

SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS),

Reaccredited with 'B++' Grade by NAAC

(Affiliated to Periyar University)

Fairlands, Salem – 636016.



PG & RESEARCH DEPARTMENT OF HISTORY

**SYLLABUS
B.A. HISTORY**

For the students admitted from 2026 – 2029

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INTRODUCTION

Studying BA History at the undergraduate level aims to give students a clear understanding of how human society has developed over time. It helps them learn about important events, cultures, and ideas of the past while developing skills to think critically and analyze information. The course also encourages respect for heritage and diversity, creates awareness about the nation and the world, and prepares students for careers in teaching, research, civil services, and other related fields. Overall, its main aim is to connect the lessons of the past with the needs of the present and future. History is not merely a record of past events, but a systematic study of human experiences, achievements, and challenges over time. It helps learners understand how societies have evolved politically, socially, and culturally, while also providing lessons that guide present and future decision-making. By examining significant events, individuals, and movements, students gain insight into the forces that have shaped civilizations and influenced the modern world.

The study of history equips students with critical thinking skills, an appreciation for cultural diversity, and a deeper awareness of continuity and change. Through analyzing sources and interpreting evidence, learners develop the ability to form balanced judgments rather than accept information at face value. This understanding not only strengthens academic knowledge but also builds informed citizenship and a sense of identity. This syllabus is designed to provide a comprehensive understanding of key historical developments, major civilizations, and transformative events across different periods. It integrates political, economic, social, and cultural dimensions of history to give students a holistic perspective. Emphasis is placed on critical analysis, connecting past developments to contemporary issues, and fostering an informed appreciation of global heritage. Studying history helps individuals understand how societies have evolved over time and how past events continue to shape the present. It provides lessons from successes and failures, guiding people to make informed decisions for the future. By learning about cultural heritage, struggles for freedom, social reforms, and technological progress, individuals develop a sense of identity and responsibility toward their community. History connects society by fostering unity, respect for diversity, and awareness of shared challenges, ensuring that the mistakes of the past are not repeated while inspiring progress and innovation. The history curriculum is designed to provide students with a comprehensive understanding of humanity's past, tracing social, political, economic, and cultural developments from ancient to modern times. It emphasizes critical analysis of events, movements, and personalities, helping learners recognize patterns of change and continuity. The course structure integrates chronological study with thematic perspectives, encouraging connections between local, national, and global histories. Primary sources, scholarly interpretations, and field-based learning form the core components, fostering research skills, evidence-based reasoning, and informed debate. By exploring diverse civilizations and their interactions, students develop historical consciousness, civic awareness, and an appreciation of heritage, preparing them for advanced study and responsible citizenship.

LEARNING OUTCOME -BASED CURRICULUM FRAMEWORK GUIDELINES BASED REGULATIONS FOR UNDER GRADUATE PROGRAMME	
Programme:	B.A. History
Programme Code:	UHSI
Duration:	3 years [UG]
Programme Outcomes:	PO1: Disciplinary Knowledge: Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study. PO2: Communication Skills: Communicate with clarity and fluency their knowledge of the subject of history and express ideas and views in writing and orally. PO3: Critical Thinking, Analytical Reasoning and Problem Solving: Critically analyse, examine and evaluate various issues with a clear and analytical mind based on facts and evidences; apply one's learning to real life situations; analyse and synthesize data from a variety of sources; draw valid conclusions. PO4: Information/ digital literacy and Research-related skills: Demonstrate ability to use ICT tools. Raise relevant questions, recognize cause and effect relationships, define problems, formulate hypotheses, ability to plan, execute and report the results. PO5: Multicultural Competence: Understand various cultures, appreciate their values; acquire a global perspective to equip them to work in a multicultural environment. PO6: Moral and Ethical Awareness: Approach and act on any issue from an ethical point of view, appreciate the multiple perspectives and respect human values
Programme Specific Outcomes:	PO7: Leadership Qualities: Exhibit leadership abilities in organizing the work by setting plans and execute them. PO8: Scientific reasoning: Learn throughout life, adapting to changing times, technology and knowledge. PSO 1:Domain Knowledge: Explain the Meaning of History, identify the sources, discuss the historical events and processes. PSO 2:Communication, Entrepreneurial and Employable Skills: Communicate effectively, both oral and written, and use ICT tools. Acquisition of entrepreneurial and employability skills PSO3:Critical Thinking, Analytical Reasoning and Problem Solving: Approach various issues with a critical and analytical mind for viable solutions. PSO4:Contribution to Higher Learning: Acquire the knowledge to pursue higher studies in the domain and other allied disciplines. PSO5:Contribute to the development of society due to understanding of the historical roots and context of the various social, environmental, human rights, women's and other issues faced by humanity.

