emperors.					K5
3	Discuss the economic, social and religious conditions during various Mughal rulers in this period.					K2
4	Distinguish the policies of all the Mughal rulers					K4
5	Discriminate the new techniques used in art architecture, painting and music during the period of study.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		Sources and Rise of Mughals	12 hours			
Sources for the history of Mughals – Archaeology, Epigraphy, Numismatics and Chronicles - The Condition of India on the eve of Babur invasion.						
Unit:2		Mughals and Sur dynasty	12 hours			
Babur - Humayun - Sur dynasty - Sher Shah Sur- Akbar – Jahangir - Shah Jahan – Aurangazeb - Decline of the Mughal Empire.						
Unit:3		Mughal and Maratha Administration	12 hours			
Mughals Administration: Civil – Judicial – Revenue Land Reforms - Mansabdari and Jagirdari system - Fiscal and Military- Rise of Marathas: Shivaji and his administration.						
Unit:4		Socio- Religious and Economic life under the Mughals	12 hours			
Social condition: Status of women – Culture – Religious Policy - Economy: Agriculture - Trade – Industry						
Unit:5		Art, Architecture and Literature	12 hours			
Mughal Art, Architecture, literature and paintings- Fatehpur Sikri- Agra Fort- Red Fort- Taj Mahal.						
Unit:6		Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours			62 hours		
Book(s) for Study						
1	Pandey, A.B., <i>Early Medieval India</i> , Central Book Depot, Allahabad, 1970.					
2	Prasad, Ishwari , <i>A Short History of Muslim Rule in India</i> , The Indian Press Ltd., Allahabad, 1965					
3	Richards, J. F., <i>The New Cambridge History of India: The Mughal Empire</i> , Cambridge University					

	Press,1996
4	Chandra, Satish, <i>History Of Medieval India</i> , Har Anand Publications, Delhi,1997
5	Sharma. L.P., <i>Medieval history of India (1000-1707 C.E)</i> , Vikas, New Delhi, 1981.
Books(s) for Reference	
1	Gordon, Stewart, <i>The Marathas 1600-1818: The New Cambridge History of India</i> , Foundation Books, Delhi,1994.
2	Karashima.N., <i>Towards A New Formation, South Indian Society under Vijaynagar Rule</i> , GUP, Delhi, 1992.
3	Singh, Upinder, <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i> , Pearson, 2009.
4	Athar Ali, <i>The Mughal Nobility under Aurangazeb</i> , Asia Publishing House, Aligarh Muslim University, 1966.
5	Habib et al, <i>Akbar and his India</i> , Oxford University Press, Delhi, 1997.
6	Habib, I., <i>The Agrarian System of Mughal India 1554-1707</i> , Oxford University Press, Delhi, 1999.
7	Gordon, S., <i>The New Cambridge History of India: The Marathas 1600- 1818</i> , Cambridge University Press, 1993.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	M	L	S
CO2	S	S	S	S	M	L	S
CO3	S	S	S	S	M	L	S
CO4	S	S	S	S	M	L	S
CO5	S	S	S	S	M	L	S

*S-Strong; M-Medium; L-Low

Course code	26HIAC07	HISTORY OF TAMIL NADU FROM C.E 1336 TO C.E 2017	L	T	P	C
Core			4	-	-	4
Pre-requisite		Helpful to prepare for TNPSC examination	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To enlighten the students on the political history of the Nayaks and Sethupathis in Tamil Nadu. 2. To know the influence of Christian Missionaries and the rise of rebellions in Tamil Nadu. 3. To study the regional history and its significance. 4. To know the rise of Political Parties. 5. To focus on the contribution of the eminent leaders for the development of Tamilnadu.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Analyze various factors leading to the formation of Nayaks and Sethupathis in Tamil Nadu.					K4
2	Estimate the role of Christian Missionaries and their services.					K2
3	Assess the contribution of Dravidian Movement to Social transformation.					K4
4	Discuss the role of Tamil Nadu in Freedom Movement.					K3
5	Appraise and criticize the administrative measures and Welfare schemes of the Chief Ministers of Tamil Nadu					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
Unit:1		Nayaks and Sethupathis of Tamil Nadu			12 hours	
Establishment of Nayankara System – Battle of Talaikotta – Madurai - Senji - Tanjore - Ramnad Sethupathis - Tanjore Marathas - Poligar System.						
Unit:2						
Unit:2		Great Rebellions of Tamil Nadu			12 hours	
Arcot Nawabs - Carnatic Wars - Christian Missionaries: Services - Fall of Tipu - Acquisition by British Anti British Appraises: Poligari Rebellion - South Indian Rebellion - Vellore Mutiny - Role of Tamil Nadu in Freedom Movement- VOC- Subramaniya Siva- Bharathiyar- Rajaji- Vanchinathan- Tiruppur Kumaran.						
Unit:3						
Unit:3		Emergence of Political Parties in Tamil Nadu			12 hours	
Rise of Non – Brahmin Movement: Justice Party & its Administrative Reforms and Achievements- Periyar and his contributions: Self Respect Movement, Dravida Kazhagam , Temple Entry Movement, As a Social Engineer.						
Unit:4						
Unit:4		Developments in Tamil Nadu Administration			12 hours	
Congress Regime & Reforms: Rajaji , Kamaraj ,Bahtavachalam, Agricultural Development, Free Mid Day Meal Scheme, Opening of new schools, Increasing Irrigation Facilities, Industrial Growth. Tamil Nadu under DMK regime: C.N. Annadurai , M. Karunanithi , Language Policy ,Free Education, Nationalization of Transport , Slum Clearance , Backward Commission ,Implementation of Reservation policy , Property Rights , Higher Education , Women’s Reservation, State Planning Commission, other Social welfare programmes.						
Unit:5						
Unit:5		Social welfare schemes of Tamil Nadu			12 hours	
Tamil Nadu under AIADMK regime: M.G. Ramachandran, J. Jayalalitha, Nutritious Meal Scheme, Educational Reforms, Krishna Water Project, Welfare measures, Cradle Baby Scheme, Amma Canteen (Unavagam), Rain Water Harvesting, other Social welfare programmes.						
Unit:6						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						

Online Seminars – webinars- Internal Assessment Seminars.		
	Total Lecture hours	62 hours
Book(s) for Study		
1	Rajayyan.K, <i>Tamil Nadu A Real History</i> , Ratna publication, Trivantrum, 2005	
2	Rajmohan Gandhi, <i>Rajaji: A Life</i> , Penguin Books India, 1997.	
3	Irschick, Eugene F., <i>Tamil Revivalism in the 1930s</i> , Cre-A, Madras, 1986	
4	Murugesan, Mangala N.K., <i>Self-Respect Movement in Tamil Nadu, 1920-40</i> , Koodal Pub., Madurai, 1981	
5	Rajaraman, P., <i>Justice Party: A Historical Perspective, 1916-37</i> , Poompozhil Publishers, Madras, 1988	
6	Subramaniam, P. <i>Social History of the Tamils, 1707 – 1947</i> , D.K. Printworld (P) Ltd., New Delhi, 1996	
7	Subramanian N: <i>History of Tamil Nadu Vol.II</i> , Koodal Publishers,Madurai.	
8	Natarajan C, Social History of Modern Tamil Nadu, Ulaga Tamizhppadaippalar Nool Veliyeettagam, 2013.	
Books(s) for Reference		
1	Aiyar, Sathyanatha. R., History of Nayaks of Madurai, Asian Educational Services, 1991.	
2	Subramanian.P., Social History of the Tamils 1707-1947, D.K. Print World Ltd, Chennai,	
3	Caldwell.R, History of Tinnevelly, Asian Educational Services, Madras 1989	
4	Subrahmanian.N., History of Tamilnad, Koodal Publishers,Madurai,1972	
5	Subramanian. N., Social and Cultural History of Tamilnad, Asian Printers, Coimbatore,2007	
6	Rajaraman. P, <i>The Justice Party 1916 – 1937</i> , Poompozhil Publishers, Madras, 1988	
7	Sandhya Ravishankar, <i>Karunanithi: A Life in Politics</i> , Harper Collins India, 2019.	
9	Vasanthi, <i>A Lone Empress: A Portrait of Jayalalitha</i> , Penquin Viking, 2019.	
10	Christopher John Baker, <i>The Politics of South India 1920-1937</i> , Cambridge University Press, 1976	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	SWAYAM : https://swayam.gov.in/	
2	NPTEL : https://onlinecourses.nptel.ac.in/	
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/	
4	www.jetir.org	
5	https://www.inc.in	
6	https://dmk.in	
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	M	M	S
CO2	S	S	S	S	M	M	S
CO3	S	S	S	S	M	M	S
CO4	S	S	S	S	M	M	S
CO5	S	S	S	S	M	M	S

*S-Strong; M-Medium; L-Low

Course code	26HIAC08	HISTORY OF USA C.E 1900 - C.E 2017	L	T	P	C
Core			4	-	-	4
Pre-requisite		Need of the hour to know the policy followed by U.S.A. to become a super power	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course :						
1. To know the strategy adopted by U.S.A to become a super power in 20 th Century.						
2. To study the reforms introduced by the Presidents for the economic development of U.S.A.						
3. To understand the circumstances for Cold War.						
4. To learn the progress of America under L.B. Johnson and Richard Nixon.						
5. To present the latest trends in American politics.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Sketch the developments in the progressive era					K3
2	Examine the significant role of USA in World wars					K3
3	Analyze the causes and consequences of cold war					K4
4	Determine the progress of U.S.A in Modernization					K5
5	Assess the domestic and foreign policy of the modern American presidents.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1		Progressive Era			12 hours	
Progressive Era - Theodore Roosevelt and the Square Deal Policy - Big Stick Policy - William Taft - Woodrow Wilson - New Freedom - Role of USA in the First World War.						
Unit:2		History of USA in the Interwar period			12 hours	
Warren Hardinge - Washington Conference - Coolidge - Hoover - Great Depression						
Unit:3		USA and the Second World War			12 hours	
F.D. Roosevelt and New Deal – Roosevelt’s Foreign Policy – USA in the Second World War - Truman - Fair Deal - Truman Doctrine						
Unit:4		Cold War Period			12 hours	
Cold war - N.A.T.O – Eisenhower - John. F. Kennedy - New Frontier - Civil Rights Movement: Martin Luther King – L.B. Johnson - Great Society - Foreign Policy - Richard Nixon - Watergate Scandal - Ping Pong Diplomacy - Man on the Moon.						
Unit:5		Modern American Presidents			12 hours	
America under President: Jimmy Carter - Ronald Reagan - George H. W. Bush (Sr) - Bill Clinton – George W. Bush – Barack Obama						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars - webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
		Total Lecture hours			62 hours	
Book(s) for Study						
1	Rajayyan, K: <i>A History of the USA</i> , Madurai Publishing House, Madurai, 1978.					
2	Subramanian, N. <i>A History of the USA</i> , Ennes Publication, Udumalpet, 1986					
3	Hill, C.P., <i>A History of the United States</i> , Edward Arnold, 1974.					
4	Ralph, W.Steen , <i>The United States – A History</i> , INC, Engle Wood, Cliffs, New Jersey, 1959.					
5	Beard and Beard, <i>New Basic History of the United States</i> , New York, USA, 1985.					

