

**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. No.	Part	Category	Ins. Hrs/Week	Credit	Title of the paper	Maximum marks		
						CI A	Sem. Exam	Total
<b>SEMESTER I</b>								
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</b>  In Tamil Nadu	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
			<b>30</b>	<b>21</b>				<b>500</b>
<b>SEMESTER II</b>								

6		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	Part I	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>
<b>SEMESTER III</b>								
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
					CE			

		Project with Viva	10	7	Project	25	75	100
25	Part II	Skill Enhancement Course III	2	2	Research and Report Writing	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

	<b>Category of Courses</b>	<b>Credits for each courses</b>	<b>Number of Courses</b>	<b>Number of Credits in each Category of courses</b>	<b>Total Credits</b>	<b>Total Credits for the Programme</b>
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> <p><b>PO 10: Moral and ethical awareness/reasoning</b></p>

<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		Theory		Practical	Credits
			Hr / Sem					
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
<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: 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 Arthasastra – 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 Ghori, 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		Theory		Practical	Credits
			Hr / Sem					
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 Pandyas 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 Pandyas 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
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 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 Korraivai – Nadukal

#### UNIT II

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

#### 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	Oxford University	1940

3	Dr.C. Minakshi	Administration and Social life under Pallavas	D.K.Printworld	1977
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**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		Theory		Practical	Credits
			Hr / Sem					
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
<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

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,	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		Theory		Practical	Credits
			Hr / Sem					
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 Gadara 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
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:

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		Theory		Practical	Credits
			Hr / Sem					
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)
CO 1	Appreciate the contribution of early resistance against British rule in Tamil Nadu.	K2
CO2	Describe the role of organizations in increasing nationalist consciousness	K1
CO 3	Assess the role of press in Tamil Nadu towards the nationalist cause.	K2
CO 4	Evaluate the contribution of various leaders to India's freedom struggle.	K2

<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

**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.Subramiayalyer-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.youeducationportal.com/freedom-fighters-of-tamil-nadu/>

## Administrative History of Tamil Nadu

Sem	Subject Code	Category	Lecture		Theory		Practical	Credits
			Hr / Sem					
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	Analyse the administrative structure of the Government of Tamil Nadu	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
<b>Total</b>	15	15	10	10	15	14	10	15

<b>Average</b>	3	3	2	2	3	2.8	2	3
	<b>S-Strong (3)</b>		<b>M-Medium (2)</b>		<b>L-Low (1)</b>			

### **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.Rajagoplachari - 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 Annnadurai- 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		Theory		Practical	Credits
			Hr / Sem					
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
<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

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**

S.no	Authors	Title	Publishers	Year Of Publication
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**

S. no	Authors	Title	Publishers	Year Of Publication
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		Theory		Practical	Credits
			Hr / Sem					
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.
4. Outline 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
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
<b>Total</b>	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

**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		Theory		Practical	Credits
			Hr / Sem					
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
<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

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 Chennai, Pub.,	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		Theory		Practical	Credits
			Hr / Sem					
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.,	NewDelhi,	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](http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History%20Research%20Methology%20in%20writing%20steps.pdf)  

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[%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		Theory		Practical	Credits
			Hr / Sem					
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-Kalaaignar

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

<b>S.no</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
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;.	National Book Agency.	-
5	J.Natarajan:	History of Indian Journalism;	Publication Division	-

## REFERENCE BOOKS

<b>S. no</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
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		Theory		Practical	Credits
			Hr / Sem					
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

	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: 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**

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

<b>S. no</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
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.	New York: 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		Theory		Practical	Credits
			Hr / Sem					
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)
CO 1	Understand the historical background of the Indian Constitution.	K2
CO2	Compare and contrast basic features of the constitution	K1
CO 3	Evaluate the nature of Indian federalism and the rationale for emergency provisions.	K2
CO 4	Describe the powers and functions of the various units of the government.	K2
CO 5	Explain the structure at the state level	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

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

S.no	Authors	Title	Publishers	Year Of Publication
1	AustinGranville,	The Indian Constitution:	Oxford	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		Theory		Practical	Credits
			Hr / Sem					
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 Kalaaignar'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	Kalaaignar 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 varalatra chuvadukal, Diravidar	Kazhaga Publication, Chennai	-
4	Kalaaignar 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	<b>DMK Rice and contribution,</b>	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..	.Kalaigñar Sethukkia Tamilagam. Achievements of DMK Government -	Kittu kamatchi pathippagam,maangudi valaiyarpettai, Tharasuram, Kumbakonnam .	-

## Introduction to Epigraphy

Sem	Subject Code	Category	Lecture		Theory		Practical	Credits
			Hr / Sem					
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](https://asi.nic.in/Ancient_India/Ancient_India_Volume_9/article_9.pdf)

## HUMAN RIGHTS

Sem	Subject Code	Category	Lecture		Theory		Practical	Credits
			Hr / Sem					
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.
- 2To 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
<b>Total</b>	<b>S-Strong (3)</b> 15	<b>S-Strong (3)</b> 15	<b>M-Medium (2)</b> 10	<b>M-Medium (2)</b> 10	<b>M-Medium (2)</b> 15	<b>L-Low (1)</b> 14	<b>L-Low (1)</b> 10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**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**

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

<b>S.no</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year Of Publication</b>
1	Dr.J.N. Pandy	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)
CO1	Examine the Physical features	K2
CO2	Discuss about the Natural resources	K1
CO3	Explain the Role of Major industries	K2
CO4	Understand about the Oceanography	K1
CO5	Describe the Basics of Geospatial Technology	K2

