

**DKM COLLEGE FOR WOMEN (AUTONOMOUS),  
VELLORE -1**

**DEPARTMENT OF HISTORY**

**PG –M.A DEGREE**



**TEMPLATES WITH SYLLABUS**

**2024- 2025**

**PG Department of History with effect from 2024-2025**

**CBCS PATTERN**

**The course of study and Scheme of Examination**

S. N o.	Part	Category	Ins. Hrs/ Week	Credit	Title of the paper	Maximum marks		
						CI A	Sem. Exam	Total
SEMESTER I								
1	Part I	Core Paper I	6	5	History of Ancient and Early Medieval India (Prehistory to 1206 CE)	25	75	100
2		Core Paper II	6	5	Socio Cultural History of Tamil Nadu up to 1565 CE	25	75	100
3		Core Paper III	6	5	History of World Civilizations (Excluding India)	25	75	100
4		Discipline Centric Elective -I	6	3	(Choose any one out of two)  <b>(a) Indian Art and Architecture</b>  <b>(b)Freedom Struggle In Tamil Nadu</b>	25	75	100
5		Generic Elective -II	6	3	(Choose any one out of two)  <b>(a) Administrative History of Tamil Nadu</b>  <b>(b) Cultural Heritage of India</b>	25	75	100
			30	21				500

SEMESTER II								
6	Part I	Core Paper IV	6	5	History of Medieval India - 1206 - 1707 CE	25	75	100
7		Core Paper V	6	5	Socio Cultural History of Tamil Nadu - 1565 – 2000 CE	25	75	100
8		Core Paper VI	6	4	Historiography and Historical Methods	25	75	100
9		Discipline Centric Elective - III	4	3	(Choose any one out of two)  <b>(a) History of Journalism</b> <b>(b) International Migrations and Diasporic Studies</b>	25	75	100
10		Generic Elective – IV	4	3	(Choose any one out of two)  <b>(a) Indian Constitution</b> <b>(b) Achievements of Dravidian Movement</b>	25	75	100
11	Part II	Skill Enhancement I	2	2	Introduction to Epigraphy	25	75	100
12		Compulsory Paper	2	2	Human rights	25	75	100
13		MOOC Course/ Self Study paper	-	2	Geography of India with Special Reference to Tamilnadu	-	-	-
			<b>30</b>	<b>26</b>				<b>700</b>
SEMESTER III								
13	Part I	Core Paper VII	6	4	Colonialism and Nationalism in India	25	75	100

14		Core Paper VIII	6	4	Intellectual History of India	25	75	100
15		Core Paper IX	6	4	Economic History of India since 1857 CE	25	75	100
16		Core Paper X (Industry Module)	6	4	Tourism in Tamil Nadu	25	75	100
17		Discipline Centric Elective-V	4	3	(Choose any one out of two)  <b>(a) Principles and Techniques of Archaeology</b> <b>(b) Studies in Human Rights</b>	25	75	100
18	Part II	Skill Enhancement II	2	2	Communication Strategies for Leadership Success	25	75	100
19		Internship/ Industrial Activity	-	2	Internship / Industrial Activity	-	-	-
			<b>30</b>	<b>23</b>				<b>600</b>
<b>SEMESTER IV</b>								
21	Part I	Core Paper XI	5	4	Contemporary India	25	75	100
22		Core Paper XII	5	4	Peasant and Labour Movements in India	25	75	100
23		Core Paper XIII	4	4	International Relations since 1945 CE	25	75	100
24		Discipline Centric Elective – VI	4	3	(Choose any one out of two)  <b>(a) Women in India through the Ages</b> <b>(b) Science and Technology in India since 1947</b>	25	75	100

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		Project with Viva	10	7	Project	25	75	100
25	Part II	Skill Enhancement Course III	2	2	Cargo and Logistics	25	75	100
26	Part III		-	1	Extension activity	-	-	-
			<b>30</b>	<b>25</b>				<b>600</b>
<b>Total</b>			<b>120</b>	<b>95</b>				<b>2400</b>

**Consolidated Table for Credit Distribution**

	Category of Courses	Credits for each courses	Number of Courses	Number of Credits in each Category of courses	Total Credits	Total Credits for the Programme
Part I	Core Theory	5	5	25		92(CGPA)
		4	8	32		
	Project with viva-voce	7	1	7		
	Discipline centric/Generic centric Elective	3	6	18		
					82	
Part II	Skill Enhancement	2	3	6	10	3(Non CGPA)
	Human rights	2	1	2		
	MOOC course/ Self study Paper	2	1	2		
	Summer Internship	2	1	2	3	
Part III	Extension Activity	1	1	1		

## M.A. History

<b>Programme Outcomes (Pos)</b>	<p><b>PO1: Problem Solving Skill</b> Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.</p> <p><b>PO2: Decision Making Skill</b> Foster analytical and critical thinking abilities for data-based decision-making.</p> <p><b>PO3: Ethical Value</b> Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.</p> <p><b>PO4: Communication Skill</b> Ability to develop communication, managerial and interpersonal skills.</p> <p><b>PO5: Individual and Team Leadership Skill</b> Capability to lead themselves and the team to achieve organizational goals.</p> <p><b>PO6: Employability Skill</b> Inculcate contemporary business practices to enhance employability skills in the competitive environment.</p> <p><b>PO7: Entrepreneurial Skill</b> Equip with skills and competencies to become an entrepreneur.</p> <p><b>PO8: Contribution to Society</b> Succeed in career endeavors and contribute significantly to society.</p> <p><b>PO 9 Multicultural competence</b> Possess knowledge of the values and beliefs of multiple cultures and a global perspective.</p>
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	<p><b>PO 10: Moral and ethical awareness/reasoning</b></p> <p>Ability to embrace moral/ethical values in conducting one's life.</p>
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<p><b>Programme Specific Outcomes (PSOs)</b></p>	<p><b>PSO1 – Placement</b> To prepare the students who will demonstrate respectful engagement with others' ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.</p> <p><b>PSO 2 - Entrepreneur</b> To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.</p> <p><b>PSO3 – Research and Development</b> Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.</p> <p><b>PSO4 – Contribution to Business World</b> To produce employable, ethical and innovative professionals to sustain in the dynamic business world.</p> <p><b>PSO 5 – Contribution to the Society</b> To contribute to the development of the society by collaborating with stakeholders for mutual benefit.</p>
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### History of Ancient and Early Medieval India - Prehistory to 1206 CE

Sem	Subject code	Category	Lecture Hr / Sem		Theory		Practical	Credits
1		Core I	6 hr per week	90	6 hr per week	90	-	5

#### COURSE OBJECTIVE

1. Explain the sources and the features of Pre and Proto history at the national and regional level
2. Understanding of the social, political and economic life in the Vedic age and the post-Vedic polity and religion
3. An account of Mauryan and Post- Mauryan period
4. The chief features of the Age of Guptas and its legacy
5. Knowledge of the history of the Peninsular India under various dynasties

#### COURSE OUTCOMES

On the successful completion of the course the student will be able to..

CO Number	CO Statement	Knowledge Level (K1-K4)
CO 1	Know the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization	K2
CO2	Know the various theories of origin of Aryans, and their socio-economic life	K1
CO 3	Detail the polity, administration and religious policy of Mauryas and the origin and development of new religions	K2
CO 4	Give a detailed account of the Age of Guptas and Harsha's administration	K2
CO 5	explain the history of Peninsular India under various dynasties	K2

**Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 - Analyse**

## 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)**

### UNIT I

Sources: Archaeological Sources – Literary Sources – Foreign Accounts; Prehistoric culture: Palaeolithic – Mesolithic – Neolithic –Distribution – Tools – Life of the people; Proto History – Harappan Civilization: Origin – Chronology – Extent – First Urbanization – Town Planning – Seals and Script – Trade Contacts ;Ancient Tamil Civilization: Adichanallur – Keeladi – Kondagai – Mayiladumparai – Sivagalai

### UNIT II

Vedic Period: Debate on the original home of the Aryans –Life during Early Vedic Age – Transformation from Early Vedic to Later Vedic Period – Social - Political – Economic; Second Urbanization: Emergence of the Mahajanapadas – Formation of State: Republics and Monarchies – Rise of Urban Centres – Magadha: Haryankas – Sisunagas – Nandas; Intellectual Awakening: Rise of Buddhism and Jainism -their impact on society in India and Abroad; Persian and Macedonian Contacts – Alexander’s Invasion and its impact

### UNIT III

The Mauryan Imperial State: Chandragupta Maurya and his political achievements - Ashoka, his edicts and his policy of Dhamma; Spread of Religion;Mauryan Administration: Kautilya and Arthashastra – Megasthenes; Economy – Mauryan Art and Architecture – Disintegration of the Mauryan Empire; Post Mauryan Political, Economic, Social and Cultural developments: Indo-Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions – Mahayana; Satavahanas of Andhra: their contribution to art and architecture

### UNIT IV

Guptas – Polity and Administration – Patronage to Art, Architecture and Literature–Educational Institutions: Nalanda – Vikramashila – Valabhi; Huna Invasion and Decline; Vakatakas: Polity and Economy; Harsha: The assemblies at Prayag and Kanauj - Hiuen-Tsung’s account of India

### UNIT V

Peninsular India: Tamil country up to 12th Century– Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas,Prathikaras and

Palas; Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghorī, and their impact.

