

Criterion : I – Curricular Aspects

Metric: 1.1.1 - Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY

Year : 2015 - 2020



FATIMA COLLEGE (AUTONOMOUS), MADURAI – 625018

NAME OF THE PROGRAMME: M.A HISTORY

PROGRAMME CODE: PSHI

PROGRAMME OUTCOMES:

The learners will be able to

PO1: gain in-depth knowledge to understand, analyse and apply it to develop subject competency

PO2: criticize historical, cultural, social, political, economic, literary concepts and perspectives that shape the world.

PO3: enhance creative, critical, media, entrepreneurial and social skills consequently becoming socially responsible citizens.

PO4: acquire research skills and pursue higher studies and research

PO5: foresee the historical, socio-cultural, economic and literary changes and challenges.

PO6: synthesize ideas from various disciplines and enhance problem solving, analytical skills and apply them for their professional roles.

PO7: identify and asses Societal challenges women's issues in specific, in the local, regional, national, global levels and explore solutions.



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PROGRAMME SPECIFIC OUTCOMES:

PSO 1: Students will demonstrate knowledge of the chronology, major events, personalities and turning points in the history of India, World and International Relations.

PSO 2: Students shall acquire knowledge of key historical concepts and politics of past and present and shall be able to predict future

PSO3: Students shall be able to produce well researched written work that engages with both primary and secondary sources and construct original historical arguments based on primary source.

PSO 4: Students shall be equipped to compete in competitive exams which will enhance the chance of employability in order to make them empowered.

PSO 5: Students shall be able to develop an ability to convey verbally their thesis research and relevant historiography and theory.



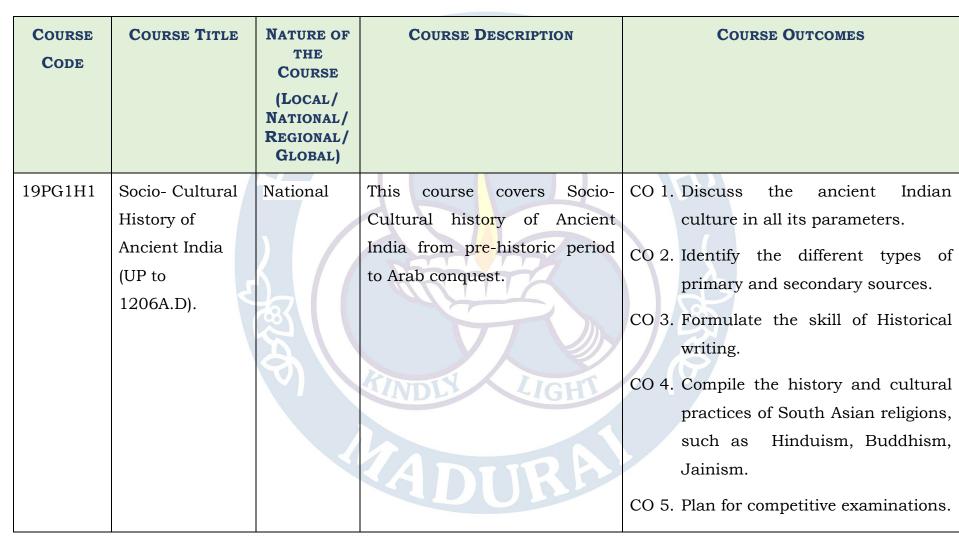
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| 19PG1H2 | State and Society in Tamilnadu (From Sangam Age to 1565A D). | Regional | This course covers period of pre historic Tamilakam to 1565 A.D. this course comprises study of man's past history includes society, religion, material culture, various ancient Tamil dynasties and their contribution to the State and Society. It throws insight into the cultural patterns and traditions of the inhabitants and the transitions after Muslim epoch as such. | CO2. CO3. | Analyze the geographical settings of Tamil Nadu. Evaluate the architectural skills of Pallavas. Discuss the socio-economical status of Imperial Cholas. Compare Art and Architecture of Early Pandyas and Later Pandyas. Explain the cultural contributions of Vijayanagar kingdom to Tamil Country. |
|---------|--|----------|--|-----------|--|
| 19PG1H3 | Panchayat Raj | National | This course refers to the system of Local Self Government introduced in India by a constitutional amendment of 1992. | | Describe the historical background of Panchayat Raj in India. Analyze the constitutional provisions of Panchayat Raj. |



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| | | | SA CO | CO4. | Asses the functions and reservation policy of Panchayat Raj Institutions. Evaluate the sources of Income and Expenditure of Panchayat Raj. Prepare to participate in the Panchayat Raj Institutions. |
|---------|--------------------|----------|---|------|--|
| 19PG1H4 | Women's Studies | National | This course is an interdisciplinary introduction to women's and gender studies. This course includes an examination of women's historic and contemporary status legally and economically, as well as women's struggles in identity expression, sexuality, and | CO1. | Articulate how women's studies and gender studies is a distinct field connected to other interdisciplinary fields of study. Identify major influences within key historic feminist movements and world conferences. These influences may include activists, authors and legislation. Evaluate, compare, and critique |



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| | | | lifestyle. | | different Government programs |
|---------|-----------------|-----------|---------------------------------|------|--------------------------------------|
| | | | | | for women |
| | | | | | empowerment. |
| | | | | CO4. | Analyze the ways in which legal |
| | | | LEAD | | rights of women, societal |
| | | | | X | institutions and power |
| | | | | | structures impact the |
| | | | | | material realities of women's lives. |
| | | | | CO5. | Achieve a knowledge base about |
| | | | | | general health, hygiene of women |
| | 5 | | | | and recognize |
| | | 36 | | | women's role in sustainable |
| | | 211 | | | development and environment. |
| 19H1EDC | Indian History | National | This course gives an outline to | CO1. | Explain the History of India |
| | for Competitive | | the Indian history from ancient | | through the ages |
| | Exams | | to modern times. | CO2. | Identify the exact cause of |
| | | | CIMIL DE | | problem. |
| | | | | CO3. | Compete the challenges in |



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| | | | | | | competitive examinations |
|---|---------|-----------------|-----------|---|-------|--|
| | | | | MA CO/ | CO4. | Analyzethe Course of Indian History |
| | | | | TEAD | CO5. | Discuss the importance of Indian |
| | | | | | | History in Modern World |
| | | | | | 16 | |
| 1 | .9PG2H5 | Socio- Cultural | National | This course emphasizes the | CO 1. | Compute diverse social structures |
| | | History of | | impact of Del <mark>hi</mark> Sultanate and | | of family, kinship, gender and |
| | | Medieval India | | Mughals on <mark>Ind</mark> ian society. It | | marriage |
| | | (From 1206 to | | covers the Bhakthi movement | CO 2. | Identify cultural practices of |
| | | 1707 A.D) | 36 | and contribution of Saints to | | religions, such as Sufism, |
| | | | 8 | revive the Hinduism and Islam. | | Sikhism and Islam there sources |
| | | | S I | It focuses the development of | | of India. |
| | | | | education, literature, art and | CO 3. | Analyze the impact of Mughal rule |
| | | | | architecture during medieval | | on Indian society |
| | | | | India. | CO 4 | · |
| | | | | WILLIAM STATE | 00 4. | Compare the socio-economic |
| | | | | | | changes under Sultans, Mughals, |