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

**MAPPING WITH PROGRAMME OUTCOMES**

COS	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	3	2	3	2
CO2	3	3	3	2	2	3
CO3	2	2	3	3	3	2
CO4	3	3	2	3	2	3
CO5	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	PeriyarPrakasha n	2018
2	Mr. Husain	Geography of India	Mcgraw Hill Education	2018
3	Mr. NCERT	Geography book	NCERT	2019

#### WEB SOURCE:

<https://athiyamanteam.com>

## Colonialism and Nationalism in India

Sem	Subject code	Category	Lecture		Theory		Practical	Credits
			Hr / Sem					
III		Core -VII	6 hr per week	90	6 hr per week	90	-	4

### Learning objectives

- 1 – to trace the process of colonization
- 2 – to explain the rise of nationalism
- 3 –To highlight the transition to self-rule
- 4 –to examine the role of masses in the freedom struggle
- 5 –to detail the process of transfer of power and the attainment of independence

### UNIT I

Colonialism: European Settlements in India: Portuguese – Dutch – French – English – Anglo-French Conflict – Acquisition of Bengal – Relationship with other Indian states –British imperialism and its impact.

### UNIT II

Emergence of Nationalism in India: Manifestation of Discontent against British Rule – Poligar Revolt – South Indian Rebellion – Vellore Revolt of 1806 - Revolt of 1857 - Popular Pre-nationalist movements: Peasant uprisings - Tribal Resistance Movements and the Civil Rebellions - Causes, Nature, and Impact – Socio-Religious Reform Movements: Ideological Base for the national movement - Predecessors of the Indian National Congress - Factors leading to the origin of Indian National Movement

### UNIT III

From Representative politics to the idea of Self-rule: Birth of Indian National Congress - Composition, Methods of Work, Policies, Demands and Attitudes of the British – Evaluation of the Early Phase of the National Movement - Rise of Extremism - Partition of Bengal and Swadeshi Movement – Foundation of Muslim league - Revolutionary Movements - Reactions to the Morley-Minto Reforms -Home Rule Movements - Montague-Chelmsford Reforms – Government of India Act 1919

### UNIT IV

Era of Mass Movements: Early political activities of Gandhi– Rowlatt Satyagraha - Non-Cooperation Movement - Swarajists - Simon Commission - Round Table Conferences - Civil Disobedience Movement and Repression - the Government of India Act, 1935 and Provincial

Ministries - Growth of Socialist Ideas - Congress and World Affairs - Growth of Communalism.

## Unit V

Independence and Partition: Resignation of Congress Ministries - Individual Satyagraha – Cripps’ Mission – Quit India Movement - Indian National Army - Last years of Freedom Struggle (1945 – 47) - Simla Conference - Cabinet Mission Proposal - Transfer of Power and Partition.

## LEARNING RESOURCES

### Recommended Readings

Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Longman, New Delhi, 2006

Chandra, Bipan, et. al., ed., *India’s Struggle for Independence*, Penguin Random House India, New Delhi, 2016

Grover, B.L. and Alka Mehta, ed., *A New Look at Modern Indian History: From 1707 to the Modern Times*, S. Chand & Co. Ltd., New Delhi, 2018

Masselos, Jim, *Indian Nationalism: A History*, New Dawn Press, 2005

Sarkar, Sumit, *Modern India, 1885-1947*, Laxmi Pub., New Delhi, 2008

### References

Chand, Tara, *History of Freedom Movement in India, Vol. I - IV*, Pub. Div., New Delhi, 2017

Dutt, R.P., *India Today*, Read Books, 2008

Hasan, Mushirul, ed., *India’s Partition - Process Strategy and Mobilization*, OUP, New Delhi, 1993

Mehrotra, S.R., *The emergence of the Indian National Congress*, Rupa & Co., 2007

Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1885-1935*, Indian National Congress Working Committee, 1935

Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1935-1947*, Padma Pub., 1947

### Web sources

1. <https://www.routledge.com/A-History-of-Colonial-India-1757-to-1947/Roy-Alam/p/book/9781032159676>
2. <https://www.jstor.org/stable/44140761>
3. <https://www.jstor.org/stable/44141769>

### Course Outcomes:

CO 1 –Evaluate the impact of British imperialism.

CO 2 –Examine the nature of early resistance against British rule in India.

- CO 3 -Compare the relative merits of different methods of anti-British struggle  
 CO 4 –Evaluate the Gandhian non-cooperation movement and its influence on the masses.  
 CO 5 - Explain the process of partition

### CO 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)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## Intellectual History of India

Sem	Subject code	Category	Lecture		Theory		Practical	Credits
			Hr / Sem					
III		Core – VIII	6 hr per week	90	6 hr per week	90	-	4

### Course Objectives

**CO 1** – Appreciate the intellectual contribution of socio-religious reformers.

**CO 2** – Evaluate the contributions of economic nationalists.

**CO3** – Explain the Social thinker

**CO 4** – Examine the Gandhi an views on political movements.

**CO 5-** Appreciate the various contributions of prominent leaders

### UNIT I

Understanding Intellectual History and its impact – Indian Renaissance – Raja Rammohan Roy – DayanandaSaraswati – Syed Ahmed Khan – Vivekananda – Annie Besant

### UNIT II

Economic thought of Early Nationalists – DadabhaiNaoroji – R.C. Dutt – M.G. Ranade – J.C.Kumarappa

### UNIT III

BalaGangadharTilak – AurobindoGhosh – SubramanyaBharati – M.A. Jinnah

### UNIT IV

Social Thinkers: JyothiRaoPhule-Periyar E.V. Ramasamy- B.R. Ambedkar ,AyothiDasPandithar — M.N. Roy

### UNIT V:

Mahatma Gandhi and Nationalism – Jawaharlal Nehru and Nation Building – Jaya Prakash Narayan and Total Revolution

### LEARNING RESOURCES

#### Recommended Books

Guha, Ramachandra, *Makers of Modern India*, Harvard University Press, Harvard, 2013.