#### TEACHING METHODOLOGY:

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

#### TEXT BOOKS

S.no	Authors	Title	Publishers	Year Of Publication
1	V.D.Mahajan	History of India from beginning to 1526 A.D.	S.Chand and Company Ltd.	1999
2	Dr.Kiran Chandra Chaudhuri	History of Ancient India	S.Chand and Company Ltd.	1982
3	Sathianathaier	A Political and Cultural History of India	S.Viswanathan Pvt, Ltd.	1980
4	V.D.Mahajan	Ancient India	S.Chand and Company Ltd.	1998
5	V.D.Mahajan	History of Medieval India	S.Chand and Company Ltd.	2001
6	S.Allen	The Cambridge shorted History of India	H.H Dodwell	1969

#### REFERENCE BOOKS

S.no	Authors	Title	Publishers	Year Of Publication
1	V.D.Mahajan	Ancient India	S.Chand& Co	1981
2	Dr.B.P.Saha&Dr.K. S.Behra;	Ancient History of India	Vikas	1994
3	S.C. Raychoudhary	History of Ancient India Earliest times to 320A.D	Surjeet	2006

#### WEB SOURCE:

1. <https://sourcebooks.fordham.edu/india/indiasbook.asp>
2. <https://www.pbs.org/thestoryofindia/resources/websites/>
3. <https://archive.org/details/IndiaHistory>

### Socio Cultural History of Tamil Nadu upto 1565 CE

Sem	Subject Code	Category	Lecture Hr / Sem		Theory		Practical	Credits
1		Core II	6 hr per week	90	6 hr per week	90	-	5

#### COURSE OBJECTIVE

1. Present the early history of Tamil Nadu
2. Detail the history of Pallavas and their contribution
3. Highlight the impact of the Cholarulers's administration
4. Give an account of the history of Pandiyas of Madurai
5. Explain the society and culture under Madurai Sultanate and Vijayanagara rulers

#### COURSE OUTCOMES

On the successful completion of the course the student will be able to ..

CO Number	CO Statement	Knowledge Level (K1-K4)
CO 1	Detail the early history of Tamil Nadu	K2
CO2	Give an account of the history of Pallavas and their contribution	K1
CO 3	Highlight the impact of the Cholarulers's administration	K2
CO 4	Present an account of the history of Pandiyas of Madurai	K2
CO 5	Explain the society and culture under Madurai Sultanate and Vijayanagara	K2

**Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 - Analyse**

**MAPPING WITH PROGRAMME OUTCOMES**

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

**S-Strong (3)****M-Medium (2)****L-Low (1)****UNIT I**

Sources of the History of Tamil Nadu – Ancient Tamil Civilization - Sangam Literature – Concept of Tinai– Social and Economic life –Roman Trade Contacts and their impact – Religious life– Murugan and Korravai – Nadukal

**UNIT II**

Pallavas: Origin, history and contribution to South Indian culture –Socio-religious condition – Bhakti Movement and the State – Growth of Saiva and Vaishnava Traditions – Institution of Temple – Art and Architecture – Education: Ghatikas – Literature

**UNIT III**

Imperial Cholas: Socio- religious condition – Local Self Government and Village Autonomy – Landholding System and Society – Economic Life – Art and Architecture –Overseas expansion and cultural impact

**UNIT IV**

Pandyas of Madurai: Social Classes –Religion: Saivism and Vaishnavism – Art and Architecture: Later Pandyas, Marco Polo's Account – Society: Valangai and Idangai– Religion – Art and Architecture: Madurai Meenakshi Temple – Religion: Mathas – Saivasiddhantam and Virsaivism

**UNIT V**

Society and Culture under the Madurai Sultanate – Vijayanagar Empire – Krishnadeva Raya – Royal Patronage of Literature, Art and Architecture – Social Life – Position of Women

**TEACHING METHODOLOGY:**

- Class room teaching
- Assignments
- Discussions

- Home test
- PPT Presentations.

### TEXT BOOKS

S.no	Authors	Title	Publishers	Year Of Publication
1	Karashima, Noboru	A Concise History of South India: Issues and Interpretations.	, OUP, New Delhi,	2014
2	Subramanian, N	Social and Cultural History of Tamilnad(upto 1336 A.D.),		2011
3	Kanakasabhai, V.,	The Tamils Eighteen Hundred Years Ago, The South India SaivaSiddhantha Works .	Publishing Society, Tinnevelly, 1956.	1956.
4	Pillay, K.K	Historical Heritage of the Tamils	MJP Publishers, Chennai	2008
5	Sastri, K.A.Nilakanta	A History of South India: From Prehistoric Times to the Fall of Vijayanagar, ,	OUP, Chennai	1997
6	Sastri, K.A.Nilakanta	The Colas,University of Madras,	Madras,	1955

### REFERENCE BOOKS

### REFERENCE BOOKS

S.no	Authors	Title	Publishers	Year Of Publication
1	K.A. NilakantaSastri	A History of South India	Oxford University	1975

2	T.V. Mahalingam	Administration and Social life under Vijayanagar	Oxford University	1940
3	Dr.C. Minakshi	Administration and Social life under Pallavas	D.K.Printworld	1977

**WEB SOURCE:**

1. <https://www.tn.gov.in/tamilnadustate>
2. <https://diksha.gov.in/tn/>

### History of World Civilizations (Excluding India)

Sem	Subject Code	Category	Lecture Hr / Sem		Theory		Practical	Credits
1		Core III	6 hr per week	90	6 hr per Week	90	-	5

#### COURSE OBJECTIVE

- 1 Explain the concepts of civilization and culture and brief history of pre- historic period
2. Present different features of various ancient civilizations
3. Explain the main West Asian civilizations
- 4, compare the features of Chinese and Japanese civilizations
5. Study and compare Greek and Roman Civilizations

#### COURSE OUTCOMES

On the successful completion of the course the student will be able to ..

CO Number	CO Statement	Knowledge Level (K1-K4)
CO 1	Compare the concepts of civilization and culture and brief history of pre- historic period	K2
CO2	Understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations	K1
CO 3	Study about origin and growth of river valley civilizations	K2
CO 4	Describe the features of Chinese and Japanese civilizations	K2
CO 5	Explain the contributions of Greek and Roman civilizations	K2

**Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 - Analyse**



### 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)

### TEACHING METHODOLOGY:

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

### UNIT I

Introduction – Definition of Civilization – Comparison between Culture and Civilization – Origin and Growth of Civilizations – Pre – historic Culture – Palaeolithic and Neolithic period Culture – rivers, resources and civilizations

### UNIT II

The role of environment – the invention of writing – Mesopotamian Civilization – Sumerian – Babylonian – Life under Hammurabi – the Kassite interlude – Egyptian and the Age of Pharaohs – the rise of the Hittites and their greatness – The fall of empires and survival of cultures

### UNIT III

The evolution of Jewish religion – the power of Assyria – Assyrian rule and culture – Chaldean Babylonia – The rise of Persia – the coming of the Medes and Persians – Zarathustra – Persia's World Empire.

### UNIT IV

China's Classical Age – the Zhou dynasty – Age of Confucius and his followers – the Qin unification – the glory of the Han Dynasty – contribution to the World – development of Art and Architecture – Religion and Science – Japanese Civilization and Culture – Maya, Aztec and Inca Civilizations

## UNIT V

Greek Civilization – the Minoans and Mycenaeans – Homer- the Heroic Past – the Polis – Sparta – Athens – the Age of Pericles – the spread of Hellenic civilization – the Greeks and the opening of the East – Hellenic Religion, Science and philosophy – The Roman republic – the Pax Romana – Administration and expansion under Augustus.