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| | | JA COZ | Marathas and Europeans. CO 5. Prepare for competitive examinations. |
|--|----------|---|--|
| 19PG2H6 State and Society in Tamilnadu(From 1565 A. D to 2000 A. D). | Regional | This course covers period of Nayak's rule to the Company rule. This course throws light on state various pioneering rebellions of Indian freedom struggle along with the analysis of state and society under Company's rule and independent India, Tamilnadu in particular. | political condition of Nayakdoms. CO2. Analyze the various wars and rebellions broke out in Tamil Nadu. CO3. Explain the role of Christian missionaries and impact of western education. |



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| | 1 | 1 | | | |
|-----------|----------------|------------|--------------------------------|----------|--------------------------------------|
| 19PG2H7 | History of Far | Global | This course deals with the far | CO1. | Analyze the historical background |
| | East (From | | eastern countries like China | | of China, Japan and Korea |
| | A.D1841 to | | Japan and Korea. It focuses on | CO2. | Identify the socio-political changes |
| | 1945 A.D) | | the socio political changes | | in the far Eastern Countries |
| | | | which took place in the Far | | |
| | | | Eastern countries during 19th | CO3. | Evaluate the position of far |
| | | | century. | | eastern countries in the modern |
| | | 4 | | | world |
| | | | | CO4. | Demonstrate the role of China and |
| | | | | | Japan in the World wars |
| | | | | CO5. | Revise the Sino-Japanese |
| | < | £7 | | | relations |
| | | | | 000 | |
| | | | | CO6. | Compare the Korean's relation |
| | | | MINDLY LIGHT | | with China and Japan |
| 19PG2H8 | Human Rights | National | The course seeks to provide | CO1. | Outline the relevance and |
| 131 02110 | Traman rugino | riderorida | post-graduate students with a | | development of human rights |
| | | | general introduction to the | CO2. | Identify the consciousness on |
| | | | sources, systems and | | Constitutional guarantee of |
| | | | ovarces, systems and | | Human Rights |
| | | | 9 | <u>[</u> | |



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| | | | foundations of | CO3 | Discuss the Reservation policy for |
|---------|-----------------|-----------|--|------|------------------------------------|
| | | | international human rights and | | Minorities. |
| | | | its laws. | CO4. | Assess the Human Rights |
| | | | | | violations. |
| | | | LEAD | CO5. | Aware on the laws related to |
| | | | | | Human Rights of various sections |
| | | | | | of the society. |
| 19H2EDC | Indian History | National | This course gives an outline to | CO1. | Explain the History of India |
| | for Competitive | | the Indian his <mark>tor</mark> y from ancient | | through the ages |
| | Exams | | to modern tim <mark>es</mark> . | CO2. | Identify the exact cause of |
| | 5 | | | | problem. |
| | | 10 | | соз. | Compete the challenges in |
| | | 3/16 | | | competitive examinations |
| | | | TINDLY LIGHT | CO4. | Analyze the Course of Indian |
| | | | | | History |
| | | | | CO5. | Discuss the importance of Indian |
| | | | ADUR D | | History in Modern World |
| | | | | | |
| | | • | 10 | | |



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| CODE | COURSE TITLE | NATURE OF THE COURSE (LOCAL/ NATIONAL/ REGIONAL/ GLOBAL) | Course Description | Course Objectives |
|--------|--|--|--|--|
| PG3H9 | Constitutional Development and Freedom Struggle in India (FromA.D1773 to 1947 A.D) | National | This course covers historical background of the constitutional development reforms in India. It focuses on the role played by the national leaders for the growth of Indian constitution and major movement which lead to the Indian Independence. | To understand the colonial hegemony in India. To Inculcate the knowledge of solidarity shown by Indians against British Government. To encourage students to do research on national issues. |
| PG3H10 | Historiography and Research Methodology | National | This course is designed for the future history major or minor who is taking the leap from | To undergo in depth study of history its meaning, scope and philosophy. To facilitate the students know |



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| | | | learning specific histories to | | about methodology which will help |
|--------|-----------------|----------|--|---|---------------------------------------|
| | | | thinking more broadly and | | them to pursue research in future. |
| | | | methodically about studying | • | To inculcate them to know the |
| | | | the past | | recent trends in historical research. |
| PG3H11 | History of the | Global | This course focuses on the | | To Highlight the significance of the |
| | USA (From A. D. | | discovery of America from 1716 | | American War and the |
| | 1776 to 1865 | | to Civil War of 1865. The | | Independence and the formation of |
| | A. D). | | course will introduce major | | the USA. |
| | | | social, politica <mark>l, e</mark> conomic and | • | To understand the administration of |
| | | | cultural event <mark>s a</mark> nd also | | the USA under various presidents. |
| | { | | addresses the changes and | • | To impart the concept of |
| | | 3 | development of USA under | | Nationalism and federal form of |
| | | Z II | various Presidents. | | Government in Contemporary |
| | | (D) | KINDLY A LIGHT | | World. |
| | | | MULLICIGHT | • | To highlight the influence of |
| | | | | | westward expansion and Civil war. |
| PG3HE1 | Social | National | This course focuses on the | • | To implant social concern at the |
| | Movements in | | genesis and growth of various | | minds of the youth. |



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| | Modern India | | social movements in India. It includes Peasants, Tribal, Women and downtrodden people movements. | To impart the concept and causes for social movements To give knowledge on the movements of peasants, tribal and women. To highlight the religious and secular movements and the social reformers |
|--------|--|----------|---|--|
| PG3HE2 | Intellectual History of India in the 20 th Century. | National | This course highlights the contribution of various intellectuals in India including social, political and literature. | To highlight the role of great intellectuals in the shaping of India. To follow the footsteps of the intellectuals in various fields and assimilate them as role models. To fulfill the need of the study of the past ideology in order to understand the current intellectuals. |
| PG4H12 | Contemporary India (From A. D. 1950 to 2014 | National | This course focuses on the contemporary politics of India. It deals with the domestic and | To motivate the students understand the achievements of Independent India. |



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| | A.D) | | foreign policies of India. | | To make the students understand the challenges faced by India. To create awareness among the students on various Political – social – Economic Issues |
|--------|--|--------|---|---|--|
| PG4H13 | International Relations (From A. D. 1945 to 2000 A.D) | Global | This course emphasizes the theoretical ground work for describing and explaining the ways in which international influences shape the world's economics, politics and society and their consequences for global conflict and cooperation. | • | To highlight the importance of World Peace Organization and its role in establishing world Peace. To make the students understand the impact of Cold War and the need of Disarmament To become aware of the current politics of Middle East, Africa and Latin America. |
| PG4H14 | History of the USA (From A.D. 1865 to 1993 A. D). | Global | This course focuses on the eve of internal Reconstruction to the tremendous transmission of Super power. This course | • | To make the students understand the Post Civil war Developments. To highlight the role of the USA in two Global Wars. |