Varma, V.P., *Indian Political Thought, Vol. II*, Laxmi Narayan Agarwal Educational Pub., Agra, 1959

Bhagwan, Vishnoo, *Indian Political Thinkers*, Atma Ram Pub., Lucknow, 1999

## References

C.P.Andrews : The Renaissance in India

P.K.Gopalakrishnan : Development of Economic Ideas in India.

V.Brodovo : Indian Philosophy of Modern Times

Hanskohn : History of Nationalism in the East

C.Y.Chintamani : Indian Politics Since the Mutiny

Mujumdar.R.C. : History of Political Thought from Mohan to Dayananda.

Beniprasad : The Hindu – Muslim Questions

H.C.E.Zacharias : Renascent India

G.A.Natesan&Co : Ram Mohan Roy : Hist. Life, Writings and Speeches.

## Web sources

1. [https://books.google.com/books/about/Makers\\_of\\_Modern\\_India.html?id=](https://books.google.com/books/about/Makers_of_Modern_India.html?id=).
2. [https://www.researchgate.net/publication/291936187\\_An\\_intellectual\\_history\\_for\\_India](https://www.researchgate.net/publication/291936187_An_intellectual_history_for_India)

## Course Outcomes.

CO 1 – understand the evolution of intellectual history of India

CO 2 – Evaluate the contributions of economic nationalists.

CO 3 – Appreciate the contribution of radical thinkers

CO 4 – Assess the role of social thinkers

CO 5- Appreciate the legacy of Gandhi, Nehru and Jaya Prakash Narayan

## CO 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)

## CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

### **Economic History of India since 1857 CE**

Sem	Subject code	Category	Lecture		Theory		Practical	Credits
			Hr / Sem					
III		Core –IX	6 hr per week	90	6 hr per week	90	-	4

#### **Learning Objectives:**

- 1** –Examine the agrarian condition and the impact of commercialization of agriculture.
- 2** –Assess the impact of international linkages on the growth of industries in colonial India.
- 3** – Explain the trade and monetary policy of colonial India.

#### **UNIT I:**

Agriculture: Condition of Agricultural sector during 19th century- Zamindari, Ryotwari and Mahalwari Settlements – Agricultural Indebtedness: Role of Moneylenders and its Impact – Commercialization of Agriculture – Evolution of Irrigation Policy – Irrigation Commissions (1901-02 and 1927) – Famine Policy

#### **UNIT II:**

Industries: Traditional Industries in Transition – De-industrialization – Small Scale Industries and Large Scale Modern Industries – Stages of Industrialization – Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and Industrial Development - Rise of Indian Capitalist Class

#### **UNIT III:**

Trade, Finance and Banking: Internal Trade – External Trade – Trade and Monetary Policy – Banking: Origin, Growth and Development of Commercial Banks – Central Bank

**UNIT IV:**

Transportation: Railways – Roadways – Waterways. Emergence and Growth of Cities and Ports  
- Development and Growth of Cities: Kolkata – New Delhi - Chennai

**UNIT V:**

Nationalist Critique: DadabhaiNaoroji – AmartyaSen- Raja Chelliah– C. Rangarajan

**LEARNING RESOURCES****Recommended Books**

Desai, S.S.M., et. al., *Economic History of India*, Himalaya Pub. House, 2010

Dutt, R.C., *The Economic History of India*, Vols. I & II, Publications Division, New Delhi, 2006

Dutt, R.P., *India Today*, Read Books, 2008

Roy, Tirthankar, *The Economic History of India, 1857-1947*, OUP India, New Delhi, 2010

Singh, V.B., *Economic History of India, 1857-1956*, Allied Pub. Pvt. Ltd., New Delhi, 1965

**Reference:**

Rothermund, Dietmar, *An Economic History of India: From Pre-Colonial Times to 1991*, Routledge, 1993.

Kumar, Dharma, ed., *The Cambridge Economic History of India, c. 1757-2003, Vol. II*, Cambridge University Press, Cambridge, 2008

**Web sources**

1. <http://nationalarchives.nic.in/sites/default/files/new/THE%20ECONOMIC%20HISTORY%20OF%20INDIA.pdf>

<https://indianculture.gov.in/ebooks/economic-history-india-1600-1800>

**Course Outcomes:**

**CO 1** –Examine the agrarian condition of Colonial India and the impact of commercialization

**CO 2** –Assess the impact of international linkages on the growth of industries in colonial India.

**CO 3** – Explain the trade and monetary policy of colonial India.

**CO 4** –Examine the development of various transport systems.

**CO 5**- Critique the ideas of the economic nationalists

**CO 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
	<b>S-Strong (3)</b>			<b>M-Medium (2)</b>		<b>L-Low (1)</b>		

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
<b>CO 1</b>	3	3	2	3	2	
<b>CO 2</b>	3	3	3	3	3	
<b>CO 3</b>	3	3	3	3	3	
<b>CO 4</b>	3	3	3	3	3	
<b>CO 5</b>	3	3	2	3	2	
<b>Total</b>	15	15	13	15	13	
<b>Average</b>	3	3	2.6	3	2.6	
	<b>S-Strong(3)</b>			<b>M-Medium (2)</b>		<b>L-Low (1)</b>

### Core- Industry Module

#### Tourism in Tamil Nadu

Sem	Subject code	Category	Lecture		Theory		Practical	Credits
			Hr / Sem					
III		Core –X Core – (Industry Module)	6 hr per week	90	6 hr per week	90	-	4

#### Learning Objectives:

- 1 –Explain the types of tourism in Tamil Nadu.
- 2 –Describe the role of Tamil Nadu government in the promotion of Tourism.
- 3 –List out the various training facilities.
- 4 –Describe the tourist attractions in Tamil Nadu.
- 5 –Examine the employment and entrepreneurial opportunities in Tamil Nadu.