Highlights of the Revamped Curriculum

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the ‘Training for Competitive Examinations’ course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome / Benefits
I	Foundation Course To ease the transition of learning from higher secondary to higher education, providing an over view of the pedagogy of learning Literature and analysing the world through the literary lens	• Instill confidence among students • Create interest for the subject Create interest for the subject
I, II, III, IV	Skill Enhancement papers (Discipline centric /Generic/Entrepreneurial)	• Industry ready graduates • Skilled human resource • Students are equipped with essential skills to Make them employable • Training on language and communication skills enable the students gain knowledge and exposure in the competitive world. • Discipline centric skill will improve the Technical knowhow of solving real life problems.
III, IV, V & VI	Elective course	• Strengthening the domain knowledge • Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary nature • Emerging topics in higher education/industry/communication network/health sector etc. are introduced with hands-on-training.
IV	Elective course	• Exposure to industry moulds students into solution providers • Generates Industry ready graduates • Employment opportunities enhanced

IV	Elective course	• Exposure to industry moulds students into solution providers • Generates Industry ready graduates • Employment opportunities enhanced
V Semester	Elective course	• Self-learning is enhanced • Application of the concept to real situation is conceived resulting in tangible outcome
VI Semester	Elective course	• Enriches the study beyond the course. • Developing a research framework and presenting their independent and intellectual ideas effectively.
Extra Credits: For Advanced Learners / Honors degree		• To cater to the needs of peer learners / research aspirants.
Skills acquired from the Courses		• Knowledge, Problem Solving, ability, Professional Competency, Professional Communication and Transferrable Skill.

Credit Distribution for UG Programme

	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI
	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	5.1 Core Course – CC IX	4	5	6.1 Core Course – CC XIII
	3	6	Part..2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	5.2 Core Course – CC X	4	5	6.2 Core Course – CC XIV
	5	5	2..3 Core Course – CC III	5	5	3.3 Core Course – CC V	5	5	4.3 Core Course – CC VII Core Industry Module	5	5	5. 3.Core Course CC -XI	4	5	6.3 Core Course – CC XV
	5	5	2.4 Core Course – CC IV	5	5	3.4 Core Course – CC VI	5	5	4.4 Core Course – CC VIII	5	5	5. 4.Core Course –/ Project with viva- voce CC -XII	4	5	6.4 Elective -VII Generic/ Discipline Specific
	3	4	2.5 Elective II Generic/ Discipline Specific	3	4	3.5 Elective III Generic/ Discipline Specific	3	4	4.5 Elective IV Generic/ Discipline Specific	3	3	5.5 Elective V Generic/ Discipline Specific	3	4	6.5 Elective VIII Generic/ Discipline Specific
	2	2	2.6 Skill Enhancement Course SEC-2	2	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	1	4.6 Skill Enhancement Course SEC-6	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity
	2	2	2.7 Skill Enhancement Course –SEC- 3	2	2	3.7 Skill Enhancement Course SEC-5	2	2	4.7 Skill Enhancement Course SEC-7	2	2	5.7 Value Education	2	2	6.7 Professional Competency Skill
						3.8 E.V.S. 3.9 Health & Wellness	- 1	1	4.8 E.V.S	2	1	5.8 Summer Internship /Industrial Training	2		
	23	30		23	30		23	30		25	30		26	30	

Total – 141 Credits

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	13	22	18	92
Part IV	4	4	3	6	4	1	22
Part V	-	-	-	-	-	2	2
Total	23	23	23	25	26	21	141

Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the undergraduate programme and the other component. Part IV has to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.