Books(s) for Reference	
1	Krishnamurthi, <i>History of the United States of America</i> , 1492-1965, Madurai Printers, Madurai, 1980.
2	Majumdar, R.K . & Srivastva, A.N: <i>History of the United States of America – From 1845 to Present Day</i> , SBD Publishers and Distributors, New Delhi, 1998
3	Marshall Smelsor, <i>American History-At a Glance</i> , Barnes and Noble inc., New York, 1962.
4	Parkes, H.B, <i>The United States of America – A History</i> , Scientific Book Agency, Calcutta, 1975.
5	Alalasundaram. R, <i>A History of United States of America 1865-1975</i> , Podhigai Pathipaham, Pondicherry, 1981.
6	Nambi Arooran, <i>A History of the USA (Tamil)</i> , Tamil Nadu Text Book Society Publication, Chennai, 1980.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	M	L	S
CO2	S	S	S	S	M	L	S
CO3	S	S	S	S	M	L	S
CO4	S	S	S	S	M	L	S
CO5	S	S	S	S	M	L	S

*S-Strong; M-Medium; L-Low

Course code	26HIAE03	THE PANCHAYAT RAJ SYSTEM	L	T	P	C
Elective :1			4	-	-	4
Pre-requisite		Encouragement to the younger generation to play a vital role in Rural governance	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course are :						
1. To know the meaning and definition of Panchayat Raj.						
2. To know about the system of democratic decentralizations.						
3. To enhance the understanding of the students towards rural governance at grassroots level.						
4. To understand the functioning of three tier system in India.						
5. To emphasis on the role of the institutions in the development of villages.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Define the concept of Panchayat Raj.					K1
2	Discuss the views and ideas of personalities and committees					K2
3	Analyze the constitutional amendments related to Panchayat Raj					K4
4	Examine the evolution of Panchayat raj in Tamilnadu					K3
5	Demonstrate Panchayat raj system and its different layers					K2
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1		Definition and meaning of Panchayat Raj			12 hours	
The concept of Panchayat Raj - Views of Mahatma Gandhi and others – History of Local Self Government in Pre – British India.						
Unit:2		Local Self Government Under British Rule			12 hours	
Mayo’s Resolution of 1870 – Lord Rippon’s Resolution – Establishment of Municipalities in Presidential Terms –Government of India Act 1919: Responsible Government – Provisions for Local Self Government in Government of India Act 1935.						
Unit:3		Constitutional Provisions for Panchayat Raj			12 hours	
Debates on Panchayat Raj in the Constituent Assembly – DPSP – National Development Council (NDC) – Community Development Programme (CDP) – Panchayat Extension Services – Committees and its recommendations: Bulwantrai and Ashok Mehta Committees.						
Unit:4		73 rd and 74 th Constitutional Amendment Acts			12 hours	
Panchayat and Municipalities: State Election Commission – State Finance Commission – 11 th and 12 th Schedule - Periodic Election – 33% Reservation in Panchayat– Devolution of Financial Powers – Gram Sabha – Optional and Obligatory duties of State.						
Unit:5		History of Panchayat Raj in Tamil Nadu			12 hours	
The Evolution of Panchayat Raj in Tamil Nadu since 1950- Three Tier System in Panchayat and Municipalities – Powers and Functions - Panchayat Raj Acts of Tamil Nadu – Women Reservation - Panchayat Extension Services.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars - webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours			62 hours		
Book(s) for Study						
1	Srivastva.L.N , <i>A simple Study of local Self Government in India</i> , Surjeet Book Depot, New Delhi,1997					
2	Bhargava B.S, <i>Political-Administration Dynamics in Panchayat Raj System</i> , Ashish Publishing House, New Delhi, 1978.					

3	V.Venkata Rao, <i>Local Self Government in India</i> , S.Chand & Company Ltd, 1979
4	Maheshwari S.R, <i>Local Government in India</i> , Lakshmi Narayan Agarwal Education Publisher,Agra, 1973
5	Khanna, R. D, Panchayat Raj In India, The English Book Shop, Chandigarh, 1956.
Books(s) for Reference	
1	Pankaj Singh, <i>Rural Local Government In India</i> , Kitab Mahal, Mumbai, 2017.
2	Myneni.S.R., <i>Local Self Government</i> , Allahabad Law Agency, Allahabad, 2016.
3	Barthwal.C.P., <i>Understanding Local Self Government</i> , Bharat Book Centre,Luckow, 2018
4	Government of India, Report of the Committee on Panchayati Raj Institutions, Govt. of New Delhi, 1978.
5	P.C Mathur, <i>Political Dynamics of Panchayati Raj</i> , Konark, New Delhi, 1991.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
4	https://gramswaraj.nirdpr.in
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M	S	M	S	S	S	S
CO2	M	S	M	S	S	S	S
CO3	M	S	M	S	S	S	S
CO4	M	S	M	S	S	S	S
CO5	M	S	M	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	26HIAE04	ARTIFICIAL INTELLIGENCE IN HISTORICAL RESEARCH	L	T	P	C
Elective :2			4	-	-	4
Pre-requisite		Provides background to know Artificial Intelligence in History	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course are :						
1.To study the reasons for adopting 4.0						
2.To know the Artificial Intelligence and associated Technologies						
3.To understand the Artificial Intelligence Revolution						
4.To explore Artificial Intelligence in History						
5.To analyze implications of Artificial Intelligence in History						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Examine the need for Industry 4.0				K2	
2	Relate the background of Artificial intelligence				K3	
3	Discuss the AI and its revolution				K5	
4	Analyze the application of AI in History				K4	
5	Identify the impact of AI in History				K5	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1						
Unit:1		Evolution of Industry 4.0			12 hours	
Need-Reason for Adopting Industry 4.0-Definition-Goals and Design principles - Technologies of Industry 4.0-Big Data - Artificial Intelligence (AI) –Industrial Internet of Things-Cyber Security-Cloud -Augmented Reality.						
Unit:2						
Unit:2		History of Artificial Intelligence			12 hours	
Artificial Intelligence: What &Why? -History of AI- Foundations of AI - The AI - Environment-Societal Influences of AI-Application Domains and Tools -Associated Technologies of AI-Future Prospects of AI - Challenges of AI						
Unit:3						
Unit:3		Understanding the AI Revolution			12 hours	
Leveraging AI for Data Analysis – Enhanced Data Mining and Pattern Recognition : Natural Language Processing – Image and Speech Recognition						
Unit:4						
Unit:4		AI in History			12 hours	
AI in Digital History Classroom - Preserving and Restoring Historical Documents : Digitization and Preservation, Transcription and Translation – Historical Analysis and Interpretation : Predictive Analysis, Contextualization of Events – AI Tools in Teaching & Historical writing – Mapping Historical sites and Movements – Analyzing Inscriptions and Manuscripts – Enhancing Tourism						
Unit:5						
Unit:5		Implications of AI in History			12 hours	
Collaborative Research and Global Insights : Cross Referencing and Collaboration, Access to Global Archives – Ethical Considerations and Challenges – Revising Historical writings – Pros and Cons of AI in Historical Representation						
Unit:6						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars – webinars- Internal Assessment Seminars.						
		Total Lecture hours			62 hours	
Book(s) for Study						

1	P. Kaliraj, T.Devi, <i>Higher education for industry 4.0 and Transformation to education 5.0</i> ,2020.
2	S. Russel and P. Norvig, <i>Artificial Intelligence – A Modern Approach</i> , Second Edition, Pearson Education
Book(s) for Reference	
1	David Poole, Alan Mackworth, Randy Goebel, <i>Computational Intelligence : a logical approach</i> , Oxford University Press
2	G. Luger, <i>Artificial Intelligence: Structures and Strategies for complex problem solving</i> , Fourth Edition, Pearson Education
3	J. Nilsson, <i>Artificial Intelligence: A new Synthesis</i> , Elsevier Publishers
4	Kansteiner, W. (2022). <i>Digital Doping for Historians: Can History, Memory, and Historical Theory Be Rendered Artificially Intelligent? History and Theory</i> , 61 (4), pp.119–133. [Online].
5	Bickler, S. H. (2021). <i>Machine Learning Arrives in Archaeology</i> . <i>Advances in Archaeological Practice</i> , 9 (2), pp.186–191. [Online].
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
Course Designed By : Dr. T. Ilangovan E-Mail: ilangovan3949@gmail.com	

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M	M	M	S	S	L	S
CO2	M	M	M	S	S	L	S
CO3	M	M	M	S	S	L	S
CO4	M	M	M	S	S	L	S
CO5	M	M	M	S	S	L	S

*S-Strong; M-Medium; L-Low

Course code	S151	UNDERSTANDING THE INDIAN CONSTITUTION	L	T	P	C
SUPPORTIVE II			4	-	-	4
Pre-requisite		Knowledge in the political structure of India- both Constitutional and administrative is required to become a responsible citizen.	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course are :						
1. To introduce the Constitution of India in its structural and functional aspect.						
2. To make the learners aware of their rights and duties as citizens of India.						
3. To acknowledge about the powers and functions of important functionaries.						
4. To know the powers and functions of Supreme Court, High Court and Election Commission.						
5. To Learn the Centre – State relations and Anticorruption Bodies.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Discuss the origin and basic concepts of Indian Constitution and various provisions.					K2
2	Identify the difference between fundamental right and duties.					K4
3	Understand the Indian Constitution as a custodian to safeguard democracy and to maintain unity, integrity and harmony in our country.					K2
4	Illustrate the importance of various schedules, articles and amendments in Indian constitution.					K5
5	Difference for various competitive exams such as UPSC, TNPSC, SSC, SSB, NET, SET.					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1		Introduction to Indian Constitution			6 hours	
Constitutional History till 1950- The Making of Indian Constitution- Role of Constituent Assembly – Drafting Committee- Basic Features of Indian Constitution.						
Unit:2		Features of Indian Constitution			6 hours	
Preamble - Fundamental Rights and Duties - Directive Principles of State Policy – Emergency – Amendments.						
Unit:3		Powers and Functions of Important Functionaries at Centre level			6 hours	
Union Government: President, Parliament, Cabinet and Prime Minister, Supreme Court- Election Commission of India – Delimitation Commission, Representation of People’s Act, Comptroller Auditor General, Attorney General.						
Unit:4		Powers and Functions of Important Functionaries at State level			6 hours	
The State Government: Governor, State Legislative Assembly, Council of Ministers and the Chief Minister, High Court, Advocate General.						
Unit:5		Miscellaneous			6 hours	
Centre – State Relation, Inter-state Relation, Local Self Government , Tribunals, Good Governance: Anti Corruption Bodies: Lok Pal, Lok Ayukta.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars - webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
	Total Lecture hours			32 hours		
Book(s) for Study						
1	G. Austin, <i>The Indian Constitution, Corner Stone of a Nation</i> , Oxford, Oxford University Press, 1966.					
2	<i>Working a Democratic Constitution, The Indian Experience</i> , Oxford University Press, Delhi, 2000.					