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| | | | confers the conceptual look at the changing of American culture, politics, economy. This paper throws light on various doctrines and diplomacies of American presidents which caused a vital impact on the international politico-scene. | • | To bring out the significance of the USA in World Politics. |
|--------|-------------------------------|----------|---|---|---|
| PG4HE3 | History of Education in India | National | This course deals with the History of Education from Ancient Gurukula system till new education polices and Modern education Systems in India. | | To highlight the glorious legacy of native education in India. To make the students understand the contribution of the British to Indian education system and its impact. To make the students aware of the current educational policy and strategy so that in future they will contribute towards educational reforms which are a continuous |



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| | | | | | process. |
|--------|-------------|----------|--------------------------------|---|------------------------------------|
| PG4HE4 | Indian | National | This course focuses on the | • | To highlight the definition, kinds |
| | Archaeology | | Explorations and excavations | | and functions of archaeology. |
| | | | in India. It highlights on the | À | To impart knowledge on the |
| | | | Numismatics and Epigraphy. | | methods of excavations |
| | | | | • | To make the students to learn the |
| | | | | | process of conservation |

2018 - 2019

| COURSE | Course Title | NATURE OF THE COURSE (LOCAL/ NATIONAL/ REGIONAL/ GLOBAL) | COURSE DESCRIPTION | Course Objectives |
|--------|----------------------------------|---|--|---|
| PG1H1 | Socio- Cultural History of | National | This course covers Socio- Cultural history of Ancient India from pre-historic period | To make the students understand Ancient Indian Culture in all its parameters. |



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| Ancient | | | | |
|--|----------|---------------------------------|---|--|
| Tillelelle | | to Arab conquest. | • | To promote the conservation of our |
| India (UP to | | | | heritage and to help in heritage |
| 1206A.D). | | MACON | | management. |
| | | N | • | To get insight into the history and |
| | | LEAD | | cultural practices of South Asian |
| | | | | religions, such as Hinduism, |
| | /3-57 | | | Buddhism, Jainism. |
| | | | • | To train the students to face the |
| | | | | competitive examinations. |
| DO I I I I I I I I I I I I I I I I I I I | | | | |
| PG1H2 State and | Regional | This course covers period of | • | To analyze the Culture of Ancient |
| Society in | | pre historic Tamilakam to | • | Tamil Nadu |
| Tamilnadu | | 1565 A.D. this course | • | To study the skills of Pallava |
| (From | | comprises study of man's | | Architecture |
| Sangam Ag | | past history includes society, | • | To compare and contrast the |
| to 1565A | | religion, material culture, | | achievement of the Pandyas and Cholas |
| D). | | various ancient Tamil | • | To study various religions were spread |
| | | dynasties and their | | in ancient Tamil Nadu. |
| | | contribution to the State and | | |
| | | Society. It throws insight into | | |



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| PG1H3 | Panchayat Raj | National | the cultural patterns and traditions of the inhabitants and the transitions after Muslim epoch as such. This course refers to the system of Local Self Government introduced in India by a constitutional amendment of 1992. | To trace the historical background of Panchayat Raj in India. To impart knowledge on functions and administration of Panchayat raj institutions. To motivate the students to participate in the Panchayat Raj institutions. |
|-------|--------------------|----------|---|---|
| PG1H4 | Women's Studies | National | This course is an interdisciplinary introduction to women's and gender studies. This course includes an examination of women's historic and contemporary status legally and | To enable students to gain a perspective of the significance of women's studies, gender concepts and the major issues concerning women. To help students develop understanding of the status of women in India and the role of women in social institutions. |



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| | | | economically, as well as women's struggles in identity expression, sexuality, and lifestyle. | • | To acquaint the students about issues concerning women working in the organized and unorganized sectors. To internationalize the understanding of Feminism. |
|---------|---|----------|--|---|--|
| PGH1EDC | Indian History for Competitive Exams | National | This course gives an outline to the Indian history from ancient to modern times. | | To enable the students to have a Bird's eye view of India through the ages. To facilitate the students to take up the challenges of appearing for competitive examinations. To make this study job oriented. |
| PG2H5 | Socio- Cultural History of Medieval India (From 1206 to 1707 A.D) | National | This course emphasizes the impact of Delhi Sultanate and Mughals on Indian society. It covers the Bhakthi movement and contribution of Saints to revive the Hinduism and Islam. It focuses the | • | To develop an understanding of India's diverse social structures of family, kinship, gender and marriage; To get insight into the history and cultural practices of religions, such as Sufism, Sikhism and Islam; To know the impact of Mughal rule on |



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| | | | development of education, literature, art and architecture during medieval India. | • | Indian society. To train the students to face the competitive examinations. |
|-------|---|----------|---|---|--|
| PG2H6 | State and Society in Tamilnadu (From 1565 A. D to 2000 A. D). | Regional | This course covers period of Nayak's rule to the Company rule. This course throws light on state various pioneering rebellions of Indian freedom struggle along with the analysis of state and society under Company's rule and independent India, Tamilnadu in particular. | | To study the social and political background of the emergence of Nayaks, Marathas, Nawabs and the British. To analyze the relevance of socioreligious movement of the 19th& 20th centuries. To appreciate the works of the Congress and Dravidian Parties in Tamil Nadu. |
| PG2H7 | History of Far East (From A.D1841 to | Global | This course deals with the far eastern countries like China Japan and Korea. It focuses on the socio political changes | | To trace the historical background of China, Japan and Korea. To learn the socio – political changes in the Far Eastern countries. |



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| | 1945 A.D) | | which took place in the Far Eastern countries during 19 th century. | • | To highlight the position of Far eastern Countries in the Modern World. |
|---------|--------------------------------------|----------|--|---|--|
| PG2H8 | Human Rights | National | The course seeks to provide post-graduate students with a general introduction to the sources, systems and foundations of international human rights and its laws. | | To highlight the relevance and Development of Human Rights To impart the consciousness on Constitutional guarantee of Human Rights To impart knowledge on Human Rights violations. To give awareness on the laws related to Human Rights of various sections of the society. |
| PGH2EDC | Indian History for Competitive Exams | National | This course gives an outline to the Indian history from ancient to modern times. | | To enable the students to have a Bird's eye view of India through the ages. To facilitate the students to take up the challenges of appearing for competitive examinations. |