Total Credits: 141

EXTRA CREDITS FOR EXTRA SKILLS

Total Extra Credits -28 (20% of the total credits)

B.A., HISTORY

Programme Outcomes

The B.A. History graduate on completion of the programme would have acquired the following individual qualities, knowledge, skills, attitudes and values.

PO No.	Characteristic Attributes	Programme Outcomes <i>On completion of the B.A. History programme the students will be able to:</i>
PO 1	Disciplinary Knowledge	Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study.
PO2	Communication Skills	Communicate with clarity and fluency their knowledge of the subject of history and express ideas and views in writing and orally.
PO3	Critical Thinking, Analytical Reasoning and Problem Solving	Critically analyse, examine and evaluate various issues with a clear and analytical mind based on facts and evidences; apply one's learning to real life situations; analyse and synthesize data from a variety of sources; draw valid conclusions
PO4	Information/ digital literacy and Research-related skills	Demonstrate ability to use ICT tools. Raise relevant questions, recognize cause and effect relationships, define problems, formulate hypotheses, ability to plan, execute and report the results.
PO5	Multicultural Competence	Understand various cultures, appreciate their values; acquire a global perspective to equip them to work in a multicultural environment.
PO6	Moral and Ethical Awareness	Approach and act on any issue from an ethical point of view, appreciate the multiple perspectives and respect human values.
PO7	Leadership Qualities	Exhibit leadership abilities in organizing the work by setting plans and execute them.
PO8	Lifelong Learning	Learn throughout life, adapting to changing times, technology and knowledge.

Programme Specific Outcomes

S. No.	Programme Specific Outcomes
	<i>The students on completion of B.A. History programme will be able to:</i>
PSO – 1 Domain Knowledge	Explain the Meaning of History, identify the sources, discuss the historical events and processes.
PSO – 2 Communication, Entrepreneurial and Employable Skills	Communicate effectively, both oral and written, and use ICT tools. Acquisition of entrepreneurial and employability skills
PSO – 3 Critical Thinking, Analytical Reasoning and Problem Solving	Approach various issues with a critical and analytical mind for viable solutions.
PSO – 4 Contribution to Higher Learning	Acquire the knowledge to pursue higher studies in the domain and other allied disciplines.
PSO – 5 Contribution to Society	Contribute to the development of society due to understanding of the historical roots and context of the various social, environmental, human rights, women's and other issues faced by humanity.

SRI SARADA COLLEGE FOR WOMEN [AUTONOMOUS], SALEM-16.
PG & RESEARCH DEPARTMENT OF HISTORY
B.A HISTORY
PROGRAMME STRUCTURE UNDER CBCS
Total Credits: 140 + Extra Credit (Maximum 28)

SEMESTER - I

SEMESTER I				
Part	Course Title	Code	Hours	Credits
I	Tamil-I Hindi-I Sanskrit-I	26ULTC1 26ULHC1 26ULSC1	6	3
II	English-I	26ULEC1	6	3
III	History of Ancient India up to 1206 CE History of Tamilnadu up to 1363 CE Introduction to Archaeology	26UHICC1	5	5
		26UHICC2	5	5
		26UHDSEC1	4	3
IV	NME : Introduction to Tourism Introduction to History	26UHISEC1	2	2
		26UHISEFC	2	2
Total			30	23
V	• Articulation and Idea Fixation skills • Physical Fitness Practice – 35 Hours per semester • Advanced diploma course in Tourism Management • Level- 1: Certificate Course 100 hours per year			

Course Title	HISTORY OF ANCIENT INDIA UP TO 1206 CE					
Course Type	Core Course	Course Code	26UHICC1			
Year	I	Semester	I			
Credits	5	Hours	L	T	P	Total
			4	1	0	5

Learning Objectives

S. No. *The learning objectives are to impart:*

- 1 Understanding of the characteristics of pre and proto historic cultures in India.
- 2 The impact of Vedic culture on society, religion and culture.
- 3 Emergence of Centralized State under the Mauryas and Ashoka's Dhamma.
- 4 Achievements of the Guptas and their contribution to literature, art and architecture.
- 5 Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.