3	Palekar., <i>Indian Constitution, Government and Politics</i> , ABD Publishers, Jaipur, 2003
4	Lakshmikanth. M, <i>Indian Polity</i> , McGraw Hill Education (India) Private Ltd., 2017.
5	Shivhare, Nitin, <i>Indian Polity and Governance</i> , S. Chand & Co. Ltd., 2023.
6	Nani Palkhivala, <i>Our Constitution Defaced and Defiled</i> , Macmillan Company of India, 1974
7	A. G. Noorani, <i>Constitutional Questions in India: The President, Parliament and the States (Law in India)</i> , November 2000.
Book(s) for Reference	
1	D. D. Basu, <i>An Introduction to the Constitution of India</i> , Prentice Hall, New Delhi, 1994.
2	Ambedkar. B.R., <i>The Constitution of India</i> , Ministry of Law and Justice, Government of India, New Delhi, 2020.
3	Basu.D.D., <i>Introduction to the Constitution of India</i> , LexisNexis, New Delhi, 2018.
4	Munshi, K.M, <i>The President Under the Indian Constitution</i> , Bharathiya Vidya Bhavan, Bombay, 1963.
5	Dhawan Rajeev, <i>Law and Society in Modern India</i> , OUP, New Delhi 1997.
6	Chandra, A, <i>Federalism in India: A Study of Union – State Relations</i> , George Allen Unwin, London, 1965.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- Pathshala : https://epgp.inflibnet.ac.in/
Course Designed By : Dr. T. ILANGO VAN E-Mail: ilangovan3949@gmail.com	

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	M	M
CO2	S	S	S	S	S	M	M
CO3	S	S	S	S	S	M	M
CO4	S	S	S	S	S	M	M
CO5	S	S	S	S	S	M	M

*S-Strong; M-Medium; L-Low

Course code	26VACTE-2	TAMIL EPIGRAPHY	L	T	P	C
Value Added Course II			2	-	-	2
Pre-requisite		Emphasis the study of History in scientific manner on the basis of epigraphy	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course :						
1. To impart knowledge on epigraphy and paleography.						
2. To focus the sites of Tamil Brahmi inscription.						
3. To throw light on the Vattalettu inscription in Tamil Nadu.						
4. To study the prominent Grandha inscriptions.						
5. To learn the significance of copper plates grants.						
Expected Course Outcomes:						
1	Define the concepts of epigraphy and paleography					K1
2	Locate the sites of Tamil Brahmi inscription					K1
3	Infer the content of Vatteluttu inscription					K4
4	Decipher the Grandha inscription					K3
5	Discuss the information in copper plate inscription.					K2
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1		Origin and Evolution of Tamil Scripts			05 hours	
Epigraphy: Definition-Scope- Value of Epigraphy - Antiquity of Writing system in Tamil Nadu : Origin and Evolution of Tamil Scripts : Graffiti Marks -Potsherd Inscription - Tamizhi (Tamil Brahmi) - Grantha - Vatteluttu – Tamil.						
Unit:2		Tamil Brahmi inscription			10 hours	
Mangulam - Kilavalavu - Marukaltalai - Mettuppatti - Alagarmalai - Sittannavasal - Pugalur - Arachalur - Arittappatti - Pulimankombai- Thathapatti- Porpanaikottai – Jambai.						
Unit:3		Vatteluttu Inscription			10 hours	
Irattimali - Neganurpatti - Arasalapuram – Pappanpatti (Irulappatti) - Pariyanpatti - Thirunatharkunru - Indhalur - Koraiyaru - Komdayur – Thokaimalai.						
Unit:4		Grandha Inscription			10 hours	
Mandagapattu - Pallavaram - Kudimiyanmalai - Dalavanur - Thiruchirappli - Senthali.						
Unit:5		Tamil Inscription & Copper plates Inscriptpion			10 hours	
Tamil Inscription: Pullamangai, Thanjavur, Darasuram Copper plates Inscriptpion Pallankoil Copper Plate - Velvikudi - Chola copper plate : Anaimangalam – Karandhai.						
		Total Lecture hours			45 hours	
Book(s) for Study						
1	Sircar.D.C, <i>Indian Epigraphy</i> , Motilal Banarsidass Publications, New Delhi, 1965.					
2	Rajan,K., <i>Kalvetiyal</i> , Mano Pathippagam, Thanjavur, 2006.					
3	Buhler,George, <i>Indian Paleography</i> , Indian Studies Past and Present; Calcutta; 1959					

4	Sivaramamurthy.C., Indian Epigraphy and South Indian Scripts, Bulletin of the Madras Government Museum,1952
Books(s) for Reference	
1	Mahadevan, Iravatham, <i>Early Tamil Epigraphy: From the Earliest Times to the Sixth Century A.D.</i> Cre-A Chennai, 2003.
2	Mahadevan, Iravatham, <i>Early Tamil Epigraphy, From the Earliest Times to the Sixth Century C.E.</i> , Revised and Enlarged Edition, Vol. I Central Institute of Classical Tamil, Chennai,2013
3	Rajan,K. <i>Early Writing System</i> , Pandya Nadu Centre for Historical Research, Madurai, 2015.
4	Nagaswami.R., <i>Kalvetiyal</i> ,TamilNadu State Department ofArchaeology, Chennai,1972.
5	Sridhar.T.S., <i>Tamil Brahmi-Kalvettugal</i> ,Tamil Nadu State Department of Archaeology, Chennai,2006.
6	Dani.A.H, Indian Paleography,MunshiramManoharlal Publishers; 3 edition,2011
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	e-PG- <i>Pathshala</i>
Course Designed By : Dr. R. UDAIACHANDRAN E-Mail: udaiachandran@buc.edu.in	

SEMESTER-III						
Course code	26HIAC09	HISTORY OF MODERN INDIA UPTO C.E 1857	L	T	P	C
Core			4	-	-	4
Pre-requisite		Provides the background to understand the History of India of the successive years	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course are:						
1. To know the early settlements of the European powers in India.						
2. To study the struggle for supremacy among the Europeans.						
3. To provide knowledge on the policies of British and their impact on Indian economy.						
4. To focus the development of communication during British period.						
5. To trace the development of Western Education during the British Period.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Locate the European settlements in India					K1
2	Examine the conflict between the Native rulers and the British					K3
3	Analyze the administrative structure provided by the British from the year 1773- 1853.					K4
4	Discuss the land revenue settlements made by the British and the economic impact					K2
5	Assess the social progress and the development of transport and communication					K5
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1		Arrival of Europeans	12 hours			
The Early European settlements: Portuguese - Dutch – Danes – English – French East India Companies - Anglo-French rivalry - Carnatic Wars – Robert Clive - Battle of Plassey.						
Unit:2		British Establishments	12 hours			
Battle of Buxar – Anglo – Mysore wars - Marathas: Anglo-Maratha wars – Administration: Warren Hasting – Cornwallis – Wellesley - Dalhousie						
Unit:3		Early Administrative Structure	12 hours			
The early administrative structure: From Diarchy to direct control – Regulating Act of 1773 – Pitt’s India Act 1784 – Charter Act of 1813 and 1833 – Free trade and the changing character of the British colonial rule – Charter Act of 1853						
Unit:4		Economic impacts and Developments till 1857	12 hours			
Revenue Settlements: the Permanent Zamindari, Ryotwari, Mahalwari – Decline of Traditional crafts – Drain of wealth – Famine & poverty – Development of Communication: Railways – Road ways – Telegraph – Postal Services – Reforms of Wellesley – Dalhousie – William Bentinck.						
Unit:5		Social & Cultural Development	12 hours			
Social & cultural development – Indigenous education – Orientalist – Anglicist controversy – Introduction of Western Education – press - progress of science, Christian missionary activities in India.						
Unit:6		Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars						
Online Seminars – webinars- Internal Assessment Seminars.						
	Total Lecture hours		62 hours			
Book(s) for Study						
1	Chhabra.G.S., <i>Advanced Study in the History of Modern India Vol. I, II, III 1707-1947</i> , Sterling Publishers, New Delhi, 1971.					
2	Majumdar.R.C., Raychaudhuri.H.C, Kalikinkar Datta, <i>An Advanced History of India</i> , Macmillan, London, 1960.					
3	Chandra, Bipan et. Al., <i>India’s Struggle for Independence</i> , New Delhi: Penguin, 1988					

4	Sumit, Sarkar, <i>Modern India: 1885-1947</i> , Macmillan, Delhi, 1983.
5	Grover, B.L. and Grover. S, <i>A New Look on Modern Indian History</i> , S.Chand & Co, New Delhi,1998.
6	Luniya B.N., <i>Evolution of Indian Culture</i> , Lakshmi Narain Agarwal, Agra, 2003.
7	Maheshwari. S.R, <i>The Census Administration under the Raj and After</i> , Concept Publishing Company, 1996.
Books(s) for Reference	
1	Desai, A.R, <i>Social Background of Indian Nationalism</i> , Sage publications, 2005.
2	Chandra Bipan., <i>A History of Modern India</i> , Orient Blackswan, New Delhi, 2009.
3	Majumdar R.C. (et al), <i>History and Culture of Indian People</i> , Bharatiya Vidya Bhavan, Vols, IV-VII, Bombay, 1966.
4	Tapan Raychadhury and Irfan Habib, eds. <i>Cambridge Economic History of India</i> , Vol. I Cambridge: Cambridge University Press, 1982
5	Masselos, Jim, <i>Indian Nationalism: A History</i> , New Dawn Press, 2005
6	Dutt, R.P., <i>India Today</i> , Read Books, 2008
7	Hasan, Mushirul, ed., <i>India's Partition - Process Strategy and Mobilization</i> , OUP, New Delhi, 1993
8	Sitaramayya, Pattabhi B., <i>The History of Indian National Congress, 1885-1935</i> , Indian National Congress Working Committee, 1935
9	Chakrabarthy Kakali, <i>Women, Work and Empowerment in rural India</i> , Anthropological Survey of India, Kolkata, 2011
10	Thurston, Edgar, and Rangachari.K, <i>Castes and Tribes of Southern India</i> , Vol – 6, MJP Publication, 2013.
11	Anderson, Benedict, <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i> , Verso, Revised edition (13 September 2016)
12	Chatterjee Partha, <i>State & Politics in India</i> , Oxford University Press, 1998
13	Census Report
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
Course Designed By : Dr. R. UDAIACHANDRAN E-Mail: udaiachandran@buc.edu.in	

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	S	L	L
CO2	S	M	M	S	S	L	L
CO3	S	M	M	S	S	L	L
CO4	S	M	M	S	S	L	L
CO5	S	M	M	S	S	L	L