## **UNIT I**

Geography of Tamil Nadu – Types of Tourism in Tamil Nadu – Holiday Tourism – Religious Tourism – Heritage Tourism – Health Tourism – Fairs and Festivals

## **UNIT II**

Role of Government in promotion Tourism – Guiding Principles of Tourism Promotion – Tamil Nadu Tourism Development Corporation – Functions

## **UNIT III**

Training in Hotel Management and Catering Technology – Institute of Hotel Management, Catering Technology and Applied Nutrition, Chennai – State Institute of Hotel Management and Catering Technology, Tiruchirappalli

## **UNIT IV**

Tourist Attractions in Tamil Nadu: Chennai – Ooty – Kodaikanal – Kutralam – Kanniyakumari – Kanchipuram – Madurai – Kumbakonam – Thanjavur – Mahabalipuram

## **UNIT V**

Tourism Industry in Tamil Nadu – Hotels – Resorts – Accommodation for Students and Travellers – Employment Opportunities - entrepreneurial opportunities in Tourism Industry – Tourist Guides – Chauffeurs – Interpreter

## **LEARNING RESOURCES**

### **Recommended Books**

Bhatia, A.K., *Tourism Development, Principles and Practices*, Sterling Publishers, New Delhi, 1987

Kannammal, Geetha, et. al, *An Introduction to Tourism in Tamil Nadu*, University of Madras, Chennai, 2007

Seth, Pran, *Successful Tourism Management, Vol. II: Tourism Practices*, Sterling Publishers, New Delhi, 1997

### **References**

*Citizen's Charter*, Tourism Department, Government of Tamil Nadu, 2002

*Enchanting Tamil Nadu*, Tamil Nadu Tourism, September 2005

Selvam, M., *Tourism Industry in India*, Himalaya Publishing House, Bombay, 1989

### **Web Sources**

1. <https://www.tamilnadutourism.tn.gov.in>

2. <https://www.e-unwto.org/>

**Course Outcomes:****CO 1** –Explain the types of tourism in Tamil Nadu.**CO 2** –Describe the role of Tamil Nadu government in the promotion of Tourism.**CO 3** –List out the various training facilities associated with Tourism industry**CO 4** –Describe the tourist attractions in Tamil Nadu.**CO 5** –Examine the employment and entrepreneurial opportunities in Tamil Nadu.**CO 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)****CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

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

## Principles and Techniques of Archaeology

Sem	Subject code	Category	Lecture		Theory		Practical	Credits
			Hr / Sem					
III		Elective-V	4 hr per week	60	4 hr per week	60	-	3

### Learning Objectives:

- 1 –Explain the meaning of archaeology and the importance of its relations with allied disciplines.
- 2 –Describe the development of archaeology in India and the West.
- 3 –Describe the methods and techniques of excavation.
- 4 –List the Archaeological study centres
- 5 –Classify the excavated materials and explain the methods of interpretation

### UNIT I

Definition, Nature, Aim and Scope of Archaeology - Archaeology as a Source of Cultural Studies- Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology ,New Archaeology etc., Archaeology – Its relation with other Sciences (Social and Exact)

### UNIT II

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

### UNIT III

Exploration- Aims and Methods; Methods of Exploration – Manual and Scientific; Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method , Stratigraphy : Definition, Scope and Methodology - Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements - Dating Methods: Relative Dating and Scientific Dating.

### UNIT IV

Archaeological Studies in Universities and State Department of Archaeology and other Institutions: University of Madras, Deccan College Pune, Tamil University Tanjore.- Archaeologist in India: Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, H.D.Sankalia.

### UNIT V

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

## LEARNING RESOURCES

### Recommended Books

- Raman, K.V. : Principles and Methods of Archaeology  
Rajan.K : Archaeology: Principles and Methods

### References

- Atkinson.R.J.C : Field Archaeology, 2nd edn  
Barker Philip : Understanding Archaeological Excavation  
Fleming.S. : Dating in Archaeology  
Renfrew, C and Bhan : “Archaeology”  
Robert.f.Heizer(ed.,) : The Archaeologist at Work: A source Book in Archaeological Method and Interpretation  
Roy.Sourindranath :The Story of Indian Archaeology  
Renfrew, C &Paul Bahn : Archaeology: Theories, Methods and Practicals

### Web Sources

1. <https://www.britannica.com/science/archaeology>
2. <https://asi.nic.in>

### Course Outcomes:

- CO 1** –understand the meaning of archaeology and the importance of its relations with allied disciplines.  
**CO 2** –Describe the evolution of archaeology  
**CO 3** –Describe the methods and techniques of excavation.  
**CO 4** –List the Archaeological study centres  
**CO 5** –ability to interpret the artefacts

### CO 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)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

### Studies in Human Rights

Sem	Subject code	Category	Lecture		Theory		Practical	Credits
			Hr / Sem					
III		Elective-V	4hr per week	60	4 hr per week	60	-	3

#### Learning Objectives:

- 1 –Explain the definition and characteristics of human rights
- 2 –Examine the challenges to human rights protection
- 3 –Outline the constitutional safeguards for human rights
- 4- Describe the contemporary challenges
- 5 –Evaluate the contribution of human rights organizations

#### UNIT I

Introduction to Human Rights: Definition and Characteristics – Nature – Theories – Classification and Scope of Human Rights – Historical Development of Human Rights: Ancient, Medieval and Modern periods.