UNIT I

Geographical Features – Sources of Indian History – Pre- and Proto History - Harappan Civilization - Megalithic Culture– Ancient Tamil Civilization – Early Vedic Age – Later Vedic Age.

UNIT II

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

UNIT III

Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya - Samudragupta –Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas - Nalanada, Vikramasila and Valabhi Universities

UNIT IV

Vardhanas - Harshavardhana – Administration – Religious Contributions –Provincial Dynasties – Chalukyas – Rashtrakutas - Paramaras – Palas – Senas - Art and Architecture - Cultural contributions.

UNIT V

Rajputs – Cultural Contributions - Arab Conquest of Sind - Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain.AI for History- Basics of AI Tools: Google Earth.

LEARNING RESOURCES

Recommended Books

1. G. Venkatesan, *Cultural History of India*, Varthamanan Pathipagam, 2018 (in Tamil)
2. K.L. Khurana, *History of India: Earliest times to 1526 A.D.*, Lakshmi Narain Agarwal, Agra,
3. L.P. Sharma, *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi, 2008
4. R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974
5. R.S. Sharma, *India's Ancient Past*, Oxford University Press, New Delhi, 2017
6. RanabirChakravarti, *Exploring Early India up to c. AD 1300*, Primus Books, New Delhi, 2016
7. Romila Thapar, *The Penguin History of Early India: From the origin to A.D. 1300*, Penguin Books, New Delhi, 2002
8. Upinder Singh, *A History of Ancient and early Medieval India*, Pearson and Longman, Delhi, 2008

References

1. A.L. Basham, *The Wonder that was India*, London, Macmillan, 2004
2. B.N. Luniya, *Evolution of Indian Culture*, Agra, Lakshmi Narain Publication, 2005
3. K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967
4. K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021
5. K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu*, K.K. Pillay, Madras, 1979
6. R. Sathianathaier, *Political and Cultural History of India*, Vol. I, Viswanathan & Co., Chennai, 1980.

Web Resources

<https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Knowledge Level
CO 1	Outline the characteristic features of pre and proto historic cultures and Vedic culture in India.	K1
CO 2	Explain the major developments of Ancient India from Buddhism to Mauryan art and architecture.	K2
CO 3	Analyse the administrations of Satavahanas, Kushanas and Guptas and their achievements.	K3
CO 4	Assess the Vardhana and regional dynasties, their administration, religion, art, architecture and culture.	K5
CO 5	Describe Post-Gupta polity, Mahmud of Ghazni and Ghori invasions and AI tools for historical studies.	K1

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong(3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

Course Title	HISTORY OF TAMIL NADU UP TO 1363 CE					
Course Type	Core Course	Course Code	26UHICC2			
Year	I	Semester	I			
Credits	5	Hours	L	T	P	Total
			4	1	0	5

Learning Objectives

S. No. The learning objectives are to impart:

- 1 Knowledge of geography and sources of Tamil Nadu.
- 2 Understanding of polity, society and economy of the Sangam period.
- 3 The contribution of Pallavas in the field of art and architecture.
- 4 Appreciation of the achievements and contribution of the Imperial Cholas.
- 5 Factors for the decline of the Pandyas.