*S-Strong; M-Medium; L-Low

Course code	26HIAC10	INDIAN NATIONAL MOVEMENT C.E 1857 to C.E 1947	L	T	P	C
Core			4	-	-	4
Pre-requisite		Throws light on the growth of nationalist spirit and the right of Self-determination	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course are :						
1. To know the rise of nationalism and the contributions of Moderates and Extremists.						
2. To provide knowledge on the various phases of freedom movements.						
3. To study the role of Gandhiji and various movements launched by him.						
4. To focus on the cabinet Mission and Mountbatten plan.						
5. To Make the students know the Indian Independence Act.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Examine the rise of Nationalism and Socio – religious movements					K3
2	Assess the role of moderates and extremists during Indian National Movement.					K5
3	Illustrate the causes and results of Non co-operation movement, Civil disobedience movement and Quit India movement.					K2
4	Outline the history of various freedom fighters and their role and hardships faced by them					K1
5	Analyse the various policies of the British to attain freedom.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	Nationalism and Reform Movements				12 hours	
Rise of Nationalism in India: Revolt of 1857 – causes, course & consequences - Queen’s proclamation of 1858 – Government of India Act, 1858, Transfer of Power - Tribal and Peasant Uprising - Socio-religious reform movements of the 19 th century – Impact of Western Education.						
Unit:2	Pre Gandhian Era				12 hours	
Formation of Indian National Congress- Moderates and Extremists – Indian Revolutionaries - Partition of Bengal – Swadeshi movement – Formation of Muslim League - Surat split – Morley - Minto Reforms Act 1909– Home Rule Movement – Montagu - Chelmsford Reforms Act 1919.						
Unit:3	Gandhian Era				12 hours	
Gandhian Era - Rowlatt Act - Jallianwala Bagh tragedy - Non - cooperation Movement - Swarajya party - Simon Commission - Civil disobedience movement - Salt Satyagraha - Round Table Conferences – Government of India Act 1935.						
Unit:4	India Towards Independence				12 hours	
Individual Satyagraha – Cripps Mission - Quit India movement - India towards independence - Two-Nation Theory - Leftist Movements – Communalism - Demand for Partition of India - Subash Chandra Bose and INA.						
Unit:5	Partition and Freedom				12 hours	
Rajaji Formula – Wavell Plan - Simla Conference - Cabinet Mission – Royal Indian Navy Agitation - Mountbatten Plan - Transfer of Power and Partition - Indian Independence Act 1947.						
Unit:6	Contemporary Issues				2 hours	
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						

		Total Lecture hours	62 hours
Book(s) for Study			
1	Grover B.L. & Sethi R.R., <i>Studies in Modern Indian History from 1707 to the present day</i> , S. Chand, New, Delhi, 1963.		
2	Majumdar R.C., <i>History of Freedom movement in India</i> , Government Central Press, Mumbai, 1957.		
3	Sarkar, Sumit, <i>Modern India: 1885.1947</i> , Delhi: Macmillan, 1983.		
4	Bipan, Chandra, <i>Nationalism and Colonialism in Modern India</i> , Delhi: Orient Longman		
5	Bandhopadhyay, Shekhar, <i>From Plassey to Partition: A History of Modern India</i> . Delhi, Orient Blackswan, 2004		
6	Tara Chand, <i>History of Freedom Movement in India</i> , Publications Division Ministry of Information & Broadcasting		
7	Grover B.L , <i>A Documentary Study of British Policy Towards Indian Nationalism, 1885-1909</i> , National Publications, 1967		
8	Chandra Bipan., <i>A History of Modern India</i> , Orient Blackswan, New Delhi, 2009.		
9	Chandra Bipin, <i>Communalism in Modern India</i> , Har-Anand Publications, Third revised edition, 2008		
Books(s) for Reference			
1	Chandra Bipan., <i>India's Struggle for Independence</i> , Penguin Random House India, New Delhi, 1972.		
2	Dutta K.K., <i>A Survey of Socio-economic Conditions in India, Eighteenth Century</i> , Bookland, Calcutta, 1961.		
3	Sarkar Sumit., <i>Modern India 1885-1947</i> , Macmillan, New Delhi,1983.		
4	Dutta K.K., <i>Renaissance, Nationalism and social changes in Modern India</i> , Bookland, Calcutta,1967.		
5	Chandra Bipan., <i>The Rise and Growth of Economic Nationalism in India</i> , Har Anand Publications, 2010.		
6	Sitaramayya, Pattabhi B., <i>The History of Indian National Congress, 1935-1947</i> , Padma Pub., 1947		
7	Mehrotra, S.R., <i>The emergence of the Indian National Congress</i> , Rupa & Co., 2007		
8	John R. McLane, <i>Indian Nationalism and the Early Congress</i> , Princeton University Press, 1977		
9	Judith Margaret Brown, <i>Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928-1934</i> , Cambridge University Press, 1977		
10	Vanaik Achin, <i>The Furies of India Communalism: Religion, Modernity and Secularisation</i> , Vistar Publications, 1997		
11	Moon Penderel, <i>Divide and Quit: An Eye – witness Account of the Partition of India</i> , OUP India Publications, New Edition, 1998.		
12	Roy, Tirthankar, <i>Economic History of India 1857-1947</i> , Oxford; 3rd edition, 2011		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	SWAYAM : https://swayam.gov.in/		
2	NPTEL : https://onlinecourses.nptel.ac.in/		
3	e-PG- Pathshala : https://epgp.inflibnet.ac.in/		
Course Designed By: Dr. R. UDAIACHANDRAN		E-Mail: udaiachandran@buc.edu.in	

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	L	M
CO2	S	S	S	S	S	L	M
CO3	S	S	S	S	S	L	M
CO4	S	S	S	S	S	L	M
CO5	S	S	S	S	S	L	M

*S-Strong; M-Medium; L-Low

Course code	26HIAC11	KONGU NADU THROUGH THE AGES	L	T	P	C
Core			4	-	-	4
Pre-requisite		Emphasis's the importance of Regional History	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1.To provide comprehensive knowledge about the Sources for the history of Kongunadu and its early History.						
2. To study the Sangam history of Kongu region.						
3. To focus the political history of the Kongu rulers during the medieval period.						
4. To know the Social, economic and cultural life of the natives of Kongu Nadu						
5. To introduce to the Kongu Nadu under British Rule and development in post independent period.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Identify the archaeological and literary sources for the history of Kongu Nadu and political, social and economic status of the Kongu people during Sangam period.					K1
2	Determine the					K5
3	Summarizes the political history of the Kongu Nadu during the Medieval period					K2
4	Analyze the social, economic and cultural life of the tribes of Kongu					K1
5	Identify the development of Kongu region during pre and post Independent period					K4
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1	Sources and Pre – History				12 hours	
Geographical features - Sources: Archaeological, Literary - Pre History : Paleolithic - Mesolithic – Neolithic Age – Megalithic age – Roman Trade.						
Unit:2	Early History				12 hours	
Sangam period: Cheras, Cholas & Pandyas - Political, Social and Economic life – Kongu Nadu under Kalabhras – Jainism in Kongu Nadu.						
Unit:3	Medieval Political History				12 hours	
Rashtrakutas - Kongu Cholas – Veera Keralas – Early Pandyas – Medieval Pandyas – Hoysala - Society: Political, Social and Economic life - Art and Architecture – Bhakthi Movement: Saivism – Kongu Nadu under Vijayanagar Rule – Nayak rule – Mysore Udaiyars - Hyder Ali – Tipu Sultan.						
Unit:4	Ethnography of Kongu Region				12 hours	
Tribes of Kongu – Kolli hills – Socio Economic Cultural life – Tribes of the western Ghats – Society, Culture Economic condition– Kongu Society in the 18 th Century – Socio-Economic Transformation – Pattayagara System.						
Unit:5	Kongu Nadu during Pre and Post Independence				12 hours	
Freedom Movement in Kongu Nadu – Role of Unsung Heros: Periyasamy Thooran, Kovai Kaddhar Ayyamuthu, Avinashilingam Chettiyar, Kovai Subri, S. Ambujammal – Growth of Infrastructure & Industries: Textile and Cottage industry – G.D. Naidu – Farmers’ Movement: Narayanasamy Naidu – Development of Education and Urbanisation.						
Unit:6	Contemporary Issues				2 hours	

Expert lectures, online seminars – webinars		
Online Seminars – webinars- Internal Assessment Seminars.		
	Total Lecture hours	62 hours
Book(s) for Study		
1	Manickam,V, <i>Kongu Nadu (History upto 1400 A.D) (English & Tamil)</i> , Makkal Veliyeedu, Chennai, 2001	
2	Arokiasamy,M, <i>The Kongu Country</i> , University of Madras, 1956.	
3	Venkatasam,M.S., <i>Kongu Nattu Varalaru (Tanil)</i> , New Century Book House, Coimbatore, 2010.	
4	Ramamoorthy,V., <i>The History of Kongu (Pre-Historic period to 1300 AD)</i> , International Society for the Investigation for Ancient Civilization, Madras 1956	
5	Balaji.G, <i>Tribes of the Nilgiris: Arts and Crafts of the Kotas, Kurumbas, Irulas and Paniyas</i> , The C.P. Ramaswami Aiyar Foundation, Chennai, 2007	
6	Kovai Kilar, <i>Kongu Nattu Varalaru</i> (Tamil & English), Coimbatore 1987	
7	Kota Pottery, A Documentation, Keystone Foundation, 2001	
Books(s) for Reference		
1	Vaidyanathan,K.S., <i>Ancient Geography of the Kongu Country</i> , Govt of India, Department of Culture, 1983	
2	Iyyer, Subramania, <i>Historical Sketches about ancient Kongu</i> , Co-Operative Printing Press, Coimbatore, 1967.	
3	Rajan, K. , <i>Archaeology of TamilNadu (Kongu Country)</i> ,Ghaziabad,1994	
4	Rajan ,K. , <i>Megalithic Culture in Kongu</i> , Ghaziabad, 1904	
5	Vaidhyathan, K. S., <i>Ancient Geography of the Kongu Country</i> , Government of India 1983.	
6	Beck, Brinda E.F., <i>Peasant Societies in Kongu: A Study of Right and Left Sub castes in South India</i> , University of Columbia Press, 1972.	
7	Mayilai Seeni Venkatasamy, <i>Kongu Nattu Varalaru</i> (Tamil), Saradha Publications, 2015	
8	K. Appadurai, <i>Kongu Tamizhaga Varalaru (Tamil)</i> , Shree shenbaga pathippagam, 2019	
9	Pulavar Kulandhai, <i>Kongu Nadu(Tamil)</i> , Saradha Publications, 2007	
10	Sathya, M., <i>M.P. Periyasamy Thooran</i> , Department of History and Tourism, Bharathiar University, Coimbatore, 2024	
11	Sneka,R., <i>Kovai Khaddar Ayyamuthu</i> , Department of History and Tourism, Bharathiar University, Coimbatore, 2024	
12	Kumar, R., K. <i>Subramaniam (A) Kovai Subri</i> , Department of History and Tourism, Bharathiar University, Coimbatore, 2024	
13	Karthiphan ,K., <i>S. Ambujammal</i> , Department of History and Tourism, Bharathiar University, Coimbatore, 2024	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	SWAYAM : https://swayam.gov.in/	
2	NPTEL : https://onlinecourses.nptel.ac.in/	
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/	
Course Designed By : Dr. T. ILANGO VAN		E-Mail: ilangovan3949@gmail.com