### TEXT BOOKS

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

### REFERENCE BOOKS

#### REFERENCE BOOKS

S.no	Authors	Title	Publishers	Year Of Publication
1	Judd, G.P,.	History of Civilization, Macmillan, New York,	Macmillan, New York,	1966.

2	Rebello .	World Civilization – Part II, Ancient and Medieval, Part II, Mangalore,	Mangalore.	1969.
3	Scare C. and Brian Fagan,	Ancient Civilizations, New Jersey: Pearson, 2008.	New Jersey: Pearson,	2008.
4	Finley M.I,	Ancient Slavery: Modern Ideology,	London Chatto and Windus	1980.
5	Brunt P.A. ,	Brunt P.A. , Social Conflicts in the Roman Republic,	London: Chatto and Windus,	1971

#### WEB SOURCE:

1. <https://www.worldhistory.org/civilization/>
2. <https://www.historyworld.net>
3. <https://www.ancienthistorylists.com>

### Indian Art and Architecture

Sem	Subject Code	Category	Lecture Hr / Sem		Theory		Practical	Credits
1		Discipline Centric Elective - I	6 hr per week	90	6 hr per week	90	-	3

#### COURSE OBJECTIVE

1. Detail the art and architectural forms during the Harappan and Mauryan periods
2. Explain the impact of Buddhism on art forms
3. Discuss the evolution of art and architecture under Pallavas and the Cholas
4. Highlight the features of Islamic architecture particularly under Mughlas
5. To point out the salient features of colonial architecture

#### COURSE OUTCOMES

On the successful completion of the course the student will be able to ..

CO Number	CO Statement	Knowledge Level (K1-K4)
CO 1	Explain the various forms of Indus and Mauryan Art.	K2
CO2	Compare and contrast the Gandhara and Mathura Schools of Art.	K1
CO 3	Examine the similarities and differences between temple architectural styles.	K2
CO 4	Discuss the relation between the five pillars of Islam and Islamic architecture.	K2
CO 5	Appreciate the features of colonial architecture	K2

**Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 - Analyse**

**MAPPING WITH PROGRAMME OUTCOMES**

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

**S-Strong (3)****M-Medium (2)****L-Low (1)****TEACHING METHODOLOGY:**

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

**UNIT I:**

Pre-Historic Art - Harappan Art: Seals, Sculptures: Stone and Metal - Harappan Architecture: Fortification, Town Plan, Public Buildings - Mauryan Art: Chaityas – Viharas - Stupas - Asokan Pillars

**UNIT II:**

Hinayana Phase of Buddhist Art – Mahayana Phase of Art: Gandhara School of Art – Mathura School of Art-Amaravathi School of Art- Gupta Art and Architecture – Ajanta and Ellora – Jaina Art: Jaina beds - Shravanabelagola

**UNIT III:**

Pallava Art: Rock Cut Cave Temples, Monolithic Temples - Structural Temples – Mahabalipuram - Nagara Style of Architecture: Lingaraja Temple (Bhubaneshwar), Sun Temple(Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram – Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple(Belur), Hoysaleswara Temple(Halebid)

**UNIT IV:**

Islamic Art: Five Pillars of Islam,Mosques, Mausoleums, Palace complexes, Gardens - Quawwat-ul-Islam Mosque - QutubMinar - Mughal Art and Architecture: Humayun's Tomb - FatehpurSikri, -Red Fort- TajMahal - Mughal Paintings

**UNIT V:**

Colonial Architecture: Forts: St. George Fort, Chennai – Indo-Saracenic Architecture: Chatrapati Shivaji Terminal, Mumbai – Victoria Memorial, Kolkata – Amir Mahal and Senate House, University of Madras, Chennai

### TEXT BOOKS

S.no	Authors	Title	Publishers	Year Of Publication
1	Craven, Roy,	A concise history of Indian Art,	Thames and Hudson; London	1976
2	Hardy, Adam,	Hardy, Adam, The Indian Temple Architecture,	Abhinav Publications,	2002
3	Tomory, Edith,	A History of Fine Art in India and the West,	OrientBlackSwan Reprinted edition	1989

### REFERENCE BOOKS

S . no	Authors	Title	Publishers	Year Of Publication
1	Banerjee.J.N.,	Development of Hindu Iconography,	MunshiraManoharlal;3rd edition,	2002
2	Coomaraswamy.A.K	History of Indian and Indonesian Art,	Kessinger Publishing, LLC,2003	2003
3	Deva,Krishna ,	Temples of North Indian	National Book Trust,	, 2002
4	Gupta.R.S.,	Iconography of the Buddhist, Hindu and Jain,	StosiusInc Advent Books Division; Subsequent edition,	1980
5	Sivaramamurthy.C.	South Indian Bronzes,	South Indian Bronzes, Lalit Kala Akademi,	1981
6	Srinivasan .K.R.,	Temples of South India,	National Book Trust; Fourth edition,	2010

**WEB SOURCE:**

1. <https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00have.pdf>
2. [https://ignca.gov.in/Asi\\_data/18060.pdf](https://ignca.gov.in/Asi_data/18060.pdf)
3. <https://www.culturalindia.net/indian-architecture/colonial-architecture.html>

**Freedom Struggle in Tamil Nadu**

Sem	Subject Code	Category	Lecture Hr / Sem		Theory		Practical	Credits
1		Discipline Centric Elective - I	6 hr per week	90	6 hr per week	90	-	3

**COURSE OBJECTIVE**

1. To present the early resistance to colonial rule
2. To detail the factors for the emergence of national consciousness and the role of socio-political organizations
3. To explain the activities of Indian National Congress in Tamil Nadu under various rulers; also the role of national press
4. To detail the activities of moderate and revolutionary leaders and the impact of Gandhi
5. To point out the role of Tamil Nadu in the latter phase of the freedom struggle

**COURSE OUTCOMES**

**On the successful completion of the course the student will be able to..**

CO Number	CO Statement	Knowledge Level (K1-K4)
<b>CO 1</b>	Appreciate the contribution of early resistance against British rule in Tamil Nadu.	<b>K2</b>
<b>CO2</b>	Describe the role of organizations in increasing nationalist consciousness	<b>K1</b>
<b>CO 3</b>	Assess the role of press in Tamil Nadu towards the nationalist cause.	<b>K2</b>
<b>CO 4</b>	Evaluate the contribution of various leaders to India's freedom struggle.	<b>K2</b>

<b>CO 5</b>	Understand the role of Tamil Nadu in the final phase of the freedom struggle	<b>K2</b>
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**Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 - Analyse**

#### **MAPPING WITH PROGRAMME OUTCOMES**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### **TEACHING METHODOLOGY:**

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

#### **UNIT I**

Poligar Revolt – PuliThevan – VeeraPandiyaKattabomman – VeluNachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact

#### **UNIT II**

Emergence of Nationalist Consciousness –Socio - Political Organizations – Madras Native Association – –Madras MahajanaSabha- Impact of Gandhi Visit Tamilnadu

#### **UNIT III**

Press and Nationalism — The 'Hindu', Swadesamitran, New India, Dinamani, India ( edited by Bharathi), Swarajya- ; Salem Desabhimani - – Desabhaktan-Sooryodhayam- - Vijaya-Chakravardhini- BalaBharatham- Nava Sakthi- SwantiraSangu-

#### **UNIT IV**

Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.SubramiayaIyer- V.O. Chidamabaram – SubramaniaBharathi – KadalurAnjaliammal- SoundaramAmmayar. Revolutionary Movement in Tamil Nadu – Vanchinathan– TirupurKumaran - Subramania Siva- NeelakantaBrahmmachari

#### **UNIT V**

Impact of Gandhi –Role of Rajaji – Vedaranyam March – S. Satyamurthi



Quit India Movement in Tamil Nadu –K.Kamaraj- Participation of Tamils in Indian National Army – Popular Participation of Tamils.