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| | | | | To make this study job oriented. |
|--------|---|----------|--|--|
| PG3H9 | Constitutio nal Developmen t and Freedom Struggle in India (FromA.D17 73 to 1947 A.D) | National | This course covers historical background of the constitutional development reforms in India. It focuses on the role played by the national leaders for the growth of Indian constitution and major movement which lead to the Indian Independence. | To understand the colonial hegemony in India. To Inculcate the knowledge of solidarity shown by Indians against British Government. To encourage students to do research on national issues. |
| PG3H10 | Historiograp hy and Research Methodolog y | National | This course is designed for the future history major or minor who is taking the leap from learning specific histories to thinking more broadly and methodically about studying the past | To undergo in depth study of history its meaning, scope and philosophy. To facilitate the students know about methodology which will help them to pursue research in future. To inculcate them to know the recent trends in historical research. |



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| PG3H11 | History of the USA (From A. D. 1776 to 1865A. D). | Global | This course focuses on the discovery of America from 1716 to Civil War of 1865. The course will introduce major social, political, economic and cultural events and also addresses the changes and development of USA under various Presidents. | To Highlight the significance of the American War and the Independence and the formation of the USA. To understand the administration of the USA under various presidents. To impart the concept of Nationalism and federal form of Government in Contemporary World. To highlight the influence of westward expansion and Civil war. |
|--------|---|----------|---|--|
| PG3HE1 | Social Movements in Modern India | National | This course focuses on the genesis and growth of various social movements in India. It includes Peasants, Tribal, Women and downtrodden people movements. | To implant social concern at the minds of the youth. To impart the concept and causes for social movements To give knowledge on the movements of peasants, tribal and women. To highlight the religious and secular movements and the social reformers |



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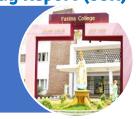
| PG3HE2 | Intellectual History of India in the 20 th Century. | National | This course highlights the contribution of various intellectuals in India including social, political and literature. | To highlight the role of great intellectuals in the shaping of India. To follow the footsteps of the intellectuals in various fields and assimilate them as role models. To fulfill the need of the study of the past ideology in order to understand the current intellectuals. |
|--------|--|----------|---|--|
| PG4H12 | Contempora ry India (From A. D. 1950 to 2014A.D) | National | This course focuses on the contemporary politics of India. It deals with the domestic and foreign policies of India. | To motivate the students understand the achievements of Independent India. To make the students understand the challenges faced by India. To create awareness among the students on various Political – social – Economic Issues |
| PG4H13 | Internation al Relations (From A. D. | Global | This course emphasizes the theoretical ground work for describing and explaining the | To highlight the importance of World Peace Organization and its role in establishing world Peace. |



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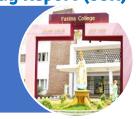
| | 1945 to | | ways in which international | | To make the students understand the |
|--------|-------------|--------|--------------------------------|---|--|
| | | | | | |
| | 2000 A.D) | | influences shape the world's | | impact of Cold War and the need of |
| | | | economics, politics and | | Disarmament |
| | | | society and their | • | To become aware of the current politics |
| | | | consequences for global | 7 | of Middle East, Africa and Latin |
| | | 6 | conflict and cooperation. | | America. |
| PG4H14 | History of | Global | This course focuses on the | • | To make the students understand the |
| | the USA | | eve of internal Reconstruction | | Post Civil war Developments. |
| | (From A.D. | | to the tremendous | • | To highlight the role of the USA in two |
| | 1865 to | | transmission of Super power. | | Global Wars. |
| | 1993 A. D). | 2 | This course confers the | • | To bring out the significance of the USA |
| | | | conceptual look at the | | in World Politics. |
| | | TO I | changing of American | 7 | $//\alpha$ |
| | | | culture, politics, economy. | | |
| | | | This paper throws light on | | |
| | | | various doctrines and | | |
| | | | diplomacies of American | | |
| | | | presidents which caused a | | |
| | | | vital impact on the | | |



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| | | | international politico-scene. | | |
|--------|-------------------------------------|----------|--|-------|--|
| PG4HE3 | History of Education in India | National | This course deals with the History of Education from Ancient Gurukula system till new education polices and Modern education Systems in India. | | To highlight the glorious legacy of native education in India. To make the students understand the contribution of the British to Indian education system and its impact. To make the students aware of the current educational policy and strategy so that in future they will contribute towards educational reforms which are a continuous process. |
| PG4HE4 | Indian Archaeology | National | This course focuses on the Explorations and excavations in India. It highlights on the Numismatics and Epigraphy. |) | To highlight the definition, kinds and functions of archaeology. To impart knowledge on the methods of excavations To make the students to learn the process of conservation |



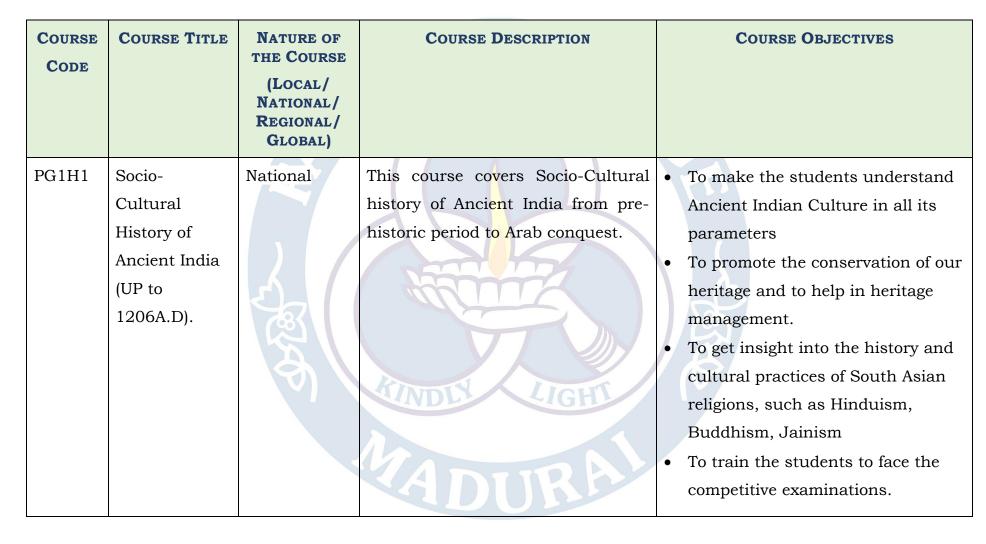
Criterion: I - Curricular Aspects

Metric: 1.1.1 - Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY

Year : 2015 - 2020

2017 - 2018



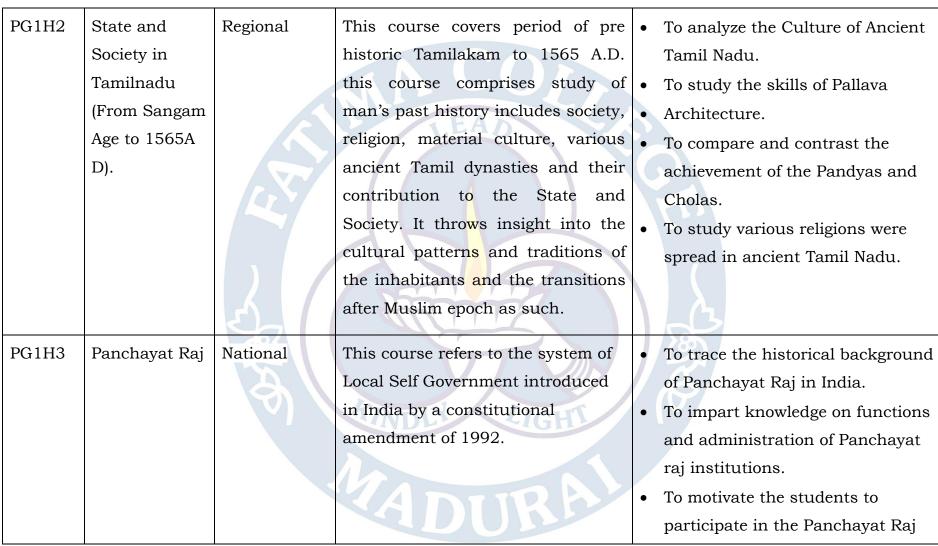
NAAC - 4th CYCLE - Self Study Report (SSR)