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	M	S	M	M	M
CO2	S	S	M	S	M	M	M
CO3	S	S	M	S	M	M	M
CO4	M	S	M	S	M	M	M
CO5	S	S	M	S	M	M	M

*S-Strong; M-Medium; L-Low

Course code	26HIAC12	HISTORIOGRAPHY: THEORY AND METHODS	L	T	P	C
Core			4	-	-	4
Pre-requisite		Imparts the value of History and develops the methods of historical writing	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course :						
1. To explain the concepts related to history and its relationship with other disciplines.						
2. To study the forerunners of Historiography						
3. To discuss the role of Enlightenment Historians in Historical writings.						
4. To explain the processes and procedures involved in the conduct of historical research						
5. To focus the significance of historical research and selection of topics						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Define the meaning, and explain the nature and scope of History					K4
2	Trace the genesis of historical writing in Greece, Rome and Arabia					K2
3	Discuss the role of Indian historians					K2
4	Undertake historical research					K1
5	Apply the methodology in research work project or thesis					K1
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		History - The Master	12 hours			
Definition and meaning of History - nature & scope of History – Essence of History - Use & Abuse of History - History and allied disciplines - Branches of History - History as a science and Art						
Unit:2		Ages of Historiography	12 hours			
Greek Historiography: Herodotus- Thucydides- Polybius. Roman Historiography: Livy, Tacitus, Arab Historiography: Ibn Khaldun. Ancient Indian Historiography: Bana – Bilhana - Kalhana - Medieval Indian Historiography: Alberuni - Amir Khusru – Barani - Abul Fazl.						
Unit:3		Enlightenment Historiography and role of Indian historians	12 hours			
Enlightenment Historiography: Voltaire- Edward Gibbon- Ranke – Arnold J. Toynbee - E.H. Carr- Indian historians: R.C. Dutt - Jadunath Sirkar - K.P. Jayaswall - K.A. Nilakanta Sastri - K.K. Pillai-D.D. Kosambi- Romila Thapar – Marxist Interpretation - Subaltern Studies: Ranajit Guha – Annales Paradigm.						
Unit:4		Concepts of Research	12 hours			
Concepts- Objectives- Reasons for research- Types-Historical research-Requisites of the research scholar- Selection of topic: The criteria for selection- Formulation of hypothesis.						
Unit:5		Research Methodology	12 hours			
Collection of Data: Nature and Kinds of Sources- Primary and Secondary- Internal and external Criticism- Objectivity and Subjectivity in writing history- Plagiarism Awareness - Organization of Thesis: Synthesis- Footnotes-Bibliography- Glossary - Appendices- Chart- Tables.						
Unit:6		Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						

		Total Lecture hours	62 hours
Book(s) for Study			
1	Ali, Sheik, <i>History: Its Theory and Method</i> ,. New Delhi, Macmillan, 1980.		
2	Carr, E.H. <i>What is History</i> , Penguin Books Ltd., New Delhi, 2018.		
3	S. Manikam S, <i>On History and Historiography</i> , Padumam Publishers, Madurai		
4	Arthur Marwick, <i>The Nature Of History</i> , Penguin, 1979.		
5	Rajayyan, K, <i>History in Theory and Method: A Study in Historiography</i> , Raj Publications, Madurai, 1982		
6	Sreedharan, E., <i>A Textbook of Historiography: 500 BC to AD 2000</i> , Orient Longman, New Delhi, 2004		
Books(s) for Reference			
1	Barzun, Jacques and Graff, Henry F., <i>The Modern Researcher</i> , San Diego : Harcourt Brace, 1985.		
2	Collingwood, R.G. <i>The Idea of History</i> , Oxford 1977.		
3	Clark,S. "The Annales Historians", in Q.Skinner ed., <i>The Return of Grand Theory in the Human Sciences</i> , Cambridge 1985.		
4	Collingwood, R.G., <i>The Idea of History</i> , Oxford University Press, Delhi, 1994		
5	Jenkins, Keith, <i>Why History? Ethics and Postmodernity</i> , Rouledge, London, 1999		
6	Sen, S.P., <i>Historians and Historiography in Modern India</i> , Institute of Historical Studies, Calcutta, 1973.		
7	Webster, John C.B., <i>Studying History</i> , Primus Books, Delhi, 2019		
8	William Kelleher Storey, <i>Writing History</i> , Oxford University Press, 2004		
9	Guha, Ranajit, <i>Subaltern Studies: Writings on South Asian History and Society</i> , Oxford University Press, 1989		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	SWAYAM : https://swayam.gov.in/		
2	NPTEL : https://onlinecourses.nptel.ac.in/		
3	e-PG- Pathshala : https://epgp.inflibnet.ac.in/		
4	https://edwardseducationblog.files.wordpress.com/2013/07/historical -method.pdf		
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Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	L	L	M
CO2	S	S	S	S	L	L	M
CO3	S	S	S	S	L	L	M
CO4	S	S	S	S	L	L	M
CO5	S	S	S	S	L	L	M
	S	S	S	S	L	L	M

*S-Strong; M-Medium; L-Low

Course code	26HIAE05	PRINCIPLES AND METHODS OF ARCHAEOLOGY	L	T	P	C
Elective :1			4	-	-	4
Pre-requisite		Knowledge in archaeology and excavation is highly needed to explore the unexplored.	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course are :						
1. To know the scope of Archaeology.						
2. To study the history of Archaeology.						
3. To focus the archaeological exploration method						
4. To impart knowledge on the methods of excavation						
5. To understand the site survey and Field methods.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Define the concept and scope of Archaeology.					K1
2	Compare the contribution and finding of eminent archaeologists.					K5
3	Describe the methods and techniques of Excavation					K1
4	Discuss the Epigraphy and Copper plate study					K2
5	Analyze the study of Coins					K4
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1						
Unit:1		Introduction to Archaeology			12 hours	
Archaeology: Definition, Aims and Scope of Archaeology–Methods of Archaeology - Kinds of Archaeology - Archaeology and other disciplines.						
Unit:2						
Unit:2		History of Indian Archaeology			12 hours	
Origin and Development of Indological Studies – Sir William Jones - Asiatic Society-James Princep – Alexander Cunningham – James Burgess- Robert Bruce Foote – John Marshal – Mortimer Wheeler- K.N. Dikshit – N.G. Majumdar - Post Independence Era.						
Unit:3						
Unit:3		Archaeological Exploration and Excavation Methods			12 hours	
Exploration- Types of Sites – Selection of Site- Research design- On site Investigations- Site survey methods-Excavation: Excavation Techniques and Types- Quadrant Method- Digging methods- Principles of Excavation.						
Unit:4						
Unit:4		Data Analysis and Publications			12 hours	
Analysis- Artefacts- Dating system: Radiocarbon dating - Thermo luminescence- Potassium Argon method- Uranium series - Fission track - Obsidian-hydration –Archaeo magnetism – Dendrochronology- Amino acid - Fluorine method - Nitrogen method – - Documentation and publication.						
Unit:5						
Unit:5		Marine Archaeology			12 hours	
Under water Archaeology- Survey and Excavation methods- Geophysical Survey- Physical Survey- Recording excavation- Marine Archaeology in India.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars – Webinars- Internal Assessment Seminars.						
		Total Lecture hours			62 hours	
Book(s) for Study						

1	Raman.K. V., <i>Principles and Methods in Archaeology</i> , Parthajan Publication, Madras, 1991
2	Rajan.K., <i>Archaeology: Principles and Methods</i> ,Manoo Pathippakam, Thanjavur, 2002.
3	Mahadevan, Iravatham, <i>Early Tamil Epigraphy, From the Earliest Times to the Sixth Century C.E.</i> , Revised and Enlarged Edition, Vol.I Central Institute of Classical Tamil, Chennai,2013
4	Chitharaman.Arumuga., <i>Tamil Kasukal</i> , Thanalakshmi patippakam, Thanjavur, 2014
5	Sircar.D.C., <i>Inscription of Asoka</i> , Ministry of Information of and Broadcasting, Government of India, New Delhi,(FE1957),1975
Books(s) for Reference	
1	Barker.P, <i>Understanding Archaeological Excavation</i> , Batsford, London,1986
2	Sourindranath Roy, <i>The Story of Indian Archaeology, 1784-1947</i> , Director General, Archaeological Survey of India, 2011
3	Crawford.O.G.S., <i>Archaeology in the Field</i> , Phoenix, London,1953.
4	Barker.P. <i>Techniques of Archaeological Excavation</i> , Batsford, London,1982
5	Nagaswami.R., <i>Kalvetiyal</i> ,TamilNadu State Department ofArchaeology, Chennai,1972.
6	Rajan,K., <i>Kalvetiyal</i> , Mano Pathippgam, Thanjavur, 2006.
7	Sircar. D.e., <i>Indian Epigraphy</i> , Motilal Banarsidass Publications, New Delhi, 1965.
8	Krishnamurthy.R., <i>Sangam:Numismatics and cultural history</i> , (New Era Publications, California, USA, 2006
9	Colin Renfrew, Paul G. Bahn, <i>Archaeology: Theories, Methods, and Practice</i> , Thames & Hudson, 2004
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- Pathshala : https://epgp.inflibnet.ac.in/
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Mapping with Programme Outcomes							
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M	S	L	S	S	S	S
CO2	M	S	L	S	S	S	S
CO3	M	S	L	S	S	S	S
CO4	M	S	L	S	S	S	S
CO5	M	S	L	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	26HIAE06	ARCHIVES KEEPING	L	T	P	C
Elective :2			4	-	-	4
Pre-requisite		Provides an awareness on research value of Archival materials	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To acquire knowledge on the organization of records for research in Modern History.						
2. To focus the role of Archives in research.						
3. To enlighten the students on the functioning of the Archives at national, provincial, and regional level.						
4. To study the administration of Archives						
5. To understand the value of archival material and its preservation.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Summarizes the history of Archives and Record management					K2
2	Realize the value of archival materials for research in modern history					K1
3	Appraise the research service provided by the National Archives Delhi, Tamilnadu Archives Chennai, Regional archives–Tanjore and Coimbatore.					K5
4	Analyze the Archives management and the role of Archival officers.					K4
5	Apply the methods of preservation of Archives					K3
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1		Origin and Development of Archives			12 hours	
Definition – Scope – Origin and Development of Archives - Manuscripts - Documents – Records importance – History of Archives – Record Management.						
Unit:2		Types of Archives and their role in Research			12 hours	
Types of Archives: Role of Archives in Education – Classification of Archives : World Archives : London(UK)- Indian Office Records – National Archives, Delhi – Madras Archives, Chennai – Regional Archives, Perur – Universities – College. Palm Leaf Manuscript Archives: Missions for Manuscript – Oriental Library Chennai – Sarasvathi Mahal Library, Thanjavur – Tamil University, Thanjavur – Gowmaramadalyam, Coimbatore- Private Archives.						
Unit:3		Contribution of Archives			12 hours	
Educational activities: Lecture – Seminars – workshops – Use of Archives studies - Research work - Manuscript collections – Publications – Catalogue –Guide.						
Unit:4		Archives Administrative Structure			12 hours	
Archives Management: Administration – Commissioner – Director – Coordinating National and International Organizations related to Archives – Research Officer – Technical and Administrative staff – conservation Techniques.						
Unit:5		Conservation and Preservation of Archives			12 hours	
Preservation of Archival Materials : Treatment against Fungi and insects – Liquid Ammonia method – Calcium Hydroxide method – Physical forms of Archives – Records, Film, Video Tapes, Sound records						