#### TEXT BOOKS

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

#### REFERENCE BOOKS

S. no	Authors	Title	Publishers	Year Of Publication
1	Narasimhan V.K.	Kamaraj – A Study	-	-
2	Sundarajan, Saroja.	March to Freedom in Madras Presidency, 1885-1915.	-	-
3	Suntharalingam, R. :	Politics and Nationalist Awakening in South India, 1852-1891.	-	-

#### WEB SOURCE:

1. [https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs\\_Vol\\_5\\_06\\_03\\_2019.pdf](https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pdf)
- 2 <https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/>

### Administrative History of Tamil Nadu

Sem	Subject Code	Category	Lecture Hr / Sem		Theory		Practical	Credits
1		Generic Elective - II	6 hr per week	90	6 hr per week	90	-	3

#### COURSE OBJECTIVE

1. To examine the administration of Justice party
2. To highlight the achievements of Congress rule
3. To explain the major achievements of governments after 1967
4. To point out working of governments under AIADMK party
5. To highlight the cumulative impact since independence

#### COURSE OUTCOMES

On the successful completion of the course the student will be able to..

CO Number	CO Statement	Knowledge Level (K1-K4)
CO 1	Appreciate the administration of Justice Party	K2
CO2	Evaluate the Congress Administration	K1
CO 3	Interpret DMK administration	K2
CO 4	Compare AIADMK administration	K2
CO 5	Assess the impact of various administrations	K2

Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 - Analyse

#### 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

<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### **TEACHING METHODOLOGY:**

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

### **Unit I**

Justice Party- A.SubbarayuluReddiyar- Raja of Panangal- P.Subburayan – Raja of Bobbili - achievements- reservation- Communal GO- creation of staff selection board- right to vote for women- regulation of temples- mid –day meal scheme

### **Unit II**

Congress rule: C.Rajagoplahari - K. Kamaraj - M.Bhakhathsavalam- achievements: free mid-day meal scheme- opening of new schools- Increase in irrigation facilities- industrial growth

### **Unit – III**

DMK administration-C.N Annadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C -Kalaingar M Karunanithi-Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission- implementation of reservation policy - Salem Steel plant.ManuNeethiThittam- Free electricity for farmers- property rights to women; creation of universities-33 percent reservation for women in local body elections-30percent reservation for women in government jobs- Samathuvapuram scheme-- Tidel park- financial assistance for marriage of poor girls- increase of infrastructure-Industrial development

### **Unit- IV**

AIADMK administration: MGR-Nutritious Meal scheme- educational reforms -introduction of Plus Two in Higher Secondary schools- Krishna water project-establishment of new universities- Tamil University at Tanjore-Mother Teresa university at kodaikkanal- J.Jayalalitha -welfare measures- AmmaUnavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rain water harvesting.

## Unit V

Policies and programmes– economic- social and demographic impact.

### TEXT BOOKS

S.no	Authors	Title	Publishers	Year Of Publication
1	Rajaram .P	Rajaram .P The justice Party:A Historical Perspective,1916-1937	-	-
2	Venkatesan.G.	TharkalaThamizhagaVaralaru(Tamil)	-	-
3	Rajmohan Gandhi:	Rajaji:A Life	-	-
4	Narasimhan.V .K.,	Kamaraj A Study	-	-

### REFERENCE BOOKS

S. no	Authors	Title	Publishers	Year Of Publication
1	SandhyaRavish,	Karunanidhi: A Life in Politics	-	-
2	Vasanthi., A	Lone Empress:A Portrait of Jayalalitha	-	-
3	Subramanian.N	History of Tamilnadu Vol.2	-	-

### WEB SOURCE:

- 1.[www.jetir.org](http://www.jetir.org)
- 2.<https://www.inc.in>
- 3.<https://dmk.in>

### Cultural Heritage of India

Sem	Subject Code	Category	Lecture Hr / Sem		Theory		Practical	Credits
1		Generic Elective - II	6 hr per week	90	6 hr per week	90	-	3

#### COURSE OBJECTIVE

1. explain the meaning and the concepts of the course title and the dynamism inherent in its evolution, using, initially, Harappa and Vedic Ages
2. highlight the massive impact of religions on culture with examples drawn from Jainism and Buddhism
3. throw light on the importance of Royalty and its patronage on cultural transformation
4. analyses the impact of Islam and the Muslim rulers on the emergence of new forms and motifs in Indian Art and architecture
5. critically evaluate the colonial compulsions and consequential impact on Indian Art and Architecture

#### COURSE OUTCOMES

**On the successful completion of the course the student will be able to..**

CO Number	CO Statement	Knowledge Level (K1-K4)
<b>CO 1</b>	Explain the concepts and the dynamism involved in the Evolution of culture	<b>K2</b>
<b>CO2</b>	Describe critical role of religions in the growth of Art and architectural forms	<b>K1</b>
<b>CO 3</b>	Examine the importance of Royal patronage for the progress of various art forms	<b>K2</b>
<b>CO 4</b>	Appreciate the advent of new art forms	<b>K2</b>
<b>CO 5</b>	Explain the role of British colonialism and its compulsions in the introduction of syncretic art forms	<b>K2</b>

**Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 - Analyse**

## 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)**

### TEACHING METHODOLOGY:

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

### UNIT I

Meaning of Culture, Heritage – linkages- dynamism - Evolution and continuities -Indian Culture in the Harappa and Vedic Ages

### UNIT II

Religious ferment in the Sixth century B.C- Jainism and Buddhism and their impact on Art, Architecture and literature

### UNIT III

Royal Patronage and the radical transformation of Indian Art and Architecture; Mauryan and Gupta eras – Bhakti Movement

### UNIT IV

Advent of Islam –Sufi Movement – Emergence of new forms and motifs in Indian Art and Architecture – Literature during medieval period

### UNIT V

Colonial Rule and the westernization of Culture - Amalgamation of the old and new art forms. Education and the enduring legacy of the colonial rule – Impact of Western Literature.

**TEXT BOOKS**

<b>S.no</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
1	Luniya, B.N.	Evolution of Indian Culture	-	-
2	Wolport, S.	Introduction to India	-	-
3	Hussain, S.A.	The National Culture of India	-	-
4	Tomery, E.	History of Fine Arts in India and West	-	-
5	Basham, A.L.	The Wonder that was India		

**REFERENCE BOOKS**

<b>S. no</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
1	Brown, Percy	Indian Architecture – Buddhist and Hindu, Vol. I	-	-
2	Coomaraswamy, A.K.	History of Indian and Indonesian Art	-	-
3	Kramrish, Stella	Art of India	-	-
4	Poande, Susmita	Medieval Bhakti Movement	-	-

**WEB SOURCE:**

1. <https://indiaculture.gov.in>
2. <https://www.india.gov.in>
3. <http://www.intach.org>
4. <https://www.exoticindiaart.com>

### History of Medieval India - 1206 - 1707 CE

Sem	Subject Code	Category	Lecture Hr / Sem		Theory		Practical	Credits
II		Core IV	6 hr per week	90	6 hr per week	90	-	5

#### COURSE OBJECTIVE

- 1.Examine the establishment of centralized monarchy
- 2.Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq
- 3.Analyse the Mughal religious and Deccan policy.
- 4Outline the advancements in art and architecture
- 5 Explain the economic and socio-cultural life in medieval India

#### COURSE OUTCOMES

On the successful completion of the course the student will be able to..

CO Number	CO Statement	Knowledge Level (K1-K4)
CO 1	understand the establishment of centralized monarchy	K2
CO2	Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq	K1
CO 3	Analyze the religious and Deccan policy of Mughals .	K2
CO 4	Outline the advancements in art and architecture	K2
CO 5	detail the facets of economic and socio-cultural life in Medieval India	K2

Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 - Analyse

#### 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



<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### TEACHING METHODOLOGY:

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

### UNIT I

**Establishment of the Delhi Sultanate:** Qutbuddin Aibak and Iltutmish — *Iqta* System - Centralised Monarchy: Sultana Raziya and Period of Instability - Age of Balban- *Chihalgani*- Theory of Kingship – Reorganisation of the Government - Mongol Threat - Internal Restructuring and Territorial Expansion – Jalaluddin and Alauddin Khalji's approaches to the State – Changes among the ruling Classes – Conquest and Annexation.

### UNIT II

**Problems of a Centralized State:** Ghiyasuddin and Muhammad bin Tughlaq– Administrative and Political Measures – Economic and Agrarian Reforms – Token Currency Transfer of Capital-Firoz Tughlaq- Economic reforms- Military Expeditions - Impact of Sayyids and Lodis; Administration under the Delhi Sultanate

### UNIT III

**The Foundation of Mughal Empire:** Central Asian experience of Babur - India on the eve of Babur's invasion– Struggle for empire in North India – Significance of the Afghan despotism- Rise of Sher Shah Sur; **Expansion and Consolidation**– Political phase of Akbar; new imperial system and administration; the Mughal nobility, Mansabdari system- Jagirdari system– NurJahan Junta – The Mughals and the North-Western frontier – Shah Jahan and his contribution.