#### UNIT II

The Universal Declaration of Human Rights – Preamble – The International Covenants on Civil and Political Rights – The International Covenants on Economic, Social and Cultural Rights – Optional Protocols I & II – Vienna Declaration – Mexico Declaration on Human Rights – Helsinki Declaration

### **UNIT III**

India and Human Rights: Indian Constitutional Guarantee on Human Rights – Fundamental Rights of Indian Constitution – Directive Principles of State Policy – Role of Judiciary – National and State Human Rights Commissions – Right to Constitutional Remedies

### **UNIT IV**

Contemporary Challenges in Human rights – Violation of the Rights of Women and Children Juvenile Delinquency – Dalits and Tribals – Refugees – Displaced Persons – Transgender – Prisoners — Bonded Labour – Capital Punishment – Custodial Torture.

### **UNIT V**

Organization for Human Rights: International, National, State Level Organizations – Role of UNO – UNHCR: The UN Refugee Agency – Amnesty International – International Committee of the Red Cross – Asia Watch– International Commission of Jurist – Human Rights Watch – People’s Union for Civil Liberties

## **LEARNING RESOURCES**

### **Recommended Books**

Ishay, Micheline R., *The History of Human Rights: From Ancient Times to the Globalization Era*, University of California Press, Berkeley, 2008.

Megret, Frederic & Philip Alston, *The United Nations and Human Rights: A Critical Appraisal*, OUP, Oxford, 2020

Nirmal, C.J., *Human Rights in India: Historical, Social and Political Perspectives*, OUP, New Delhi, 2008

O’ Bryne, Darren J., *Human Rights: An Introduction*, Routledge, London, 2013

Subbian, A, *Human Rights Complaints Systems: International and Regional*, Saujanya Books, New Delhi, 2013

### **References**

Cushman, Thomas, ed., *Handbook of Human Rights*, Routledge, New York, 2012

Forsythe, David P., et. Al., *The International Committee of the Red Cross: A Neutral Humanitarian Actor*, Routledge, New York, 2007

Human Rights Watch, *World Report*, Human Rights Watch, New York (Relevant Years)

Landman, Todd, *Protecting Human Rights: A Comparative Study*, Georgetown University Press, Washington, D.C., 2005

Power, Jonathan, *Amnesty International: The Human Rights Story*, Pergamon Press, Oxford, 1981.

**Web Sources**

1. <https://nhrc.nic.in>
2. <https://www.un.org/en/global-issues/human-rights>

**Course Outcomes:**

1. understand the concepts and evolution of human rights
2. appreciate the role of UN in promoting human rights
3. understand the the status of human rights in India
4. analyse the challenges to human rights
5. assess the role of non-governmental organizations

**CO 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)

**CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3

<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

3. S-Strong(3)

M-Medium (2)

L-Low (1)

### Communication Strategies for Leadership Success

Sem	Subject code	Category	Lecture		Theory		Practical	Credits
			Hr / Sem					
III		Skill EnhancementII	2 hr per week	20	4 hr per week	20	-	2

#### Course Objectives

1. To explain the basic definitions of communication and communication skills
2. To list the types of communication skills
3. To detail the methods to improve communication
4. To explain the requirements of effective communication in the workplace
5. To detail the types of corporate skills

#### UNIT -I-

Definition of communication-methods of communication-Definition of communication skills

#### UNIT-II

Communication Skill -Listening –conciseness- body language- confidence- Open mindedness- Use of Correct Medium-Volume and Clarity- Non verbal cues- Responsiveness

#### UNIT- III

Improvement of Communication Skills-Readiness to seek and receive Constructive Criticism- Practice- Attendance of classes and workshop – effective usage of opportunities

#### UNIT-IV

Effective Communication in workplace- Clarity and concise- practice of empathy- Assertion- calm and consistence-

#### UNIT-V

Corporate communication- Importance – Types of skills- Writing skills- presentation and public speaking skills- communication with data- Research and critical thinking- Technical skills - usage of chat bots, block chain, virtual reality .

### Learning Resources

#### Recommended Books

Kerry Patterson, Crucial Conversations: Tools for Talking When Stakes Are High Audio CD – Audiobook,  
Andrew Sobal and Jerold Panas, 10 skills for effective Business communication

#### References

Paul A. Argenti, Corporate communication  
Paul A. Argenti, The power of Corporate Communication: crafting the voice and image of Business

#### Web sources

<https://www.rock.so/blog/communication-strategies>

<https://www.revechat.com/blog/effective-customer-service-communication/>

<https://www.opencolleges.edu.au/informed/features/10-tips-effective-communication-online-offline/>

### Course Outcomes

1. To explain the basic definitions of communication and communication skills
2. To list out the types of communication skills
3. To detail the methods to improve communication
4. To highlight the requirements of effective communication in the workplace
5. To understand the types of corporate skills

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

### Contemporary India

Sem	Subject code	Category	Lecture		Theory		Practical	Credits
			Hr / Sem					
IV		Core -XI	5hr per week	80	5hr per week	80	-	4

#### Learning Objectives:

- 1 –Evaluate the contribution of different governments.
- 2 –Assess the impact of government’s policy on scientific advancements in India.
- 3 –Describe the India’s economic development and foreign policy.
- 4 –Explain the uniqueness of Indian society and culture.
- 5- Examine the culture and Arts in Independent India

#### UNIT I

Demographic profile – characteristics of Indian Population – Population growth – Religion – Language – Occupation – National Policy on Population.

The Political Development – Reorganisation of States on Linguistic bases – Channels of integration – Political parties – From Sastri to Indira Gandhi – Rajiv years – changes during BharathiyaJanata Party –

## **UNIT II**

Science and Technology – Government of India Policy – Atomic and Nuclear Policy – Space Research - ISRO – DRDO – IT – National Research Institutes.