Machine readable records – Security – Public safety – fire Safety.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Online Seminars – webinars- Internal Assessment Seminars.		
	Total Lecture hours	62 hours
Book(s) for Study		
1	Jayaraj.V, <i>Care of Archival Materials and Manuscripts</i> , Government Museum, Chennai,2007	
2	Agrawal.O.P., <i>Conservation Manuscripts and paintings of South-east, Asia</i> , Butterworeth & Co, Lucknow,1931	
3	Schellenberg, T.R., <i>Modern Archives: Principles and Techniques</i> , University of Chicago,1965	
4	Thyagarajan, R., <i>Archives Keeping</i> , New Delhi.	
5	Dharmaraj, J, <i>Archives Keeping</i> , Tensy publication,Sivakasi,2008	
6	Raj, Sundara, <i>Manual of Archival System and World of Architecture</i> , Siva publicatios, Chennai, 1999.	
Books(s) for Reference		
1	Sridhar.R., <i>Kalai Padaippukalaiyum Nulagap Porutkalaiyum Paramarithal</i> , Government Museum, Chennai, 2007	
2	Hunter, G. <i>Developing and Maintaining Practical Archives</i> . New York : Neal-Schuman , 2003	
3	Ritzenthaler, M.L. <i>Preserving Archives and Manuscripts</i> . Chicago: Society of American Archivists, 1993.	
4	Ghosh, S., <i>Archives in India</i> , Firma K.L. Mudhopadhyay, Calcutta, 1963.	
5	Harinarayana, Nilam, <i>Science of Archives Keeping, State Archives</i> , Government of Andhra Pradesh, 1969.	
6	Hilary, J., <i>A Manual of Archives Administration</i> , Humphries & Co Ltd, London, 1937.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	SWAYAM : https://swayam.gov.in/	
2	NPTEL : https://onlinecourses.nptel.ac.in/	
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/	
Course Designed By : Dr. A. PERUMAL		E-Mail: ishapermal@gmail.com

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	L	S	L	S	S	M	S
CO2	L	S	L	S	S	M	S
CO3	L	S	L	S	S	M	S
CO4	L	S	L	S	S	M	S
CO5	L	S	L	S	S	M	S

*S-Strong; M-Medium; L-Low

Course code	GS107	HISTORY FOR COMPETITIVE EXAMINATIONS	L	T	P	C
SUPPORTIVE : III			4	-	-	4
Pre-requisite		Promotes the core competency skills and augment citizenship values.	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course are :						
1.To acquire thorough knowledge in the main aspects of Indian history						
2. To understand the pre historic period, Vedic Age and the rise of empires						
3. To learn Muhammedan invasion and Delhi Sultanate.						
4.To know the British administration under Governor Generals						
5.To study India's freedom struggle in Gandhian era and Indian constitution						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Recall the Ancient Indian History and the development of civilizations					K1
2	Discuss the important features of Delhi Sultanate					K2
3	Examine the formation of Mughal dynasty and their contribution to the development of art and architecture.					K3
4	Analyze the British administration and their expansion policies in India					K4
5	Appraise the role of various national leaders and nationalism for the cause of Indian freedom.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1 Ancient History 6 hours						
Sources - Prehistoric Age - Indus Valley Civilization - Vedic Age- Alexander's Invasion- Religions in 6 th century BC – Rise of Magada - Mauryas - Guptas- Harshavardhana – Their Contributions to Art, Architecture and Literature.						
Unit:2 Medieval History 6 hours						
Muhammadan Invasions - Delhi Sultanate -Vijayanagar – Bahmini Kingdom/Deccan Sultanates- Patronage to Art, Architecture, Literature.						
Unit:3 India Under the Mughals 6 hours						
Mughal Rule - Babur - Sher Shah - Akbar - Shahjahan - Aurangzeb - Decline of the Mughals – Marathas – Sikh – Development of Art, Architecture, Literature under Mughals.						
Unit:4 Advent of the Europeans 6 hours						
Advent of the Europeans – Policies: Trade Centres and Wars -Robert Clive -Warren Hastings - Cornwallis - Wellesley - Bentinck - Dalhousie - Sepoy Mutiny – Administrative Reforms from 1773 to 1947.						
Unit:5 Freedom Struggle and History of Post Independent India 6 hours						
Nationalism – Indian National Congress – Swadeshi Movement – Home Rule Movement – Non – Co-operation Movement – Civil Disobedience Movement – Quit India Movement – Indian Constitution: Making, Content and Working – Administrative , Socio-Economic Development in Post Independent						

India.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars - webinars		
Online Seminars - webinars- Internal Assessment Seminars.		
	Total Lecture hours	32 hours
Book(s) for Study		
1	Chandra, Shailesh, <i>Medieval India (1200 – 1800)</i> , Alfa Publicatios, NewDelhi, 2009.	
2	Aggarwal, J.C. , <i>The Ancient, Medieval & Modern Indian History</i> , S.Chand&Co, New Delhi, 2009	
3	Basu,D.D., <i>Introduction to the Constitution of India</i> , Wadhwa Nagpur, New Delhi, 2003.	
4	Lakshmikanth. M, <i>Indian Polity</i> , McGraw Hill Education (India) Private Ltd., 2017.	
Books(s) for Reference		
1	Parashar, Pramod, <i>Trueman’s Indian History</i> , KanishkaPublications,New Delhi,	
2	Chakravarthy, <i>Freedom Fighters of India</i> , Crest Publishing House, Delhi,1999	
3	Sarkar Sumit, <i>Modern India 1885 –1947</i> ,Macmillan, New Delhi,1983	
4	Chandra Bipan et al, <i>India’s Struggle for Independence</i> , New Delhi,1972	
5	Lakshmanan M, <i>Indian Constitution: An Introduction (Tamil)</i> , Madras, 2002)	
6	Maheshwari.S.R., <i>Indian Administration</i> , Orient Blackswan, New Delhi, 2001.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	SWAYAM : https://swayam.gov.in/	
2	NPTEL : https://onlinecourses.nptel.ac.in/	
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/	
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	L	L	M
CO2	S	S	S	S	L	L	M
CO3	S	S	S	S	L	L	M
CO4	S	S	S	S	L	L	M
CO5	S	S	S	S	L	L	M
	S	S	S	S	L	L	M

*S-Strong; M-Medium; L-Low

Course code	26JOCII-1	HISTORICAL STUDIES, TRAVEL AND TOURISM (NAAN MUDHALVAN SCHEME)	L	T	P	C
Job Oriented Course			2	-	-	2
Pre-requisite			Syllabus Version			2026-27
Unit:1					10 Hours	
Definition of the term Tourism – Growing importance of Tourism – Meaning of Tourism – Types of Tourism – Reasons for the growth of Tourism in recent times						
Unit:2					10 Hours	
Incredible India – Land of Pluralism – Flora and Fauna – Climate – Music and Dance – Art and Architecture – World Heritage Sites in India.						
Unit:3					10 Hours	
Growth of Tourism in India – Sargent Committee – ITDC, TTDC – popular Tourist Centers in India.						
Unit:4					10 Hours	
Basic components of Tourism: Local, Weather, Economic attraction, Historical and cultural factors, Tourist Products: Transport, Accessibility, Accommodation and Hospitality.						
Unit:5					05 Hours	
Role of Travel Agency and Tourist Information – Travel Agents – Tour operators – Exchange of currency – immigration formalities: Passport, Visa, Customs Checks and Clearance.						
Textbook						
1	Bhatia, A.K. – Tourism in India					
2	Ram Acharya – Tourism in India					
3	Sethi, P.N. – Successful Tourism Planning and Management					
4	Krishnalal and Gupta – Tourism, Museums and Monuments in India.					
5	Rajasekara Thangamani, M – Suttrulaviyal (Tamil)					

Course code	26HI23-8861	HEALTH AND WELLNESS	L	T	P	C
New Course			-	-	-	1
Pre-requisite		Importance to Students Health and Mental Wellness	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. Critically examine the social, economic, environmental, and behavioral factors influencing health outcomes and wellness across diverse populations.						
2. Assess the effectiveness of various health promotion approaches, interventions and policies in enhancing physical and mental well- being and reducing health inequities.						
3. Explore the complexities of mental health, including stress, anxiety, and resilience, and discuss evidence-based interventions for promoting mental wellness and addressing mental health challenges						
4. Synthesize research findings and policy frameworks to inform health and wellness practices, programs, and policies that promote health equity, improve health outcomes, and enhance overall well-being.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Critically analyze the social, economic, and environmental determinants of health					K4
2	Design and evaluate health promotion programs that address the needs of diverse populations and settings					K5
3	Develop and implement mental health interventions that promote resilience, stress management, and overall well-being					K6
4	Analyze the impact of effective anti-drug strategies to prevent and address substance use disorders.					K1
5	Realize the effectiveness of anti-drug policies and programs.					K2
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1		Introduction to Health & Wellness			06 hours	
Traditional concept: Mental and Social Well-being- Modern Trends & Challenges in Physical and Mental Health- Mental being in daily life.						
Unit:2		Well- Being Wheel			06 hours	
Emotional Wellbeing- Mental Wellness- Intellectual Wellness- Physical Wellness- Environmental Wellness- Financial Wellness- Occupational Wellness- Social Wellness						
Unit:3		Physical Well-being			06 hours	
Defining Physical Wellbeing – Traditional Physical activities- Factors influencing physical wellbeing – Types of fitness activities- Understanding physical limitations and capabilities- Nutrition – Hygiene- Daily physical activities – Breaking of bad habits: Alcohol- Tobacco- Drug						
Unit:4		Mental Well- Being			06 hours	
Meaning and definition of Mental – Wellbeing- Emotions- Stress Management- Positivity and Self acceptance- Rewinding of Mind- Yoga – Asanas- Meditation.						
Unit:5		Social Well- Being			06 hours	
Significance of Social Well- Being – Gratitude and forgiveness- Positive approach towards people- Empathy towards weaker section- Digital Ilteracy- Role of media in social- Wellbeing.						
Unit:6		Activities				
Expert lectures, activities						
Lectures for theory- activities- active participation.						
		Total hours			30 hours	