### UNIT IV

**Ideology and State in Mughal India:** Akbar's imperial agenda - Suhl-i-kul – Akbar's religion - Din ilahi; Aurangzeb's relation with religious groups and institutions.; Mughal-Rajput Relations – Mughal administration-: Aurangzeb - the Imperial elite- Deccan wars- Rise of Marathas under Shivaji- Popular revolts within the Mughal empire – Decline of the Mughal empire.

### UNIT V

**Economic and Socio-Cultural Life in Medieval India:** Economy: Agricultural Production, Village Society and the Revenue System – Trade— relations with the Europeans-Society- Ruling Classes, Merchants, Artisans and Slaves – Caste, Customs and Women – Religious Ideas and Beliefs- The Sufi Movement– The Bhakti Movement in North India – Culture- Architecture – Literature – Fine Arts – Music.

#### TEXT BOOKS

S.no	Authors	Title	Publishers	Year Of Publication
1	Chand, Tara,	Influence of Islam on Indian Culture,	Indian Press,	1954.
2	Chandra, Satish,	Medieval India: From Sultanat to the Mughals,	Har-Anand Pub., Delhi,.	1998.
3	Habib, Mohammad and K.A. Nizami,	Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526),	People's Publishing House, Delhi,	1970.
4	Mehta, J.L.,	Advanced Study in the History of Medieval India, 1000 – 1526 A.D.,	Sterling Pub., New Delhi,	1986
5	Mehta, J.L.,	Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture	Sterling Pub., New Delhi,	1990
6	Raychaudhuri, Tapanand Irfan Habib, ed.,.	The Cambridge Economic History of India, Vol. I: c. 1200 – c. 1750.,	Cambridge University Press, London,	1982.

#### REFERENCE BOOKS

S. no	Authors	Title	Publishers	Year Of Publication
1	Ali, Athar. M.,	Mughal India, Studies in Polity, Ideas, Society and Culture,	OUP, New Delhi,	2007
2	Chandra, Satish,	Essays on Medieval Indian History,	OUP, New Delhi,	2005
3	Habib, Mohammed and	Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its	OUP, New Delhi,	2016

	IrfanHabib, ed.,	Times,		
4	Habibullah, A.B.M.,	The Foundation of Muslim Rule in India,	Central Book Depot,	1967
5	Hasan, NurulS.,	Religion State and Society in Medieval India,	OUP, New Delhi,	2008

**WEB SOURCE:**

- 1.<https://core.ac.uk.in>
- 2.<https://studoc.com>
- 3.<https://indiaolddays.com>

## Socio Cultural History of Tamil Nadu - 1565 – 2000 C.E.

Sem	Subject Code	Category	Lecture Hr / Sem		Theory		Practical	Credits
II		Core V	6 hr per week	90	6 hr per week	90	-	5

### COURSE OBJECTIVE

- 1 Narrate the social condition during the Nayak period
- 2 Describe the contributions of Marathas to the culture of the Tamil region
- 3 Analyze the Contribution of Sethupathis of Ramnad to Tamil society.
- 4 Appreciate the Growth of Western Education
- 5 Examine the contribution of Dravidian movement to social transformation

### COURSE OUTCOMES

On the successful completion of the course the student will be able to..

CO Number	CO Statement	Knowledge Level (K1-K4)
CO 1	Narrate the social condition during the Kayak period	K2
CO2	Evaluate the contributions of Marathas to the culture of the Tamil region	K1
CO 3	Analyze the Contribution of Sethupathis of Ramnad to Tamil society.	K2
CO 4	Appreciate the Growth of Western Education assess the contribution of Dravidian movement to social transformation	K2
CO 5	Narrate the social condition during the Kayak period	K2

Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 - Analyse

## 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)

### TEACHING METHODOLOGY:

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

### UNIT I

The Nayaks of Madurai – ThirumalaiNayak – the Nayaks of Senji – The Nayaks of Tanjore – social and cultural condition under the Nayaks – contribution of Nayaks to art and architecture and Tamil culture.

### UNIT II

Tamilagam under Marathas – Society: caste system – status women – achievements of Raja Serfoji – Literature under the rule of Tanjore Marathas – SaraswathiMahal Library – Development of Art and Architecture under the Marathas –

### UNIT III

The Marava country and the Sethupathis of Ramnad – society - cultural contribution; Administration of the Nawabs – village administration – society – famines and diseases – status of women – economic and religious life – Social Impact of the Europeans; Religion: Saivism: St.Ramalinga- Vaishnavism: the Schism

### UNIT IV

Christianity: Policy of the Company - growth and impact - Introduction of Western education – Government education - Professional and Technical education– Female education.

## UNIT V

Emergence of Administrative and Professional Elites – Justice Party and Non-Brahmin Movement – E.V.R, a social reformer – Self Respect Movement - Contribution of Dravidian Movement to social transformation- socio- cultural impact of the Dravidian parties

### TEXT BOOKS

S.no	Authors	Title	Publishers	Year Of Publication
1	Irschick, Eugene F.,	Tamil Revivalism in the 1930s	Cre-A, Madras,	1986
2	Jagadeesan, P,	Marriage and Social Legislations in Tamil Nadu,	Elatchaiappan Pub.,	1990
3	Murugesan, Mangala N.K.,	Self-Respect Movement in Tamil Nadu, 1920-40, Koodal Pub., Madurai,	Koodal Pub., Madurai,	1981
4	Rajaraman, P.,	Justice Party: A Historical Perspective, 1916-37,	Poompozhil Publishers, Madras,	1988
5	Rangaswamy, M.,	Tamil Nationalism,	Hema Pub., Chennai,	2006
6	Sastri, V.S. Ramasamy,	The Tamils, The People, Their History and Culture in 5 Volumes,	CosmoPub., New Delhi,	2002

### REFERENCE BOOKS

S. no	Authors	Title	Publishers	Year Of Publication
1	K.A.N.Sastri :	The Pandyan Kingdom	London	1929
2	Kalidos.R :	History and Culture of Tamils (From	-	-

		Prehistoric Times to Present rule)		
3	Krishnaswamy Dr.A. :	The Tamil country under Vijayanagar	-	-
4	Rajaraman, P.,	Chennai through the Ages,.	Poompozhil Pub., Chennai,	1997.
5	RajayyanDr.K :)	History of Tamil Nadu (1565 – 1982)	-	-

**WEB SOURCE:**

1. [https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu\\_djvu.txt](https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu_djvu.txt)
2. <https://www.tnarch.gov.in/Library%20BOOK%20PDF/The%20Cultural%20Heritage%20of%20Tamilnadu.pdf>

### Historiography and Historical Methods

Sem	Subject Code	Category	Lecture Hr / Sem		Theory		Practical	Credits
II		Core VI	6 hr per week	90	6 hr per week	90	-	4

#### COURSE OBJECTIVE

1. To explain the concepts related to history and its relationship with other disciplines; y
2. To discuss various philosophies and interpretations of history
3. To explain the processes and procedures involved in the conduct of historical research
4. To examine the evolution of historical writing in the West
5. To examine the contribution of various historians to the development of Indian historiography

#### COURSE OUTCOMES

On the successful completion of the course the student will be able to..