Transport and Communications – Railways – Roads – Shipping – Civil aviation – Postal, Telegraph – Telecommunication –Landline –internet, Communication satellites – Mobile communication.

## **UNIT III**

The Economic Development – Planning Commission – National Development Council –State Plans – Five Year plans – Liberalization and Privatization and their impact.

The Foreign policy- objectives of Foreign Policy, Basic principles of Indian Foreign Policy – India and China – India and Pakistan – India and USA – India and Russia

## **UNIT IV**

Indian Society: Rural and Urban context — Constitutional framework for safeguarding the social interest

Education – Indian Education Commission – University Grants Commission – Kothari Commission –Progress of women education-growth of science education

## **UNIT V**

Culture and the Arts – Society – Religion – Family – Festivals – Cuisine – Recreation and Sports – Performing Arts – Drama and Cinema- Folk Arts

## **LEARNING RESOURCES**

### **Recommended Books**

- S.C. Dube (Ed) : India since Independence (1947-1977)  
S. Gopal : Jawaharlal Nerhu: Foreign policy of India 1960's, Vol. III.  
M.J.Akbar : The Siege within: Problems of Modern India  
A. Appadurai : Foreign policy (Consumer Library)  
V.D. Mahajan : History of Modern India up to 1980's

### **References**

- B. Kuppuswamy : Social Change in India  
R.N. Sharma : Social problems in India

Ronald Segal : The Crisis of India

Bipan Chandra, et. al. : India After independence, 1947- 2000

#### Web Sources

1. <https://www.ddutkal.ac.in>

2. [https:// www.jstor.org/contemporaryindia](https://www.jstor.org/contemporaryindia)

#### Course Outcomes:

**CO 1** –Evaluate the contribution of different governments.

**CO 2** –Assess the impact of government’s policy on scientific advancements in India.

**CO 3** –Describe the India’s economic development and foreign policy.

**CO 4** –Explain the uniqueness of Indian society and culture.

**CO5**- Examine the culture and Arts in Independent India

#### CO 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)**

#### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## Peasant and Labour Movements in India

Sem	Subject code	Category	Lecture		Theory		Practical	Credits
			Hr / Sem					
IV		Core –XII	5hr per week	80	5hr per week	80	-	4

### Learning Objectives:

- 1 –Explain the impact of the agrarian change brought about by colonial government.
- 2 –Examine the nature of peasant struggles in India.
- 3 –Describe the rise of industries and the emergence of working class in India.
- 4 –Evaluate the contribution of trade unions towards the amelioration of the working class.
- 5- Assess the significance of labour laws and various recommendations

### UNIT I

Agrarian Change: Peasant - Revenue Systems - Zamindari - Ryotwari - Mahalwari - Changing Agrarian Relations - Conditions of Peasantry - Famines - Indebtedness - Wage Labour -Bonded labour-Plantation labour

### UNIT II

Peasant Uprising and Movements: Peasant struggles in the pre- colonial period - Peasant Struggles in the Colonial Period - Mappila Uprising - Santhal - Indigo Revolt – PhulaguriDawa - Pabna Agrarian League - Maratha Uprising – Champaran Satyagraha - KisanSabha Movement - Tebhaga Movement - Telangana Movement. - Thanjavur.

### UNIT III

Industrial Society: Rise of Industries - Migration to Cities - Labour Mobility - Condition of Workers in Factories - Rise of Working Class

### UNIT IV

Trade Unionism & Labour Movement: Trade Unionism - Theories- Development of Trade Unionism in India - Types of Trade Unions - Left wing Trade Unionism – Problems of organizing Union in India - Unorganized Sector

### UNIT V

Labour Laws and Legislations: Constitutional Rights and Directives - Concept and Definition of Strikes and Lockout –Labour Strikes ILO’s Convention and Recommendation - Trade Union Act, 1926 - Industrial Disputes Act - Malviya Commission on Labour Welfare - National Commission on Labour - Modern Challenges.

## **LEARNING RESOURCES**

### **Recommended Books**

Chandra, Bipan., Colonialism and Nationalism in India, New Delhi, 1979.  
Dange, S.A., Origins of Trade Union Movement in India, New Delhi, 1973.  
Desai, A.R., Peasant struggles in India, Oxford University Press, Bombay, 1986.  
Dhanagare, D.N., Peasant Movements in India, Oxford University Press, Delhi, 1983.  
Guha, Ranajit., Aspects of Peasant Insurgency in Colonial India, Oxford University Press, Delhi, 1983. Chakrabarty, Dipesh., Rethinking Working Class History, Princeton University Press, 2002.  
Mathur, A.S. and Mathur, S.J., Trade Union Movement in India, Allahabad.

### **References**

Alam, Javeed. “Peasantry, Politics and Historiography: Critique of New Trend in Relation to Marxism”. *Social Scientist* 117. (February, 1983): 43–54.  
Bahl, Vinay, The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946, New Delhi, Sage Publications, 1995.  
Basu, Deepika., The Working Class in Bengal: Formative Years, Calcutta, 1993.  
Bose, Sugata. Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947. Cambridge University Press, Cambridge, 1986.  
Chandavarkar, Rajnarayana., The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940, Delhi, 1989.  
Chattergi, Rakhahari., Working Class and the Nationalist Movement in India: The Critical Years, New Delhi, 1984  
Hardiman, David., Peasant Resistance in India 1858 - 1914, Oxford University Press, 1992.  
Stein, Burton., Making of Agrarian Policy in British India 1770 -1900, Oxford University Press, 1992

### **Web Source**

1. <https://www.historydiscussion.net>
2. <https://www.jstor.org/peasantmovementinindia>