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1.	United Nations Sustainable Development Goals- Goal 3- good Health & Well- Being: https://www.un.org/sustainabledevelopment/health/
2.	Mindfulness and Meditation: Stanford Health Library offers mindfulness and meditation resources: https://healthlibrary.stanford.edu/books-resources/mindfulness-meditation.html
3.	Breaking Bad Habits: James clear provides a guide on how to build good habits and break bad ones: https://jamesclear.com/habits
4.	6 ways to keep your mind sharp: https://www.lorman.com/blog/post/how-to-keep-your-brain-sharp
5.	What is Social Wellbeing:12+ Activities for Social Wellness: https://positivepsychology.com/social-wellbeing/
6.	How does your Environment Affect your Mental Health? https://www.verywellmind.com/how-your-environment-affects-your-mental-health-5093687
7.	How to say no to others (And why you shouldn't feel guilty) https://www.betterup.com/blog/how-to-say-no

SEMESTER – IV						
Course code	26HIAC13	HISTORY OF CONTEMPORARY INDIA	L	T	P	C
Core		C.E 1947 - C.E 2019	4	-	-	4
Pre-requisite		Motivates the students for critical and analytical study of free India.	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. Impart knowledge on the making of the Indian constitution, economic planning and the linguistic reorganization of Indian states.						
2. Give a picture of how India’s political and economic agenda and basics of foreign policy were evolved and developed since independence.						
3. Focuses on the development of education, science, technology and also the contemporary issues related to religion, caste and politics in India.						
4. To know the role of political leaders in various aspects.						
5. To study the economic development and program of science in contemporary India.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Estimate the role of Sardar Patel in the integration of princely state					K2
2	Compare the administrative measures taken by the Congress and Janata party Government in the beginning years post - independence period					K5
3	Distinguish between the administration of Rajiv Gandhi and Narasimha Rao					K4
4	Identify the changes in contemporary Indian Society.					K1
5	Explain the economic development and progress of science in contemporary India.					K2
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1		Consolidation as a Nation			12 hours	
Framing of the Indian Constitution - Integration of Princely states - Sardar Vallabhai Patel - Princes in electoral politics - - Linguistic Reorganization Of States – Regionalization & regional inequality - the questions of national language						
Unit:2		Congress and Non Congress Governments			12 hours	
Nehru Era - Lal Bahadur Sastri - Indra Gandhi - Jaya Prakash Narayanan - Janata Government- Moraji Desai and Charan Singh - Conflict Zones: Punjab – Kashmir – Jharkhand - Telengana - North East.						
Unit:3		Congress – Coalition Politics			12 hours	
Rajiv Gandhi - National Front government (1989- 91) – Congress led Government -Narasimha Rao - BJP led Government- Atal Bihari Vajpayee – UPA - Manmohan Singh – NDA Government and Demonetization.						
Unit:4		Socio-Economic Developments			12 hours	
Caste & Ethnicity after 1947 - Backward Class & Tribes in post-colonial electoral politics - Dalit movement – Reservation Policy – Women Empowerment Schemes - land reforms – the planning and rural reconstruction.						
Unit:5		Education, Environment, Science & Technology			12 hours	
New Education Policy - Environmental policy in Post-Colonial India – Progress of Science and Technology – Nuclear Policy – Space Research - Computerization – Technological Missions.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars – webinars- Internal Assessment Seminars.						
		Total Lecture hours			62 hours	
Book(s) for Study						
1	Venkatesan.G, <i>History of Contemporary India</i> , V.C. Publications, Madurai, 2012					

2	Chandra, Bipin, <i>India Since Independence</i> , Penguin Books, New Delhi, 2008.
3	Chakrabarty, Bidyut, <i>Indian Politics and Society since Independence: Events, Processes and Ideology</i> , Routledge, 2008.
4	Bates, et al., <i>The Politics of Modern India since Independence</i> , Routledge/Edinburgh South Asian Studies Series, 2011.
5	Chandra Bipin, <i>Indian after Independence</i> , Penguin Books, New Delhi, 2000
6	Chakravarthy,S.R, <i>Contemporary India</i> , Delhi, 2000
7	Satish Despande, <i>Contemporary India: A Sociological View</i> , New Delhi, 2003
Books(s) for Reference	
1	Guha, Ramachandra, <i>India After Gandhi</i> , Delhi, 2011.
2	Mohani, K.T.J, <i>Independence to India and After</i> , New Delhi, 1977
3	Saberwal, Satish, <i>Roots of Crisis: Interpreting Contemporary Indian Society</i> , Sage, New Delhi, 1996.
4	Thakur, Ramesh, <i>The Government and Politics of India</i> , Houndenville: Macmillan, 1995.
5	Acharya, K.R. et al., <i>Perspectives on Indian Government and Politics</i> , Chand & Co., New Delhi, 1993.
6	Chatterjee, Partha, <i>The Nation and its Fragments</i> , Delhi: OUP and Princeton: Princeton University Press, 1994.
7	Prasad, Bimal, <i>Origins of India’s Foreign Policy</i> , Bombay: Orient Longman, 1966
8	Kapila, Uma, <i>Indian Economy: Performance and Policies</i> , New Delhi: Academic Foundation, 2009 (Revised edition).
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- Pathshala : https://epgp.inflibnet.ac.in/
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	M	S
CO2	S	S	S	S	S	M	S
CO3	S	S	S	S	S	M	S
CO4	S	S	S	S	S	M	S
CO5	S	S	S	S	S	M	S

*S-Strong; M-Medium; L-Low

Course code	26HIAC14	HISTORY OF CHINA C.E 1800 - C.E 2000	L	T	P	C
Core			4	-	-	4
Pre-requisite			Historical knowledge at global level is the need of the time especially the role of China in World affairs		Syllabus Version	2026-27
Course Objectives:						
The main objectives of this course are :						
1. To Study the advent of Europeans and western impact on China.						
2. To understand the Political, Social and Economic conditions and various movements in China.						
3. To learn the Intellectual and Cultural Progress of China.						
4. To know the Role of China in world war and Reorganization of Communism and its Foreign Policy.						
5. To throw light on People’s Republic of China and its foreign policy.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Analyze the advent of westerners and various movements against it.					K4
2	Compare several conferences and demands of China.					K5
3	Discuss the economic, religious and social structures of China.					K2
4	Describe about the growth of communism and Mao – Tse – Tung.					K1
5	Explain about the Republic of China.					K3
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1		Manchu Rule in China			12 hours	
Opening of China to the West – Opium Wars – First Sino – Japanese War – Taiping Rebellion – China under the Manchus – Boxer Movement – Manchu Reforms.						
Unit:2		Revolution and War			12 hours	
Revolution of 1911: Causes, Course and Consequences – Fall of Monarchy – Dr. Sun Yat Sen – Yuan Shi Kai’s Presidency – First World War and China – Twenty one Demands – The Paris Peace Conference and China.						
Unit:3		Policies and Progress of China			12 hours	
May Fourth Movement – War Lords – Washington Conference – The Kuomintang – Economic, Social, Intellectual and Cultural Progress of China upto 1931 – The Nationalist Government – Domestic Policies from 1929 – 33- Chiang- Kai Shek.						
Unit:4		Growth of Communism			12 hours	
Second Sino – Japanese War – China and World War II – Growth of Communism – Civil War – Rise of Mao – Tse-Tung – People’s Republic of Taiwan.						
Unit:5		Republic of China and its Foreign Policy			12 hours	
The establishment of people’s Republic of China – Political, Social and Economic and Cultural Revolution – Deng Ziao Peng – Reorganization of Communism – 1982 Constitution – Foreign Policy upto 2000 C.E.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars – webinars- Internal Assessment Seminars.						
	Total Lecture hours			62 hours		

Book(s) for study	
1	Shiv Kumar., <i>History of Modern China(1839-1980)</i> , S.Chand & company ltd., New Delhi.1976.
2	Gupta.R.S., <i>History of Modern China</i> , Sterling Publishers, New Delhi,1974.
3	Vinacke, H. M., <i>A History of the Far East in Modern Times</i> , Ruskin House, London.
4	Clyde and Beers., <i>The Far East</i> , Prentice Hall of India Pvt Ltd, New Delhi,1977.
5	Chatterji.B.R., <i>Moden China</i> , Meenakshi Prakashan, Meerut,1974.
Books(s) for Reference	
1	Rajaram.V., <i>History of China , Japan and South East Asia</i> (In Tamil), Tamilnadu Text Book Society, Chennai.
2	Hsu.C.Y., <i>The Rise of Modern China</i> , Oxford University Press, Hong Kong,1983.
3	Meisner, Maurice., <i>Mao 's China and After: A History of the People 's Republic</i> .3rdedn., The Free Press, New York, 1999.
4	Wright, M. C., <i>China in Revolution: The First Phase 1900-1913</i> , Yale University Press, 1968
5	Spence, J. D. , <i>The Search for Modern China</i> , New York, London: W.W. Norton & Co, 1999, 1990.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	L	L	M
CO2	S	S	S	S	L	L	M
CO3	S	S	S	S	L	L	M
CO4	S	S	S	S	L	L	M
CO5	S	S	S	S	L	L	M

*S-Strong; M-Medium; L-Low

Course code	26HIAC15	INTERNATIONAL RELATIONS SINCE C.E 1945	L	T	P	C
Core			4	-	-	4
Pre-requisite		Updates the knowledge of the students on world affairs	Syllabus Version		2026-27	
Course Objectives:						
The main objectives of this course:						
1. To make the students understand the theories and concepts of international politics.						
2. To highlight the foreign policies of the world economic order.						
3. To focus the world impact of globalization.						
4. To impart knowledge on India's relations with the super powers.						
5. To enlighten the student on the aims and functions of the international organizations.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Define the theories of international relations.				K1	
2	Explain the concepts of international politics.				K2	
3	Compare the foreign policy of the major powers				K5	
4	Examine the impact of globalization.				K3	
5	Analyze the global issues and the role of U.N and the specialized agencies in maintain world peace.				K4	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1 Introduction to International Relations 12 hours						
Definition, Meaning and scope - Theories of International Relations: The Realist Theory, System Theory, Decision Making Theory - Game Theory – International Relations & International Politics – Diplomacy: Types of Diplomacy						
Unit:2 Concepts in International Relations 12 hours						
Formation of Nation States: National Power - National interest –World Order: Balance of power, Polarisation (Unipolar, Bipolar) - Collective Security: NATO - CENTO - Warsaw Pact – SEATO - ANZUS – Terrorism						
Unit:3 Various Policies and Programmes 12 hours						
Cold War: Origin, Phases and End of the War - India's foreign policy and relations: Non - Alignment – India and UNO – India and Common Wealth - India's relation with Super Powers - Oil Diplomacy - Palestine-Israel conflicts – Arms Control and Disarmament: The Nuclear Non - Proliferation Treaty (NPT) - Comprehensive Test Ban Treaty [CTBT] - India's Nuclear Policy.						
Unit:4 Economic Order and Globalization 12 hours						
New International Economic Order: European Union - GATT, IMF and World Bank/WTO and its implications. The North-South 'Dialogue- LPG and its impact						
Unit:5 International Organizations 12 hours						
Origin and Development of International Organizations: The United Nations: Aims, Objectives, Principal organs, Achievements and its Specialized Agencies – Multilateral and Regional Organizations: OAS - OAU - Arab League - ASEAN - IBSA – BRICS - G8- G20- SAARC – SCO- QUAD - AUKUS.						
Unit:6 Contemporary Issues 2 hours						
Expert lectures, online seminars – webinars						