UNIT I

Geography – Sources for the study of history of Tamil Nadu – Pre & Proto history of Tamil Nadu – Ancient Tamil Civilization

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

LEARNING RESOURCES

Recommended Books

1. Ramasamy, A History of Ancient Tamil Civilization, New Century Book House, Chennai
2. Eraiyarasan, The History of Tamil Nadu (The Only Surviving Classical Civilization), International Institute of Tamil Studies, Chennai, 2017.
3. K.A. NilakantaSastri, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, Oxford University Press, Chennai, 1997
4. N. Subramanian, *History of Tamilnad*, Koodal Publishers, Madurai, 1977
5. NoboruKarashima, ed., *A Concise History of South India: Issues and Interpretations*, Oxford University Press, New Delhi, 2014
6. V.T. Chellam, *New Light on the Early History of Tamil Nadu*, Vijay Publications, Trichy, 1981
7. V.T. Chellam, *Tamil Nadu: History and Culture* (in Tamil), Manivasagar Pathipakam, 2016

References

1. Avvai Duraisamy Pillai, History of the Chera King, Saran Books, Chennai, 2020
2. Minakshi, *Administration and Social Life Under the Pallavas*, University of Madras, Madras, 1938
3. K.A. NilakantaSastri, *The Colas*, University of Madras, Madras, 1984
4. K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967
5. K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021
6. K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu*, K.K. Pillay, Madras, 1979
7. Ma. Rajamanickanar, *History of Cholas*, Saran Books, Chennai Ma. Rajamanickanar, *History of Pallavas*, Saran Books, Chennai
8. N. Subramanian, *Sangam Polity*, Asia Publishing House, Bombay, 1966
9. P.T. Srinivasa Iyengar, *History of the Tamils: From the Earliest Times to 600 A.D.*, Asian Educational Services, New Delhi, 2001
10. V. Kanakasabhai, *Tamils Eighteen Hundred Years Ago*, Asian Educational Service, New Delhi, 1982
11. Y. Subbarayalu, *South India under the Cholas*, Oxford University Press, New Delhi, 2012

Web Resources

- <https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/h>
- <http://www.historydiscussion.net>
- <http://globalsecurities.org/military/world/india/history-chola.htm>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Knowledge Level
CO 1	Describe the various sources for the study of history of Tamil Nadu.	K1
CO 2	Examine the various aspects of Sangam Age.	K4
CO 3	Explain the rise of Pallavas and their cultural contribution.	K2
CO 4	Estimate the supremacy of the Chola power.	K5
CO 5	Outline the achievements of the Second Pandyan Empire.	K1

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	3	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	3	2	3	2	2	3
Total	15	15	12	10	15	13	10	15
Average	3	3	2.4	2	3	2.6	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	2
Total	15	15	14	15	13
Average	3	3	2.8	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Course Title	INTRODUCTION TO ARCHAEOLOGY					
Course Type	Generic Elective -1	Course Code	26UHIDSEC1			
Year	I	Semester	I			
Credits	3	Hours	L	T	P	Total
			3	1	0	4

Learning Objectives

S. No. *The course objectives are to impart:*

- 1 Meaning of archaeology, kinds of archaeology and its relations with allied disciplines.
- 2 Archaeological developments in the world and India.
- 3 Knowledge of early archaeologists and the status of archaeological studies.
- 4 Understanding of the methods and techniques of archaeology.
- 5 Interpretation of excavated materials

UNIT I

Definition, Nature, Aim and Scope of Archaeology - Archaeology as a Source of Cultural Studies- Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology, New Archaeology - Archaeology and its relations with allied disciplines

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis; Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials.

Archaeological excavations in Tamil Nadu – Arikamedu – Adichanallur – Korkai – Keezhadi – Mayiladumparai – Sivagalai – other sites.

LEARNING RESOURCES

Recommended Books

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

References

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

Web Resources

- <http://www.arch.cam.ac.uk> <http://archaeological.org>
- <http://www.tnarch.gov.in> <https://radiocarbon.com>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Knowledge Level
CO 1	Define archaeology and explain different kinds of archaeology.	K1, K2
CO 2	Trace the archaeological developments from its beginnings.	K1
CO 3	Describe the contribution of early archaeologists in India	K1
CO 4	Explain the methods and techniques of archaeology.	K2
CO 5	Classify the artefacts and describe the various types of analysis.	K4