CO Number	CO Statement	Knowledge Level (K1-K4)
CO 1	Explain the meaning and scope of history	K2
CO2	Outline the various theories and philosophical approaches to history	K1
CO 3	Undertake historical research	K2
CO 4	Analyze the contribution of western historians	K2
CO 5	Highlight the historical writings of important Indian historians	K2

Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 - Analyse



## 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)**

### TEACHING METHODOLOGY:

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

### UNIT I

Meaning, Nature and Scope of History – Kinds of History and Allied Subjects – Lessons of History; Uses and Abuses of History – Role of Individuals, Role of Institutions and Role of Ideas in History

### UNIT II

Philosophy of History – Positivist History – Marxist Interpretation of History – Annales Paradigm – Subaltern History – Subjectivity and Need for Objectivity in History

### UNIT III

Historical Research: Pre-requisites of a Researcher – Choice of Topic – Review of Literature – Hypothesis – Sources of History– External and Internal Criticism of Sources– Collection of Data, Synthesis, Exposition and Writing – Use of Footnotes and preparation of Bibliography

### UNIT IV

Development of Historical writing in the West – Herodotus, Thucydides, St. Augustine, Ibn Khaldun, L.V. Ranke, Arnold Toynbee, E.H. Carr, Fernand Braudel, E.P. Thompson, Eric Hobsbawm

### UNIT V

Historians of India – V.A. Smith, D.D. Kosambi, Romila Thapar, Jadunath Sarkar, Bipan Chandra, Ranajit Guha, K.A. Nilankanta Sastri, R. Sathianatha Ayyar, S. Krishnaswami Ayyangar, C.S. Srinivasachari, K.K. Pillai

**TEXT BOOKS**

<b>S.no</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
1	Ali, Sheik,	History: Its Theory and Method,	Laxmi Publications,	2019
2	Carr, E.H.	What is History?, Penguin Books Ltd.,	New Delhi,	2018
3	Manikam, S.,	On History & Historiography,	Padumam Publishers, Madurai	
4	Rajayyan, K,	History in Theory and Method: A Study in Historiography, Raj	Raj Publications, Madurai,	1982
5	Bloch, Marc,	The Historian's Craft, Aakar Books,	Delhi,	2017

**REFERENCE BOOKS**

<b>S. no</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
1	Collingwood, R.G.,	The Idea of History, OUP, Delhi,	OUP, Delhi,	1994
2	Dray, W.H.	Philosophy of History, Prentice-Hall,	New Jersey	1964
3	Jenkins, Keith,	Why History? Ethics and Postmodernity, Routledge,	London,	1999
4	Sen, S.P.,	Historians and Historiography in Modern India, Institute of Historical Studies,	Calcutta,	1973
5	Sreedharan, E.,	A Manual of Historical Research Methodology, Centre for South Indian	Trivandrum,	2007

		Studies,		
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**WEB SOURCE:**

1. <https://edwardseducationblog.files.wordpress.com/2013/07/historical-method.pdf>
2. [.http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History  
%20Research%20Methology%20in%20writing%20steps.pdf](http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History%20Research%20Methology%20in%20writing%20steps.pdf)
3. <https://www.britannica.com/biographies/history/history>

### History of Journalism

Sem	Subject Code	Category	Lecture Hr / Sem		Theory		Practical	Credits
II		Discipline Centric Elective -III	4 hr per week	90	4 hr per week	90	-	3

#### COURSE OBJECTIVE

1. To explain the origins and the role of press in social awakening
2. To present the role of the press in the freedom movement
3. To explain the government reaction to the role of the press
4. To present the role of prominent personalities for the growth of journalism
5. To explain the contribution of various newspapers

#### COURSE OUTCOMES

On the successful completion of the course the student will be able to..

CO Number	CO Statement	Knowledge Level (K1-K4)
CO 1	explain the origins and the and role of press in social awakening	K2
CO2	present the role of the press in the freedom movement at the national level	K1
CO 3	explain the government reaction to the role of the press	K2
CO 4	assess the role of prominent personalities for the growth of journalism	K2
CO 5	understand the contribution of various newspapers	K2

Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 - Analyse

### 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)

### TEACHING METHODOLOGY:

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

### UNIT I

The Origin of Press: Invention of Printing Press – Gutenberg Press – Role of Printing in evolution of modern newspapers; Growth of newspapers in India: Hickey's Gazette, Early journalism in Bengal, Bombay and Madras presidencies.

### Unit II

Growth of Press and Indian Independence Movement; Role of Newspapers in Indian Freedom struggle; Contribution of Anglo-Indian and Nationalist Press to the field of Journalism in India; Role and responsibility of press in Modern India

### Unit III

Government and the press: reaction and regulation –Press laws

### Unit IV

Contribution of Eminent Personalities to Indian Journalism: BalaGangadharaTilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. SubramaniaIyer- Peiryar-Aditanar-Kalaighnar

**Unit V** Contribution of Important News Papers: AmritBazarPatrika, The Times of India – The Hindu; Contemporary News Papers in Tamil- Dinamani- DhinaThanthi-Dinamalar-Dinakaran-Viduthalai-Murasoli

### TEXT BOOKS

S.no	Authors	Title	Publishers	Year Of Publication
1	Nadig Krishna Murthy :	Indian Journalism,	Mysore University Press	-
2	R.Parthasarathi	Modern Journalism in India.	Sterling Publishers.	-
3	J.V.Seshagiri Rao.	Studies in the history of journalism		-
4	MohitMoitra:	A History of Indian Journalism;.	NationalBook Agency.	-
5	J.Natarajan:	History of Indian Journalism;	Publication Division	-

## REFERENCE BOOKS

S. no	Authors	Title	Publishers	Year Of Publication
1	J.N. Basu:	Romance of Indian Journalism;	University of Calcutta	-

## WEB SOURCE:

[https://www.publicationsdivision.nic.in/index.php?route=product/product&product\\_id=2150](https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150)

[https://www.epw.in/system/files/pdf/1955\\_7/11/the\\_story\\_of\\_the\\_indian\\_press.pdf](https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf)

<https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growth-of-press-in-india/21000143>

### International Migrations and Diasporic Studies

Sem	Subject Code	Category	Lecture Hr / Sem		Theory		Practical	Credits
II		Discipline Centric Elective -III	4 hr per week	90	4 hr per week	90	-	3

#### **COURSE OBJECTIVE**

- 1 Explain the theories of international migrations and diaspora
- 2 Outline the position of Indian diaspora worldwide
- 3 Examine the issues of identity among the Indian diaspora
- 4 Evaluate the policies towards diaspora
- 5 present the perspectives of sending and receiving countries

#### **COURSE OUTCOMES**

**On the successful completion of the course the student will be able to..**

CO Number	CO Statement	Knowledge Level (K1-K4)
CO 1	Explain the theories of international migrations and diaspora	K2
CO2	Outline the position of Indian diaspora worldwide	K1
CO 3	Examine the issues of identity among the Indian diaspora	K2
CO 4	Evaluate the Indian policies towards diaspora	K2
CO 5	understand the perspectives and policies of receiving countries	K2

**Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 - Analyse**

### **MAPPING WITH PROGRAMME OUTCOMES**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### **TEACHING METHODOLOGY:**

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

### **UNIT I: International Migrations**

Theories of International Migrations – History of International Migration – Ethnicity and Gender in International Migrations

### **UNIT II: Theories of Diaspora**

Definitions and Theories of Diaspora – Major Diasporas: Jewish, African, Chinese and Indian – Globalisation and Diaspora

### **UNIT III: The Indian Diaspora: A Survey**

The Indian Diaspora in South East Asia – The Indian Diaspora in Africa and the Caribbean – The Indian Diaspora in North America, Europe and Australasia

### **UNIT IV: Issues of Identity in the Indian Diaspora**

Religion and Caste – Language and Culture – Institutions and Associations

### **UNIT V: Indian Diaspora and Policy Perspective**

Sending Country's Perspective – Receiving Country's Perspective



### TEXT BOOKS

S.no	Authors	Title	Publishers	Year Of Publication
1	Stephen Castles and Mark J. Miller.	The Age of Migration: International Populations		
2	London: Macmillan.	Movements in the Modern World..	London:	
3	Ajaya Kumar Sahoo and Brij Maharaj (eds.),	Sociology of Diaspora: A Reader,.	New Delhi: Rawat Publications.	
4	Cohen, Robin. 1997. Global Diaspora:	Global Diaspora: An Introduction.	London: UCL Press.	1997.
5	Clarke, Colin, Ceri Peach and Steven Vertovec (eds.).	South Asian Overseas: Migration and Ethnicity.	Cambridge University press: Cambridge.	1990.

### REFERENCE BOOKS

S. no	Authors	Title	Publishers	Year Of Publication
1	Lal, Brij V., Peter Reeves and Rajesh Rai (eds)	The Encyclopedia of the Indian Diaspora.	Singapore: Editions Didier Millet	2007
2	Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.).	Culture and Economy in the Indian Diaspora..	London: Routledge.	2003
3	Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and	Tracing an Indian Diaspora: Contexts, Memories	<i>Representations</i> . New Delhi: Sage Publications	2008.