Online Seminars - webinars- Internal Assessment Seminars.		
	Total Lecture hours	62 hours
Book(s) for Study		
1	Carr, E.H, <i>International Relations between Two World Wars (1919 - 1939)</i> , Palgrave Macmillan, London, 1952.	
2	Dutt.V.P., <i>India's Foreign Policy</i> , Vani Educational Books, New Delhi,1984	
3	Sharma, U., <i>International Relations 1914 to present day</i> , Lakshmi Narain Agarwal, Agra, 2013.	
4	Varma & Siddique, <i>Essentials of International Relations</i> ,Careers Digest Publications, New Delhi.	
5	Reynolds, P.A., <i>Introduction to International Relations</i> , Longmans, London, 1971.	
6	Palmer & Perkins., <i>International Relations</i> , AITBS Publishers, Delhi, 2021.	
7	Dunbabin J.P.D, <i>International Relation Since 1945</i> , Longman, London, 1994.	
Books(s) for Reference		
1	Feller et al., <i>The Theory and Practice of International Relations</i> , Printice -Hall of India, New Delhi, 1977.	
2	Murthy, B.S., <i>International Relations and Organisation</i> , Eastern Book Company, Lucknow, 2008.	
3	Calvecoressi,P., <i>World Politics Since 1945</i> , Longman, New Delhi, 2008.	
4	Sprout et al., <i>Foundations of International Politics</i> , Affiliated East West Press Pvt. Ltd, New Delhi, 1964.	
5	Schuman, <i>International politics</i> , McGraw Hill, New York, 1958.	
6	Hass et al., <i>The Dynamics of International Relations</i> , McGraw-Hill Book Co., New York, 1956.	
7	Sachdeva & Gupta, <i>A Simple Study of International Relations</i> , Ajanta Prakashan, Delhi.	
8	UNESCO, <i>International Culture</i> , 1970.	
9	Kaplan, Morton A., <i>System and Process in International Politics</i> , John Wiley and Sons, London, 1967.	
10	McClelland, Charles A., <i>Theory and the International System</i> , Macmillan, New York, 1966.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	SWAYAM : https://swayam.gov.in/	
2	NPTEL : https://onlinecourses.nptel.ac.in/	
3	e-PG- <i>Pathshala</i> : https://epgp.inflibnet.ac.in/	
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	M	L	M
CO2	S	S	S	S	M	L	M
CO3	S	S	S	S	M	L	M
CO4	S	S	S	S	M	L	M
CO5	S	S	S	S	M	L	M

*S-Strong; M-Medium; L-Low

Course code	26HIAC16	INDIAN POLITY AND GOVERNANCE	L	T	P	C
Core			4	-	-	4
Pre-requisite	Same point given for the paper Indian Constitution		Syllabus Version	2026-27		
Course Objectives:						
The main objectives of this course:						
1. To impart basic knowledge of Indian constitution.						
2. To make the students aware of the Principal organs of the union Government.						
3. To introduce the idea of various statutory commissions.						
4. To make the students aware of Centre –State and interstate relation.						
5. To learn the political parties at national and regional level.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Recall the Historical background of Making of the Indian Constitution.				K1	
2	Illustrate the Principal Organs of the Union Government.				K4	
3	Examine the functions and powers of Statutory Institutions and various Commissions.				K3	
4	Interpret the centre state Relation and disputes				K2	
5	Assess the role of national and regional parties in Indian politics.				K5	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
Unit:1		Making of the Indian Constitution			12 hours	
The Constituent Assembly and its role in the making of the Indian Constitution- Salient features of the Indian Constitution- The Preamble-Fundamental rights- Fundamental duties- Directive Principles of State Policy						
Unit:2						
Unit:2		Principal Organs of the Union Government			12 hours	
Executive: President: position- Qualification - powers. Vice President- Prime Minister and Council of Ministers -legislature: Union Parliament: Lok Sabha and Rajya Sabha- Amendment Procedure. Judiciary: Supreme Court-powers.						
Unit:3						
Unit:3		Government of the State			12 hours	
Governor: position and powers. Chief Minister- Council of Ministers-State legislature-High Court: organisation and powers-Local Municipal administration- Village Panchayat- lok Adalat- Family Courts.						
Unit:4						
Unit:4		Federalism			12 hours	
Elements of federation - Center State relations- Co-operative Federalism - Interstate disputes- Role of party System in Democracy-National and regional parties- Patterns of Coalition Politics-Election System.						
Unit:5						
Unit:5		Center State Commissions			12 hours	
Statutory Institution Commissions: Comptroller and Auditor General-Election Commission- National Commissions for: Finance-Scheduled Castes and Tribes- Women- Human Rights- Minorities- Backward Classes Commission – Good Governance - Anti Corruption bodies: Lok Pal – Lok Ayukta						
Unit:6						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
Online Seminars - webinars- Internal Assessment Seminars.						
		Total Lecture hours			62 hours	
Book(s) for Study						

1	Arora. N.D., <i>Political Science for Civil Services Mains Examination</i> , Tata McGraw Hill, New Delhi, 2016.
2	Basu, D.D., <i>Introduction to the Indian Constitution</i> , Lexis Nexis, Haryana, 2015.
3	Lakshmikanth, M, <i>Indian Polity</i> , McGraw Hill, New Delhi, 2017
4	Karthikeyan, M., <i>Governance in India: Basic and Beyond</i> , Pearson Education, 2019.
5	P.V. Rajamannar, Report of the Centre-state Relations Inquiry Committee, Government of Tamil Nadu, 1971
Books(s) for Reference	
1	Mehta V.R., <i>Foundations of Indian Political Thought: An Interpretation – From Manu to the Present Day</i> , Manohar Publishers and Distributors, 1992.
2	Heywood Andrew., <i>Political Theory: An Introduction</i> , Palgrave Macmillan series, 2015.
3	Fadia B.L., <i>Indian Government and Politics</i> , Sahitya Bhawan, 2017.
4	Kothari Rajni., <i>Politics in India</i> , Orient Blackswan, 2012.
5	Laxmikanth, M., <i>Governance in India</i> , McGraw Hill, New Delhi, 2014.
6	Kothari Rajni., <i>Caste in Indian Politics</i> , Orient Blackswan, New Delhi, 2010.
7	Shivhare, Nitin, <i>Indian Polity and Governance</i> , S Chand Publishing, New Delhi, 2016
8	73 rd Constitutional Amendment Act,1992 and 74 th Constitutional Amendment Act,1993
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
2	NPTEL : https://onlinecourses.nptel.ac.in/
3	e-PG- Pathshala : https://epgp.inflibnet.ac.in/
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Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	M	S
CO2	S	S	S	S	S	M	S
CO3	S	S	S	S	S	M	S
CO4	S	S	S	S	S	M	S
CO5	S	S	S	S	S	M	S

*S-Strong; M-Medium; L-Low

Course code	26JOCII-2	INDIAN ICONOGRAPHY (BRONZE MAKING)		L	T	P	C
Job Oriented Course				2	-	-	2
Pre-requisite				Syllabus Version		2026-27	
Course Objectives:							
1. To acquire knowledge on the Indian Iconography. 2. To enlighten the students on the significance of Iconography. 3. To impart knowledge on Iconography and Iconometry. 4. To learn about north Indian sculptures. 5. To understand the unique features of South Indian sculptures							
Expected course outcome:							
1. Define the concepts of Iconography. 2. Analyze the method of preparation of images. 3. Identify the various ingredients for making idols. 4. Discuss the origin and evolution of South Indian sculptures							
Unit:1	Introduction to Indian sculptures					10 Hours	
Iconography – Definition and Scope – Origin and Development of sculpture in India- Image worship in India – Basic elements of Indian sculptural art – Raw materials and techniques – Sculpture as a mode of religious communications – Socio-Cultural significance of Indian sculptures							
Unit:2	Puranic and Mythological Background of Indian sculpture					10 Hours	
Hindu Mythology – Vedic Gods – Hindu Triad – Goddesses – Buddhist Mythology – Preaching and Death – Jain Mythology							
Unit:3	Iconography and Iconometry					10 Hours	
Silpa Sastrs – Iconographic Terminology – Hastas and Asanas – Symbolism of Sculptures – Iconometry principles – Uttama Pasatalam ,Uttama Nava talam and Uttama Ashtatalam – Aesthetic Principle – Iconography of Siva – Different forms – Iconography of Vishnu – Brahma – Forms of Goddesses and Minor deities - Buddhist Iconography Buddha and Bodhisatva – Jaina Iconography – Tirtankaras ,Yakshas and Yakshinis.							
Unit:4	North Indian Sculptures					10 Hours	
Indus Valley Sculptures – Mauryan sculptures – Sunga Stonecarvings – Kushana Sculptures – Gandhara and Madhura schools of Art – Gupta Sculptures – Sculptures of Palas and Senas – Chandella Sculptures..							
Unit:5	South Indian Sculptures					05 Hours	
Pre and Proto historic Terracotta and Metal figurines – Sculptures of Satavahanas and Ikshvakus – Chalukyan sculptures – Sculptures of Pallavas and Rashtrakutas – Chola and Pandya sculptures – Hoysala Sculptures – Vijayanagar and Nayak Sculptures- South Indian Bronzes.							
Textbook							
1	Agrawala, S.Vasudeva, The Heritage of Indian Art, Government of India, Delhi, 1984.						
2	Ekambaranathan, A.,Thamizhagach Cirppa Oviyak Kalaigal (Tamil), Tinnavelly, 1984.						
3	Harle, J.C.,The Art and Architecture of the Indian Sub Continent., London, 1990.						
4	Huntington, I., Susan, The Art of Ancient India. New York, 1993.						
5	Banerjee, J.N., The Development of Hindu Iconography, Munshiram Manoharlal, New Delhi,						
6	1974.						
7	Ganguly.O.C., South Indian Bronzes, Indian Society of Oriental Art. Calcutta, 1915.						
8	Saraswathi. S.K., A Survey of Indian Sculpture, Firma K.L.Mukhopadhyay, Calcutta, 1975.						
9	Jouveau Dubreuil, G., <i>Iconography of Southern India</i> (Translated by A.C. Martin), Paris, 1937						

Reference Books	
1	Commaraswamy, A.K., History of Indian and Indonesian Art, York, 1972.
2	Ganapathi Sthapathi, V.,Sirpach Chennool (Tamil), Pub. Madras, 1978.
3	Gupta, R.S., Iconography of the Hindus, Buddhists and Jain, Pub. Bombay, 1980.
4	Havell, E.B., Indian Sculpture and Paintings, Delhi, 1980.
5	Stutley Margret, The Illustrated Dictionary of Hindu Iconography, London, 1985.
6	Gopinatha Rao, T.A., Elements of Hindu Iconography, Motilal Bannassidass. Pubs., New Delhi 1985.
7	Krishna Sastri, H., <i>South Indian God and Goddesses</i> , Madras Government Publication, Madras, 1916.
8	Nagaswamy, R., Kalai Selvangal (Tamil), Chennai Government, 1961

BOS – Chairman