Criterion: I – Curricular Aspects

Metric: 1.1.1 - Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) - M.A HISTORY





Criterion: I – Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | | | | institutions |
|-------|-----------------------|----------|--|---|
| PG1H4 | Women's Studies | National | This course is an interdisciplinary introduction to women's and gender studies. This course includes an examination of women's historic and contemporary status legally and economically, as well as women's struggles in identity expression, sexuality, and lifestyle. | To enable students to gain a perspective of the significance of women's studies, gender concepts and the major issues concerning women. To help students develop understanding of the status of women in India and the role of women in social institutions. To acquaint the students about issues concerning women working in the organized and unorganized sectors. To internationalize the understanding of Feminism. |
| H1EDC | Indian History for | National | This course gives an outline to the Indian history from ancient to | To enable the students to have a Bird's eye view of India through |



Criterion: I – Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | Competitive | | modern times. | | the ages. |
|-------|----------------|----------|--------------------------------------|---|---|
| | Exams | | MA COLLEAD | • | To facilitate the students to take up the challenges of appearing for competitive examinations. To make this study job oriented. |
| PG2H5 | Socio- | National | This course emphasizes the impact | | To develop an understanding of |
| | Cultural | | of Delhi Sultanate and Mughals on | | India's diverse social structures of |
| | History of | | Indian society. It covers the | | family, kinship, gender and |
| | Medieval India | | Bhakthi <mark>mov</mark> ement and | | marriage; |
| | (From 1206 | | contribution of Saints to revive the | • | To get insight into the history and |
| | to 1707 A.D) | 3 | Hinduism and Islam. It focuses the | | cultural practices of religions, such |
| | | (8) | development of education, | | as Sufism, Sikhism and Islam; |
| | | | literature, art and architecture | • | To know the impact of Mughal rule |
| | | | during medieval India. | | on Indian society. |
| | | | WDE SIGHT | • | To train the students to face the |
| | | | | | competitive examinations. |
| PG2H6 | State and | Regional | This course covers period of | • | To study the social and political |
| | Society in | | Nayak's rule to the Company rule. | | background of the emergence of |



Criterion: I - Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | Tamilnadu(Fro | | This course throws light on state | | Nayaks, Marathas, Nawabs and |
|-------|----------------|----------|-------------------------------------|---|------------------------------------|
| | m 1565 A. D | | various pioneering rebellions of | | the British. |
| | to 2000 A. D). | | Indian freedom struggle along with | • | To analyse the relevance of socio- |
| | | | the analysis of state and society | | religious movement of the 19th& |
| | | | under Company's rule and | | 20th centuries. |
| | | | independent India, Tamilnadu in | • | To appreciate the works of the |
| | | 12.5 | particular. | | Congress and Dravidian Parties in |
| | | | | | Tamil Nadu. |
| PG2H7 | History of Far | Global | This course deals with the far | • | To trace the historical background |
| | East (From | | eastern countries like China Japan | | of China, Japan and Korea. |
| | A.D1841 to | 3 | and Korea. It focuses on the socio | • | To learn the socio – political |
| | 1945 A.D) | (%) I | political changes which took place | | changes in the Far Eastern |
| | | TO ! | in the Far Eastern countries during | | countries. |
| | | | 19 th century. | • | To highlight the position of Far |
| | | | WINDES CIGITS | | eastern Countries in the Modern |
| | | | | | World. |
| PG2H8 | Human Rights | National | The course seeks to provide post- | • | To highlight the relevance and |
| | | | graduate students with a general | | Development of Human Rights |



Criterion: I - Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | | | introduction to the sources, | • | To impart the consciousness on |
|-------|----------------|----------|-------------------------------------|---|------------------------------------|
| | | | systems and foundations of | | Constitutional guarantee of |
| | | | international human rights and its | | Human Rights |
| | | | laws. | • | To impart knowledge on Human |
| | | | LEAD | | Rights violations. |
| | | | | • | To give awareness on the laws |
| | | /2-5/ | | | related to Human Rights of various |
| | | | | | sections of the society. |
| PGH2E | Indian History | National | This course gives an outline to the | • | To enable the students to have a |
| DC | for | | Indian history from ancient to | | Bird's eye view of India through |
| | Competitive | 3 | modern times. | 1 | the ages. |
| | Exams | (%) | | • | To facilitate the students to take |
| | | | | | up the challenges of appearing for |
| | | | KINDIY | | competitive examinations. |
| | | | ANDES GIGITA | • | To make this study job oriented. |
| PG3H9 | Constitutional | National | This course covers historical | • | To understand the colonial |
| | Development | | background of the constitutional | | hegemony in India. |
| | and Freedom | | development reforms in India. It | • | To Inculcate the knowledge of |



Criterion: I - Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | Struggle in India (FromA.D1773 to 1947 A.D) | | focuses on the role played by the national leaders for the growth of Indian constitution and major movement which lead to the Indian Independence. | | solidarity shown by Indians against British Government. To encourage students to do research on national issues. |
|--------|--|----------|---|---|---|
| PG3H10 | Historiography and Research Methodology | National | This course is designed for the future history major or minor who is taking the leap from learning specific histories to thinking more broadly and methodically about studying the past | | To undergo in depth study of history its meaning, scope and philosophy. To facilitate the students, know about methodology which will help them to pursue research in future. To inculcate them to know the recent trends in historical research. |
| PG3H11 | History of the USA (From A. D. 1776 to | Global | This course focuses on the discovery of America from 1716 to Civil War of 1865. The course will introduce major social, political, | • | To Highlight the significance of the American War and the Independence and the formation of the USA. |



Criterion: I - Curricular Aspects

Metric : 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | 1865A. D). | | economic and cultural events and also addresses the changes and development of USA under various Presidents. | To understand the administration of the USA under various presidents. To impart the concept of Nationalism and federal form of Government in Contemporary World. To highlight the influence of westward expansion and Civil war. |
|--------|--|----------|---|---|
| PG3HE1 | Social Movements in Modern India | National | This course focuses on the genesis and growth of various social movements in India. It includes Peasants, Tribal, Women and downtrodden people movements. | To implant social concern at the minds of the youth. To impart the concept and causes for social movements To give knowledge on the movements of peasants, tribal and women. To highlight the religious and secular movements and the social |