**Course Outcomes**

**CO 1 –understand** the impact of the agrarian changes brought about by colonial government.

**CO 2 –trace** the nature of peasant struggles in India.

**CO 3 –Detail** the rise of industries and the emergence of working class in India.

**CO 4 –Evaluate** the contribution of trade unions towards the amelioration of the working class.

**CO -5-** Assess the significance of labour laws and various recommendations

**CO 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)**

**CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## International Relations since 1945 CE

Sem	Subject code	Category	Lecture		Theory		Practical	Credits
			Hr / Sem					
IV		Core – XIII	4hr per week	60	4 hr per week	60	-	4

### Learning objectives

- 1 – Explain the various theories and concepts of International Relations.
- 2 – Evaluate the impact of cold war.
- 3 – Assess the achievements of UNO and other regional organizations.
- 4 – Examine the role of international economic organisations
- 5- Examine the key international issues with special reference to India’s concerns

### UNIT I

Theories of International Relations: Idealist Theory – Realist Theory – World Systems Theory – Neorealist Theory – Neoliberal Theory; State System: Origin – Nature – Sovereignty – Nationalism – Balance of Power: Meaning – Characteristics – Types – Techniques – Collective Security: Meaning – Nature – Diplomacy: Meaning – New Diplomacy – Types of Diplomacy – National Security: Definition – Internal Threats – External Threats

### UNIT II

Cold War: Origin – Phases of Cold War – End of Cold War – NAM: Origin – Membership and Conferences – Objectives – Achievements – India’s Role; Middle East: Arab Israeli Conflict – Oil Crisis

### UNIT III

United Nations Organization and its Specialized Agencies (UNESCO – UNICEF – WHO) – European Union – Organization of African Unity – ASEAN – SAARC

### UNIT IV

Brettonwoods Institutions: World Bank and IMF – UNCTAD – North – South Dialogue – NIEO – GATT – WTO

### UNIT V

Nuclear Politics: IAEA – NPT – CTBT – Concepts – India’s Nuclear Policy; International Terrorism: Origin – Types – 9/11 – US War on Terrorism – Indian Perspective; Indian Ocean: Cold War Politics – Contending Interests – India’s Concerns; Environmental Concerns: Rio – Kyoto – Green Peace

## LEARNING RESOURCES

### Recommended Books

Palmer and Perkins ., International Relations: World Community in Transition

Hans J. Morgenthau., Politics among Nations

Peter Calvocoressi., World Politics since 1945

AsitSen ., International Politics

Prakash Chandra., International Relations: Foreign Policy of Major Powers an Regional Systems

### References

Joseph Frankel : International Relations in a Changing World

Michael Dockrill : The Cold War: 1945-196

K.P. Misra&

K.R. Narayanan, ed. : Non-Alignment in Contemporary International Relations

Rasul B. Rais : The Indian Ocean and the Superpowers

K.R. Singh : The Indian Ocean: Big Power Presence and Local Response

### Web Source

1. <https://www.britannica.com/topic/international-relations>

2. <https://www.futurelearn.com/experttracks/global-studies-international-relations>

### Course Outcomes:

**CO 1** –Explain the various theories and concepts of International Relations.

**CO 2** –Evaluate the impact of cold war.

**CO 3** –Assess the achievements of UNO and other regional organizations.

**CO 4** – Examine the role of international economic organisations

**CO 5**- Examine the key international issues with special reference to India’s concerns

### CO 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)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

### Women in India through the Ages

Sem	Subject code	Category	Lecture		Theory		Practical	Credits
			Hr / Sem					
IV		Elective – VI	4hr per week	60	4 hr per week	60	-	3

#### Learning Objectives:

- 1 –Explain the various perspectives on women’s issues
- 2 - Appreciate the contribution of social reformers to women’s cause
- 3 –Outline the constitutional safeguards for women
- 4 –Examine the position of women in society
- 5 –Examine the women welfare organisations and its schemes

#### UNIT I

**Perspectives on Women's Issues:** Liberal – Radical – Socialist – Marxist – **Historical Aspects:** Women in Ancient India – Women in Medieval India – Women in Modern India – Role of women in India's Freedom Struggle.

## **UNIT II**

**Social Reform Movements and their impact:** Contributions of Brahma Samaj, Rammohan Roy, Ishwar Chandra Vidhyasagar, JyotibaPhule and SavitribaiPhule, Pandita Rama Bai, Periyar E.V. Ramasamy, and Dravidian Movement – Dr.Muthulakshmi Reddy – MoovalurRamamirthamAmmaiyar

## **Unit III**

**Constitution, Laws and the changing status of women:** Women and Political Participation in India, Right to Vote, 73rd and 74th Constitutional Amendment and Participation in Local Governance, - Constitutional and Legal Safeguards for Women – Fundamental Rights, Directive Principles and Fundamental Duties –Laws related to Inheritance – Dowry Related Laws –

## **Unit IV**

**Women's Welfare Organizations and Schemes:** Women's Indian Association – National Commission for Women and State Commission for Women – Women Development Corporation – women welfare Schemes of the Government of India

## **Unit V**

**Women and Economy:** Women and Economic Growth – Women in Unorganised Sector – Impact of Globalisation on Women's Employment – Women Entrepreneurs – Poverty and Developmental Issues: Self Help Groups –

**Women and Media:** Women in Print- Visual and Social Media

## **LEARNING RESOURCES**

### **Recommended Books**

Anil Kumar Jha, "Gender Inequality and Women Empowerment", Axis Books, New Delhi, 2012.

NandalSantosh , "Women and Development", A Mittal Publications, New Delhi, 2012

Rani Sandhya, "Development of Women – Issues and Challenges", Discover Publishing House Pvt Ltd, New Delhi, 2012.

### **References**

Elson Diane, et al. “Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development”, UN Women, 2019

Jenny Edwards, Andrea Cornwall, et al., “Feminisms, Empowerment and Development: Changing Women’s Lives”, Kindle Edition, 2014.