	Dave Sangha (eds.)..			
4	Bhatia, Sunil.	. American Karma: Race, Culture, and Identity in the Indian Diaspora.	NewYork: New York University Press.	2007.
5	Puwar, N. and Raghuram, P. (eds.).	South Asian Women in the Diaspora.	Oxford: Berg.	2003

**WEB SOURCE:**

1. [www.iom.int](http://www.iom.int)
2. [https://www.researchgate.net/publication/260096281\\_Theories\\_and\\_Typologies\\_of\\_Migration\\_An\\_Overview\\_and\\_A\\_Primer](https://www.researchgate.net/publication/260096281_Theories_and_Typologies_of_Migration_An_Overview_and_A_Primer)
3. <https://www.mea.gov.in/images/pdf/1-executive-summary.pdf>

### Indian Constitution

Sem	Subject Code	Category	Lecture Hr / Sem		Theory		Practical	Credits
II		Generic Elective -III	4 hr per week	90	4 hr per week	90	-	3

#### COURSE OBJECTIVE

- 1 Explain the historical background of the Indian Constitution.
- 2 Compare and contrast the fundamental rights, directive principles of state policy and fundamental duties.
- 3 Evaluate the nature of Indian federalism and the rationale for emergency provisions.
- 4 Describe the powers and functions of the various units of the government.
- 5 Evaluate the nature of the State constitutional machinery and its functions

#### COURSE OUTCOMES

**On the successful completion of the course the student will be able to..**

CO Number	CO Statement	Knowledge Level (K1-K4)
<b>CO 1</b>	<b>Understand</b> the historical background of the Indian Constitution.	<b>K2</b>
<b>CO2</b>	Compare and contrast basic features of the constitution	<b>K1</b>
<b>CO 3</b>	Evaluate the nature of Indian federalism and the rationale for emergency provisions.	<b>K2</b>
<b>CO 4</b>	Describe the powers and functions of the various units of the government.	<b>K2</b>
<b>CO 5</b>	Explain the structure at the state level	<b>K2</b>

**Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 - Analyse**

**MAPPING WITH PROGRAMME OUTCOMES**

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

**S-Strong (3)****M-Medium (2)****L-Low (1)****TEACHING METHODOLOGY:**

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

**UNIT I**

Historical background - Sources of the Indian Constitution - Preamble-citizenship

**UNIT II**

Fundamental Rights–Directive Principles of State Policy – Fundamental Duties-important amendments to the Constitution

**UNIT III**

Indian Federalism: Distribution of powers: Legislative – Administrative and Financial relation- Emergency Provisions

**UNIT IV**

Union Government – President: Election – Powers and Functions – Cabinet: Prime Minister – Parliament Composition, Powers and functions- Process of lawmaking – Speaker – Parliamentary Committees – Supreme Court of India:Composition, powers and functions

**UNIT V**

State Government: Role of the Governor - State Legislature – Cabinet- High Courts –

**TEXT BOOKS**

<b>S.no</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>

1	AustinGranville,	The Indian Constitution: Cornerstone of A Nation,	Oxford University Press,	1999
2	Agarwal, R.C.	Constitutional Development and National Movement of India,	S. Chand & Co.	1996
3	DurgaDas Basu,	An Introduction to Indian Constitution,	Wadha& Company,	2001
4	Shukla, V.N,	The Constitution of India,	EasternBook Company,	1977
5	Khanna, V.N,	Constitution and Government of India,	S. Chand & Co.,	1981

### REFERENCE BOOKS

S. no	Authors	Title	Publishers	Year Of Publication
1	Bhargava Rajeev,	Politics and Ethics of the Indian Constitution,	Oxford University,	2009
2	Durga Das, Basu,	Commentary on the Constitution of India,	India,Wadha& Company,	2000
3	Gautam Bhatia,	Transformative Constitution: A Radical Biography in Nine Acts,	Harper Collins India,	2019
4	Misra, B.R.,	Economic Aspects of Indian Constitution,	Orient Longman,	1952

### WEB SOURCE:

1. <https://legislative.gov.in/constitution-of-india>
2. [https://www.constitutionofindia.net/constitution\\_of\\_india](https://www.constitutionofindia.net/constitution_of_india)
3. <https://www.loc.gov/item/57026883>

## ACHIEVEMENTS OF DRAVIDIAN MOVEMENT

Sem	Subject Code	Category	Lecture Hr / Sem		Theory		Practical	Credits
II		Generic Elective -III	4 hr per week	90	4 hr per week	90	-	3

### COURSE OBJECTIVE

- 1.To understand the importance of Dravidian Movement
- 2.To know the Achievements of Dravidian Movement
- 3.To know the performances of justice party and Dravidian Governments
- 4.To know the leaders of Dravidian movements

### COURSE OUTCOMES

On the successful completion of the course the student will be able to..

CO Number	CO Statement	Knowledge Level (K1-K4)
CO 1	Evaluated the performances of Dravidian Governments	K2
CO2	Measured the progress of Tamil Nadu during Dravidian Governments	K1
CO 3	Assessed the values and contributions of Dravidian movement	K2
CO 4	Comparing Dravidian movement and other movements	K2

Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 - Analyse

### 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)**

### TEACHING METHODOLOGY:

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

### UNIT- I

History of Justice Party- Performance of Justice Party Governments- Introduction of Mid day meals scheme in Schools- Implementing Reservation Policy - Contribution to Education, Establishment of Universities, Tamil Studies , Women's rights , Voting rights to women- Establishment of Co-operation and Hindu Religious Endowment Board

### UNIT -II

History of Dravida Munnetra Kazhagam- Achievements of Aringnar C. N. Annadurai Government - (1976-1969 )Self Respect Marriages Act - Naming Madras State as Tamil Nadu. Enacting Two Languages Formula Act

### UNIT III

Life History of Kalaignar M. Karunanithi - Achievements of Kalaignar's Governments (1969-1976) & (1989-1991)- Social Welfare schemes- Free Electricity, drinking water, Road facility to villages- Establishment of SIPCOT and TIDCO - Reservation policy - Lepers rehabilitations and mercy home schemes (Karunai Illam) - Abolition of hand pulled richshaws - free eye camp - starting new colleges and Tamil Nadu Agriculture University – Established New Towns

### UNIT-IV

Achievements of Kalaighnar's Governments (1996-2001) & (2006-2011)- Free electricity to farmers , Industrial development - Renaming Madras as Chennai - Establishing Dr. Ambedkar Law University - Periyar ninaivu samuthuvapuram Thitam – Promoting Industries in Tamil Nadu – Krishna water under Telugu ganga scheme – waiving of loans of farmers - Improving Midday Meal Scheme by providing two eggs a day – appointing qualified persons as archagas irrespective of caste and creed - Making Tamil as compulsory language in schools – Women Welfare Schemes – Promoting Higher Education.

## UNIT V

History of A.I.D.M.K., M G R, Jayalalitha, Governments - Midday meals scheme- Cauvery water tribunal, Reservation policy- promoting Education, Agriculture establishment of Universities – cradle baby scheme – Rain water harvesting scheme

### TEXT BOOKS

S.no	Authors	Title	Publishers	Year Of Publication
1	Kalaighnar M.	Karunanithi, Sadhanai Sarathiram, Dravida Munnetra Kazham	Publication, Anna Arivalayam, Chennai-18	-
2	K. Veeramani,	Achievements DMK Government, Diravidar Kazhaga	Publication, Chennai.	-
3	K. Veeramani,	Dravida Eyakka nootrandu varalathru chuvadukal, Diravidar	Kazhaga Publication, Chennai	-
4	Kalaighnar M.	Karunanithi, Nenjukku Neethi, Six volumes.	Thirumagal Nelaiyam.	-
5	Murasuli Maran,	History of Dravidian Moments Part -I	-	-



## REFERENCE BOOKS

S. no	Authors	Title	Publishers	Year Of Publication
1	A. Ramasamy	DMK Rice and contribution,	puthuvasantham pathippagam, Madurai	-
2	A.Ramasamy	Struggle for Freedom of Languages in India,	puthuvasantham pathippagam, Madurai	-
3	Dr. Pu. Rajadurai,.	,Achievements of Justice Party Ministry -	-Diravidar Kazhagam Publications.	-
4	Ka.Thirunavukarasu-	-History of Justice Party, Two Volumes.	.Nakiran pathippagam, Manthaiveli , Chennai 28	-
5	Pulavar.Vaa VaaSi..	.Kalaigarnar Sethukkia Tamilagam. Achievements of DMK Government -	Kittu kamatchi pathippagam,maangudi valaiyarpettai, Tharasuram, Kumbakonnam .	-

### Introduction to Epigraphy

Sem	Subject Code	Category	Lecture Hr / Sem		Theory		Practical	Credits
II		Skill Enhancement I	2hr per week	90	2hr per week	90	-	2

#### COURSE OBJECTIVE

1. Define epigraphy and explain its significance.
- 2 Identify the varieties of materials used
- 3 Explain the types of inscriptions
- 4-Trace the origin of writing in South India
- 5 Explain the use of inscriptions as historical sources

#### COURSE OUTCOMES

**On the successful completion of the course the student will be able to..**

CO Number	CO Statement	Knowledge Level (K1-K4)
CO 1	Define epigraphy and explain its significance.	K2
CO2	Identify the varieties of materials used	K1
CO 3	Explain the types of inscriptions	K2
CO 4	Trace the origin of writing in out India	K2
CO5	Explain the use of inscriptions as historical source	K1

**Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 - Analyse**

### 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)

### TEACHING METHODOLOGY:

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

### UNIT I

Epigraphy-Definition –Importance of epigraphy for writing history – Format of Inscription - Authenticity

### UNIT II

Nature of the material- stone, metal, clay, terra-cota, pottery, wood, papyrus, parchment

### UNIT III

Types of inscriptions- monumental- archival- Incidental Origin of Writing in India – Indus Script and its decipherment – Brahmi and Kharosthi Script.