Criterion: I – Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | | | | reformers |
|--------|--|----------|---|---|
| PG3HE2 | Intellectual History of India in the 20 th Century. | National | This course highlights the contribution of various intellectuals in India including social, political and literature. | To highlight the role of great intellectuals in the shaping of India. To follow the footsteps of the intellectuals in various fields and assimilate them as role models. To fulfil the need of the study of the past ideology in order to understand the current intellectuals. |
| PG4H12 | Contemporary India (From A. D. 1950 to 2014A.D) | National | This course focuses on the contemporary politics of India. It deals with the domestic and foreign policies of India. | To motivate the students, understand the achievements of Independent India. To make the students understand the challenges faced by India. To create awareness among the |



Criterion: I - Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | . 2015 | 2020 | | |
|--------|--|--------|--|--|
| PG4H13 | International Relations (From A. D. 1945 to 2000 | Global | This course emphasizes the theoretical ground work for describing and explaining the ways in which international influences | students on various Political – social – Economic Issues • To highlight the importance of World Peace Organization and its role in establishing world Peace. • To make the students understand |
| | A.D) | | shape the world's economics, politics and society and their consequences for global conflict and cooperation. | the impact of Cold War and the need of Disarmament. To become aware of the current politics of Middle East, Africa and Latin America. |
| PG4H14 | History of the USA (From A.D. 1865 to 1993 A. D). | Global | This course focuses on the eve of internal Reconstruction to the tremendous transmission of Super power. This course confers the conceptual look at the changing of American culture, politics, economy. This paper throws light | To make the students understand the Post Civil war Developments To highlight the role of the USA in two Global Wars. To bring out the significance of the USA in World Politics. |



Criterion: I – Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | | | on various doctrines and diplomacies of American presidents which caused a vital impact on the international politico-scene. | |
|--------|-------------------------------|----------|--|--|
| PG4HE3 | History of Education in India | National | This course deals with the History of Education from Ancient Gurukula system till new education polices and Modern education Systems in India. | To highlight the glorious legacy of native education in India. To make the students understand the contribution of the British to Indian education system and its impact. To make the students aware of the current educational policy and strategy so that in future they will contribute towards educational reforms which are a continuous process. |
| PG4HE4 | Indian Archaeology | National | This course focuses on the Explorations and excavations in | To highlight the definition, kinds and functions of archaeology. |



Criterion: I - Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY

Year : 2015 - 2020



| India. It highlights on the | To impart knowledge on the |
|-----------------------------|-----------------------------------|
| Numismatics and Epigraphy. | methods of excavations. |
| A CUI | To make the students to learn the |
| LEAD | process of conservation. |

2016 - 2017

| CODE | Course Title | NATURE OF THE COURSE (LOCAL/ NATIONAL/ REGIONAL/ GLOBAL) | Course Description | Course Objectives |
|-------|--|---|--|---|
| PG1H1 | Socio- Cultural History of Ancient India (UP to 1206A.D). | National | This course covers Socio-Cultural history of Ancient India from prehistoric period to Arab conquest. | To make the students understand Ancient Indian Culture in all its parameters To promote the conservation of our heritage and to help in heritage management. |



Criterion: I – Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | | | MA COLLAD | • | To get insight into the history and cultural practices of South Asian religions, such as Hinduism, Buddhism, Jainism To train the students to face the competitive examinations. |
|-------|--|----------|--|---|--|
| PG1H2 | State and Society in Tamilnadu (From Sangam Age to 1565A D). | Regional | This course covers period of pre historic Tamilakam to 1565 A.D. this course comprises study of man's past history includes society, religion, material culture, various ancient Tamil dynasties and their contribution to the State and Society. It throws insight into the cultural patterns and traditions of the inhabitants and the transitions after Muslim epoch as such. | | To analyze the Culture of Ancient Tamil Nadu. To study the skills of Pallava Architecture. To compare and contrast the achievement of the Pandyas and Cholas. To study various religions were spread in ancient Tamil Nadu. |

NAAC - 4th CYCLE - Self Study Report (SSR)

understanding of the status of

women in India and the role of

women in social institutions.

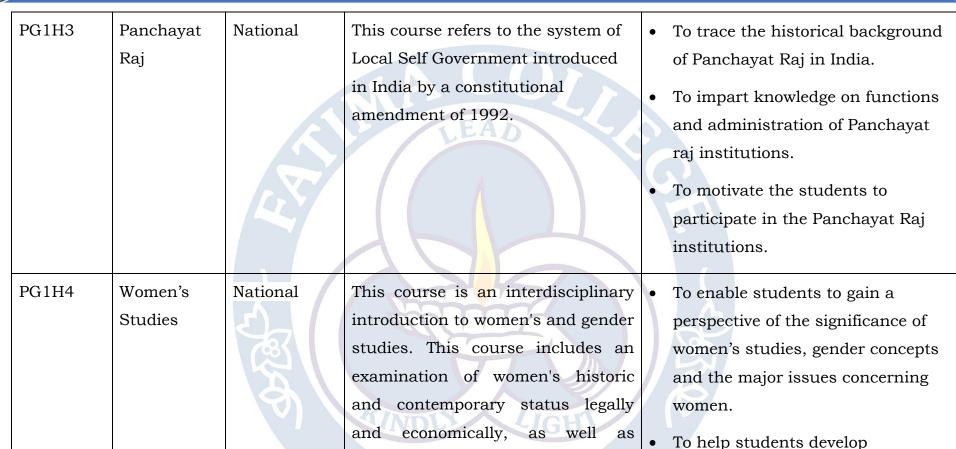


Criterion: I - Curricular Aspects

Metric: 1.1.1 - Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) - M.A HISTORY

Year : 2015 - 2020



struggles

expression, sexuality, and lifestyle.

in identity

women's



Criterion: I - Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | | | MA COLLADOR | To acquaint the students about issues concerning women working in the organized and unorganized sectors. To internationalize the understanding of Feminism. |
|---------|----------------------------------|----------|---|---|
| PGH1EDC | Indian Constitution | National | This course gives an outline to the Indian history from ancient to modern times. | To make the students understand the uniqueness and special features of the Indian Constitution. To give awareness on Rights and Duties of Indian citizens. To highlight the various organs of the government and their functions. |
| PG2H5 | Socio- Cultural History of | National | This course emphasizes the impact of Delhi Sultanate and Mughals on Indian society. It covers the | To develop an understanding of India's diverse social structures of family, kinship, gender and |