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	2	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	13	14	12	15
Average	3	3	3	3	2.6	2.8	2.4	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

S-Strong(3)

M-Medium (2)

L-Low (1)

LEARNING RESOURCES

Recommended Books

1. A.K. Bhatia, *Tourism Management*, Sterling Publications, New Delhi, 2016
2. A.K. Bhatia, *The Business of Travel Agency and Tour Operations Management*, Sterling Publications, New Delhi, 2014

References

1. Marc Mancini, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand, 2000
2. J. Negi, *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi, 2004
3. Pran Nath Seth, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi, 2008

Web Resources

- https://www.academia.edu/14264572/Basic_Concept_on_Tourism
- <http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Knowledge Level
CO 1	List out the various components and elements of tourism	K1
CO 2	Explain the types and forms of tourism.	K2
CO 3	Describe the roles of Travel Agent	K2
CO 4	Assess the roles of Tour Operators	K2
CO 5	Examine the importance of travel documents	K4

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	2	3	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	14	13	14	15
Average	3	3	3	3	2.8	2.6	2.8	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Course Title	INTRODUCTION TO HISTORY					
Course Type	SEC – Foundation Course	Course Code	26UHISEFC			
Year	I	Semester	I			
Credits	2	Hours	L	T	P	Total
			2	0	0	2

Learning Objectives

S. No.

The learning objectives are to impart:

- 1 Introduction to the meaning and nature of history.
- 2 Knowledge of different kinds of history and its relationship with other disciplines.
- 3 Use of facts in writing history.
- 4 Introduction of the concepts in history.
- 5 Knowledge of various sources for the study of history and usage of bibliography and footnotes.

UNIT I

History – Meaning & Definitions– Nature and Scope of History – Uses and Abuses of History – Lessons in History

UNIT II

Kinds of History – History and Allied Disciplines – Debates on history: Science or an Art

UNIT III

Herodotus – Thucydides – Livy – Tacitus – St. Augustine – IbnKhalidun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr

UNIT IV

Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi – Romila Thapar – R.S. Sharma – Irfan Habib – Bipan Chandra – Ranajit Guha P.T. Srinivasa Iyyengar– C.S. Srinivasachari – K.A. Nilakanta Sastri – K.K. Pillai-N. Subramaniam – K.A. Rajayyan- G. Venkatesan

UNIT V

Repositories of Sources: Archaeological – Epigraphical – Numismatic – Material Remains – Literary – Oral Sources - Archival and Government Records – Use of Footnotes and Bibliography in writing assignments.

Field Visit – Nearest archaeological/historical site, museum, archives and libraries

Field Report

LEARNING RESOURCES

Recommended Books

1. E. Sreedharan, *A Textbook of Historiography, 500 BC to AD 2000*, Orient Longman, New Delhi, 2004
2. E.H.Carr, *What is History?*, Penguin Books Ltd., New Delhi, 2018.
3. G.Venkatesan, *A Study of Historiography (History of Historical Knowledge)*, V.C.Publications, 2018
4. K. Rajayyan, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982
5. S.Manikam, *On History & Historiography*, Padumam Publishers, Madurai SheikAli, *History: Its Theory and Method*, Laxmi Publications, 2019

References

1. John C.B. Webster, *Studying History*, Primus Books, Delhi, 2019 MarcBloch, *The Historian's Craft*, Aakar Books, Delhi, 2017
2. R.G.Collingwood, *The Idea of History*, OUP, Delhi, 1994
3. Romila Thapar, *History and Beyond*, Taylor and Francis, Oxford University of Press,

Web Resources

- <https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>
- <http://d-nb.info->

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Knowledge Level
CO 1	Describe the meaning and definition of History.	K1
CO 2	Explain the relationship between History and allied disciplines.	K2
CO 3	Illustrate the writings of Ancient Historians.	K3
CO 4	Examine the concept of causation by different Historians.	K4
CO 5	Develop an essay based on sources using foot notes and bibliography.	K6

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	14	14	12	15
Average	3	3	3	3	2.8	2.8	2.4	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)