### UNIT IV

Origin of Writing in South India – **Tamili-** Tamil Brahmi – Vattezhuthu – Grantha Script .

### UNIT V-

Inscriptions as historical source material- Inscriptions of Indus civilization- Asokan Pillar inscriptions- inscriptions of Gupta period- Inscriptions in Tamilnadu - Mangulam – Sittannavasal.

**TEXT BOOKS**

<b>S.no</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
<b>1</b>	Buhler,George,	Indian Paleography,Indian Studies Past and Present;	Calcutta;	1959
<b>2</b>	Dani.A.H,	Indian Paleography,	MunshiramManoharlal Publishers; 3 edition,	2011
<b>3</b>	Sivaramamurthy .C.,	Indian Epigraphy and South Indian Scripts,	Bulletin of the MadrasGovernment Museum	1952

**REFERENCE BOOKS**

<b>S. no</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
<b>1</b>	Sivaramamurthy .C.,	Indian Epigraphy and South Indian Scripts,	Bulletin of the MadrasGovernment Museum	1952
<b>2</b>	Buhler,George,	Indian Paleography,Indian Studies Past and Present;	Calcutta;	1959

Web Sources:

1. <https://www.britannica.com/topic/epigraphy>
2. [https://www.researchgate.net/publication/338197502\\_Inscriptions\\_As\\_A\\_Source\\_of\\_History](https://www.researchgate.net/publication/338197502_Inscriptions_As_A_Source_of_History)
3. <https://asi.nic.in/Ancient India/Ancient India Volume 9/article 9.pdf>

## HUMAN RIGHTS

Sem	Subject Code	Category	Lecture Hr / Sem		Theory		Practical	Credits
II		Compulsory paper	2hr per week	90	2hr per week	90	-	2

### COURSE OBJECTIVE

- 1.To enable the students to understand the Definition of Human Rights.
- 2.To make the students understand the Universal Declaration of Human Rights.

### COURSE OUTCOMES

On the successful completion of the course the student will be able to ..

CO Number	CO Statement	Knowledge Level (K1-K4)
CO1	Highlight the Definition of Human Rights	K1
CO2	State the Role of Universal Declaration of Human Rights	K2
CO3	Explain Human Rights Declarations	K2
CO4	Discuss about the International Human Rights in Domestic Courts.	K2
CO5	Understand about Contemporary Issues on Human Rights	K1

Knowledge Level : K1-Remember ; K2 –Understands ; K3 – Apply ; K4 – Analyse

### 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)

**TEACHING METHODOLOGY:**

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

**NIT- I Definition of Human Rights**

Definition of Human Rights-Nature, Content, Legitimacy and Priority-Theories on Human Rights- Historical Development of Human Rights.

**UNIT-II Universal Declaration of Human Rights**

International Human Rights –Prescription and Enforcement till World War II – Human Rights and the U.N.O .-Universal Declaration of Human Rights-International Covenant on Civil and Political Rights –International Covenant on Economic, Social and Cultural Rights and Optional Protocol.

**UNIT-III Human Rights Declarations**

Human Rights Declarations –U.N.Human Rights Declarations – U.N.Human Commissioner.

**UNIT-IV International Human Rights in Domestic Courts.**

Amnesty International –Human Rights and Helsinki Process-Regional Developments-European Human Rights System-African Human Rights System-International Human Rights in Domestic Courts.

**UNIT-V Contemporary Issues on Human Rights**

Contemporary Issues on Human Rights: Children’s Rights-Women’s Rights– Dalit’s Rights-Bonded Labour and Wages-Refugees-Capital Punishment-Fundamental Rights in the Indian Constitution-Directive Principles of State Policy-Fundamental Duties-National Human Rights Commission.

**TEXT BOOKS**

S.no	Authors	Title	Publishers	Year Of Publication
1	Paul Willams	The International bill of Human Rights	Entwhistle Books	1981
2	Mausice Cranston	What are Human Rights	Bodley Head	1973
3	A.R. Desai	Violation of Democratic rights in India	Popular prakashan	1986

#### REFERENCE BOOKS

S.no	Authors	Title	Publishers	Year Of Publication
1	Dr.J.N. Pandey	Constitutional law	Central Law Agency	2018
2	J.C. Johari	Human Rights and new World order	Anmol	1996
3	G.S. Bajwa	Human Rights in India	Anmol	1995

#### WEB SOURCES:

<https://www.ohchr.org>

<https://www.aag>

**SELF STUDY**  
**GEOGRAPHY OF INDIA WITH SPECIAL REFERENCE TO TAMILNADU**

Sem	Subject code	Category	Lecture Hr/Sem		Theory		Practical	Credits
II		Self Study	-	-		-	-	2

**COURSE OBJECTIVE**

To enable the students to understand the Natural resources

To make the students understand the Growth and Development of industries.

**COURSE OUTCOMES**

On the successful completion of the course the student will be able to ..

CO Number	CO Statement	Knowledge Level (K1-K4)
<b>CO1</b>	Examine the Physical features	<b>K2</b>
<b>CO2</b>	Discuss about the Natural resources	<b>K1</b>
<b>CO3</b>	Explain the Role of Major industries	<b>K2</b>
<b>CO4</b>	Understand about the Oceanography	<b>K1</b>
<b>CO5</b>	Describe the Basics of Geospatial Technology	<b>K2</b>

Knowledge Level : K1-Remember ; K2 –Understand ; K3 – Apply ; K4 – Analyse

**MAPPING WITH PROGRAMME OUTCOMES**

COS	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	2	3	2	3	2
<b>CO2</b>	3	3	3	2	2	3
<b>CO3</b>	2	2	3	3	3	2
<b>CO4</b>	3	3	2	3	2	3
<b>CO5</b>	2	2	2	3	3	3

Strong; M- Medium; L- Low



**UNIT – I**

Location – Physical features – Major Rivers – weather and Climate – Monsoon – Rainfall.

**UNIT – II**

Natural resources- Soil water, Forest, Minerals and wild life – Agriculture Pattern – Lives took – Fishers – Industries.

**UNIT – III**

Major Industries – Growth and Development – Social – Cultural Geography – Population Growth , density and Distribution – Racial, Linguistic and Major Tribes.

**UNIT – IV**

Oceanography – Bottom relief features of India Ocean, Arabian sea and Bay of Bengal.

**UNIT – V**

Buriers of Geospatial Technology Geographical information system Global Navigation Satellite System.

**TEACHING METHODOLOGY:**

- Class room teaching
- Assignments
- Discussions
- Home test
- PPT Presentations.

**TEXT BOOKS**

S.no	Authors	Title	Publishers	Year Of Publication
1	Dr. K. Kuumarasamy	Geography of Tamil Nadu	VarthamananPat hippagam	2018
2	Dr.S. Sethura	Geography of India	VarthamananPat hippagam	2018
3	Mrs. N. Sujatha Ramesh	Indian Geography	Indian IAS Academy	2018

**REFERENCE BOOKS**

S.no	Authors	Title	Publishers	Year Of Publication
1	Mr. Arvind Kumar	Geography of India	PeriyarPrakashan	2018
2	Mr. Husain	Geography of India	Mcgraw Hill Education	2018
3	Mr. NCERT	Geography book	NCERT	2019

**WEB SOURCE:**

<https://athiyamanteam.com>