Criterion: I - Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



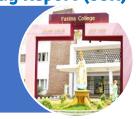
| | Medieval | | Bhakthi n | novement | and | | marriage; |
|-------|--------------|----------|------------------------------------|----------------|---------|---|---|
| | India (From | | contribution of | | | • | To get insight into the history and |
| | 1206 to | | Hinduism and I | slam. It focus | es the | | cultural practices of religions, such |
| | 1707 A.D) | | development | of educ | cation, | | as Sufism, Sikhism and Islam; |
| | | | literature, art during medieval | | ecture | | To know the impact of Mughal rule on Indian society. |
| | | | | | | • | To train the students to face the |
| | | | 10 | | | | competitive examinations. |
| PG2H6 | State and | Regional | This course | covers perio | od of | • | To study the social and political |
| | Society in | 6)_ | Nayak's rule to | the Company | rule. | | background of the emergence of |
| | Tamilnadu | 78 | This course thi | rows light on | state | | Nayaks, Marathas, Nawabs and |
| | (From 1565 | | various pionee | ring rebellion | ns of | | the British. |
| | A. D to 2000 | 18) / | Indian freedom | struggle along | g with | • | To analyse the relevance of socio- |
| | A. D). | | the analysis of | state and s | society | | religious movement of the 19th& |
| | | | under Compa | any's rule | and | | 20th centuries. |
| | | | independent In particular. | dia, Tamilna | du in | • | To appreciate the works of the Congress and Dravidian Parties in |



Criterion: I - Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | | | | Tamil Nadu. |
|-------|--|----------|---|---|
| PG2H7 | History of Far East (From A.D1841 to 1945 A.D) | Global | This course deals with the far eastern countries like China Japan and Korea. It focuses on the socio political changes which took place in the Far Eastern countries during 19th century. | To trace the historical background of China, Japan and Korea. To learn the socio – political changes in the Far Eastern countries. To highlight the position of Far eastern Countries in the Modern World. |
| PG2H8 | Human Rights | National | The course seeks to provide post-graduate students with a general introduction to the sources, systems and foundations of international human rights and its laws. | To highlight the relevance and Development of Human Rights. To impart the consciousness on Constitutional guarantee of Human Rights. To impart knowledge on Human Rights violations. To give awareness on the laws |



Criterion: I - Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | | | | related to Human Rights of various sections of the society. |
|---------|---|----------|--|---|
| PGH2EDC | Indian Constitution | National | This course gives an outline to the Indian history from ancient to modern times. | To make the students understand the uniqueness and special features of the Indian Constitution. To give awareness on Rights and Duties of Indian citizens. To highlight the various organs of the government and their functions. |
| PG3H9 | Constitution al Developmen t and Freedom Struggle in India (FromA.D17 | National | This course covers historical background of the constitutional development reforms in India. It focuses on the role played by the national leaders for the growth of Indian constitution and major movement which lead to the Indian | To understand the colonial hegemony in India. To Inculcate the knowledge of solidarity shown by Indians against British Government. To encourage students to do research on national issues. |



Criterion: I – Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | 73 to 1947 | | Independence. | | |
|--------|--------------|----------|-------------------------------------|---|--------------------------------------|
| | A.D) | | | | |
| | | | | | |
| PG3H10 | Historiograp | National | This course is designed for the | • | To undergo in depth study of |
| | hy and | | future history major or minor who | | history its meaning, scope and |
| | Research | | is taking the leap from learning | | philosophy. |
| | Methodology | | specific histories to thinking more | | To facilitate the students, know |
| | | | broadly and methodically about | | about methodology which will help |
| | | | studying the pa <mark>st</mark> | | them to pursue research in future. |
| | | | | | To inculcate them to know the |
| | | | | • | recent trends in historical |
| | | 2 | | | research. |
| | | | | | research. |
| PG3H11 | History of | Global | This course focuses on the | • | To Highlight the significance of the |
| | the USA | | discovery of America from 1716 to | | American War and the |
| | (From A. D. | | Civil War of 1865. The course will | | Independence and the formation of |
| | 1776 to | | introduce major social, political, | | the USA. |
| | 1865A. D). | | economic and cultural events and | • | To understand the administration |
| | | | also addresses the changes and | | of the USA under various |
| | | | development of USA under various | | of the confunctivations |
| | 1 | ı | 45 | 1 | |



Criterion: I - Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



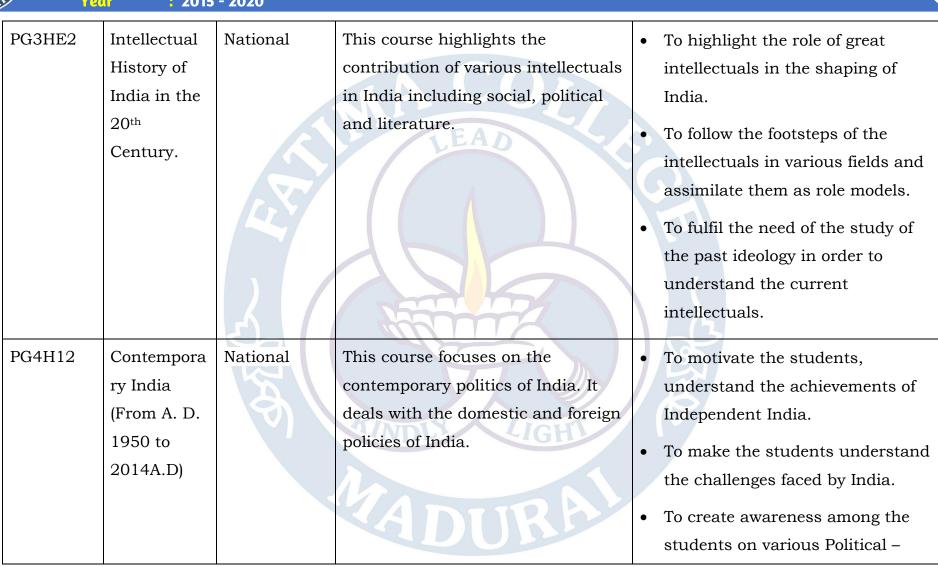
| | | | Presidents. | presidents. To impart the concept of Nationalism and federal form of Government in Contemporary World. To highlight the influence of westward expansion and Civil war. |
|--------|---|----------|---|---|
| PG3HE1 | Social Movements in Modern India | National | This course focuses on the genesis and growth of various social movements in India. It includes Peasants, Tribal, Women and downtrodden people movements. | To implant social concern at the minds of the youth. To impart the concept and causes for social movements To give knowledge on the movements of peasants, tribal and women. To highlight the religious and secular movements and the social reformers |



Criterion : I - Curricular Aspects

Metric : 1.1.1 - Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY





Criterion: I - Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | | | | ; | social – Economic Issues. |
|--------|--|--------|---|-----|---|
| PG4H13 | Internationa 1 Relations (From A. D. 1945 to 2000 A.D) | Global | This course emphasizes the theoretical ground work for describing and explaining the ways in which international influences shape the world's economics, politics and society and their consequences for global conflict and cooperation. | | To highlight the importance of World Peace Organization and its role in establishing world Peace. To make the students understand the impact of Cold War and the need of Disarmament. To become aware of the current politics of Middle East, Africa and Latin America. |
| PG4H14 | History of the USA (From A.D. 1865 to 1993 A. D). | Global | This course focuses on the eve of internal Reconstruction to the tremendous transmission of Super power. This course confers the conceptual look at the changing of American culture, politics, economy. This paper throws light on various doctrines and | • • | To make the students understand the Post Civil war Developments. To highlight the role of the USA in two Global Wars. To bring out the significance of the USA in World Politics. |



Criterion: I – Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | | | diplomacies of American presidents which caused a vital impact on the international politico-scene. | |
|--------|-------------------------------------|----------|--|--|
| PG4HE3 | History of Education in India | National | This course deals with the History of Education from Ancient Gurukula system till new education polices and Modern education Systems in India. | To highlight the glorious legacy of native education in India. To make the students understand the contribution of the British to Indian education system and its impact. To make the students aware of the current educational policy and strategy so that in future they will contribute towards educational reforms which are a continuous process. |
| PG4HE4 | Indian Archaeology | National | This course focuses on the Explorations and excavations in India. It highlights on the | To highlight the definition, kinds and functions of archaeology. |



Criterion : I – Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY

Year : 2015 - 2020



| Numismatics and Epigraphy. | To impart knowledge on the |
|----------------------------|-----------------------------------|
| | methods of excavations. |
| MACUIN | To make the students to learn the |
| LEAD | process of conservation. |

2015 - 2016

| CODE | Course Title | NATURE OF THE COURSE (LOCAL/ NATIONAL/ REGIONAL/ GLOBAL) | Course Description | Course Objectives |
|-------|--|---|--|--|
| PG1H1 | Socio- Cultural History of Ancient India (UP to 1206A.D). | National | This course covers Socio-Cultural history of Ancient India from prehistoric period to Arab conquest. | To make the students understand Ancient Indian Culture in all its parameters. To promote the conservation of our heritage and to help in heritage management. |



Criterion: I - Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | | | MA COLLEAD | To get insight into the history and cultural practices of South Asian religions, such as Hinduism, Buddhism, Jainism. To train the students to face the competitive examinations. |
|-------|--|----------|--|--|
| PG1H2 | State and Society in Tamilnadu (From Sangam Age to 1565A D). | Regional | This course covers period of pre historic Tamilakam to 1565 A.D. this course comprises study of man's past history includes society, religion, material culture, various ancient Tamil dynasties and their contribution to the State and Society. It throws insight into the cultural patterns and traditions of the inhabitants and the transitions after Muslim epoch as such. | Architecture. To compare and contrast the achievement of the Pandyas and Cholas. |
| PG1H3 | Panchayat Raj | National | This course refers to the system of | To trace the historical background |



Criterion: I - Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | | | Local Self Government introduced | | of Panchayat Raj in India. |
|-------|---------|----------|--|---|------------------------------------|
| | | | in India by a constitutional | • | To impart knowledge on functions |
| | | | amendment of 1992. | | and administration of Panchayat |
| | | | | | raj institutions. |
| | | | LEAD | | To motivate the students to |
| | | | | F | participate in the Panchayat Raj |
| | | 13.3 | | | institutions |
| PG1H4 | Women's | National | This course is <mark>an</mark> interdisciplinary | • | To enable students to gain a |
| | Studies | | introduction to women's and | | perspective of the significance of |
| | | | gender studies. This course | | women's studies, gender concepts |
| | | 3 | includes an examination of | | and the major issues concerning |
| | | 781 | women's historic and contemporary | | women. |
| | | | status legally and economically, as | • | To help students develop |
| | | | well as women's struggles in | | understanding of the status of |
| | | | identity expression, sexuality, and | | women in India and the role of |
| | | | lifestyle. | | women in social institutions. |
| | | | 11 De 10 A | • | To acquaint the students about |
| | | | COLUMN TO THE PARTY OF THE PART | | issues concerning women working |
| | | | | | in the organized and unorganized |



Criterion: I - Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | | | MA COZ | • | sectors. To internationalize the understanding of Feminism. |
|-------------|--|----------|--|---|---|
| PGH1E DC | Indian Constitution | National | This course gives an outline to the Indian history from ancient to modern times. | | To make the students understand the uniqueness and special features of the Indian Constitution. To give awareness on Rights and Duties of Indian citizens. To highlight the various organs of the government and their functions. |
| PG2H5 | Socio- Cultural History of Medieval India (From 1206 to 1707 A.D) | National | This course emphasizes the impact of Delhi Sultanate and Mughals on Indian society. It covers the Bhakthi movement and contribution of Saints to revive the Hinduism and Islam. It focuses the development of education, | | To develop an understanding of India's diverse social structures of family, kinship, gender and marriage; To get insight into the history and cultural practices of religions, such as Sufism, Sikhism and Islam; |



Criterion: I - Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | | | literature, art and architecture during medieval India. | To know the impact of Mughal rule on Indian society. To train the students to face the competitive examinations. |
|-------|---|----------|---|--|
| PG2H6 | State and Society in Tamilnadu (From 1565 A. D to 2000 A. D). | Regional | This course covers period of Nayak's rule to the Company rule. This course throws light on state various pioneering rebellions of Indian freedom struggle along with the analysis of state and society under Company's rule and independent India, Tamilnadu in particular. | background of the emergence of Nayaks, Marathas, Nawabs and the British. To analyse the relevance of socio- religious movement of the 19th& 20th centuries. |
| PG2H7 | History of Far East (From A.D1841 to 1945 A.D) | Global | This course deals with the far eastern countries like China Japan and Korea. It focuses on the socio political changes which took place | To trace the historical background of China, Japan and Korea. To learn the socio – political changes in the Far Eastern |



Criterion: I – Curricular Aspects

Metric: 1.1.1 – Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY



| | | | in the Far Eastern countries during | | countries. |
|-------|--------------|----------|-------------------------------------|-----|-------------------------------------|
| | | | 19 th century. | • | To highlight the position of Far |
| | | | ACOIN | | eastern Countries in the Modern |
| | | | SEAD C | | World. |
| PG2H8 | Human Rights | National | The course seeks to provide post- | • | To highlight the relevance and |
| | | | graduate students with a general | | Development of Human Rights |
| | | | introduction to the sources, | • | To impart the consciousness on |
| | | | systems and foundations of | | Constitutional guarantee of |
| | | | international human rights and its | le. | Human Rights |
| | | | laws. | • | To impart knowledge on Human |
| | | 2 | | | Rights violations. |
| | | | | • | To give awareness on the laws |
| | | TO ! | | | related to Human Rights of various |
| | | | MINDLY LIGHT | | sections of the society. |
| PGH2E | Indian | National | This course gives an outline to the | • | To make the students understand |
| DC | Constitution | | Indian history from ancient to | | the uniqueness and special |
| | | | modern times. | | features of the Indian Constitution |
| | | | | • | To give awareness on Rights and |



Criterion: I - Curricular Aspects

Metric: 1.1.1 - Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and

Course Outcomes (COs) – M.A HISTORY