Priyanka Sharma Gurnani, “Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India” Educreation Publishing House, New Delhi, 2016.

Rao, Pulla, “Political Empowerment of Women in India – Challenges and Strategies”, ABD Publishers, New Delhi, 2012.

Web sources

1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2982549/>

2. <https://www.sociologydiscussion.com>

### Course Outcomes:

CO 1 –Explain the various perspectives on women’s issues

CO 2 - Appreciate the contribution of social reformers to women’s cause

CO 3 –Outline the constitutional safeguards for women

CO 4 –Examine the position of women in society

CO 5 –Examine the women welfare Organisations and schemes

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
<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)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

**Science and Technology in India since 1947 CE**

Sem	Subject code	Category	Lecture		Theory		Practical	Credits
			Hr / Sem					
IV		Elective – VI	4hr per week	60	4 hr per week	60	-	3

**Learning Objectives:**

- 1 –Describe the evolution of India’s Science & Technology Policy
- 2 –Evaluate the contribution of Green Revolution, White Revolution and Blue Revolution
- 3 –Examine the advancements in the field of atomic and space research
- 4 –Outline India’s progress in the frontier areas of scientific research
- 5 -Examine the social and economic impact of scientific advancements.

**UNIT I**

Establishment of Science and Technology Ministry – Establishment of Scientific Research Institutions – CSIR, BARC, AIIMS, ICAR, IITs – Evolution of Government of India’s Science and Technology Policy Frameworks since Independence – Science and Technology Policy Documents, 1958, 1983, 2003, 2013.

**UNIT II**

Development of Agricultural Science – Green Revolution – M.S. Swaminathan – White Revolution – VergheseKurien – Blue Revolution

**UNIT III**

Atomic Energy and Nuclear Power Generation Programme – HomiBhabha – Atomic Energy Commission of India – Pokhran I&II – Nuclear Power Policy of India Space Research: ISRO – Development of INSAT system – Remote Sensing Applications– PSLV –Chandrayaan – Mangalyaan – Space Applications – DRDO – India’s Missile Programmes – A.P.J. Abdul Kalam – India’s Ballistic Missile Defence System

#### **UNIT IV**

Ocean Sciences – Indian National Centre for Ocean Information Services – Ocean Forecasts – Tsunami warning system – Biotechnology – Department of Bio Technology – Biotechnology Parks and Incubators – Biotechnology Industrial Research Assistance Council.

#### **UNIT V**

IT Revolution – New thrust on Knowledge Economy, Basic scientific research in frontier areas like Nano and Biotechnology, and Innovation eco-systems – Social and Economic Impact of Scientific advancements.

#### **LEARNING RESOURCES**

##### **Recommended Books**

Abraham, Itty 1998. The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State. Hyderabad. Orient Longman Limited.

Alam, Ghayur 1993. Research and Development in Indian Industry: A study of the Determinants of its Size and Scope (mimeo) Study undertaken by the Centre for Technology Studies. New Delhi: Department of Science and Technology.

Joshi, Padmanabh 1992. Vikram Sarabhai: The Man and the Vision. Ahmedabad: Mapin Publishing Pvt. Ltd.

Nayar, Baldev Raj 1983. India's Quest for Technological Independence: 2 Vols. New Delhi: Lancer Publications.

Parthasarath, Ashok & Singh, Baldev 1992. "Science in India: The first Ten Years". Economic & Political Weekly, Bombay, VOL.XXVII, NO.35, August 29.

Parthasarathi, Ashok 1987. "Acquisition and Development of Technology the Indian Experience". Economic and Political Weekly, Vol. XXII, No.48, November 28.

Raj, Gopal 2000. Reach for the STARS: The Evolution of India's Rocket Programme. New Delhi, Viking, Penguin Books India (P) Ltd.

India Year Book, Publications Division, Government of India

##### **References**

Parthasarathi, Ashok 1969. "Appearance and Reality in Indian Science Policy". Nature 221(5184), March 8, pp. 909-911.

Parthasarathi, Ashok 1972. Framework and Format for Sectoral S & T Plans: A Control Document prepared for the National Committee on S & T (NCST), Government of India Special Assistant for S & T to Prime Minister, New Delhi, March.

Phalkey, Jahnvi 2013. Atomic State: Big Science in Twentieth-Century India. Ranikhet: Permanent Black

Prakash, Gyan 1999. Another Reason: Science and the Imagination of Modern India. New Delhi: Oxford University Press.

Rahman, A.1958. "Congress Resolution on Science and Technology," Paper presented for the Study Group on Scientific Research. New Delhi

Sundram, C.V. et al (ed.). Atomic Energy in India: 50 Years. New Delhi: Dept. of Atomic Energy

Tyabji, Nasir 2000. Industrialization and Innovation: The Indian Experience. New Delhi: Sage Publications.

Udganokar, B.M. 1985. Science, Technology and Economic Development. Bombay Indian Merchants' Chamber, Economic Research & Training Foundation.

Web source

1. <https://dst.gov.in/>

2. <https://www.india.gov.in/topics/science-technology>

### Course Outcomes:

CO 1 –Describe the evolution of India’s Science & Technology Policy CO2 –Evaluate the contribution of Green,White,and Blue Revolutions

CO 3 –understand the advancements in the field of atomic and space research CO 4 – Outline India’s progress in the frontier areas of scientific research

CO 5 -Examine the social and economic impact of scientific advancements.

### CO 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) CO

### Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

### Professional Competency skill

Course Title	Research and Report Writing
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<b>Course Type</b>	Professional Competency Skill	<b>Course Code</b>	PCS				
<b>Year</b>	2	<b>Semester</b>	I				
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F</b>	<b>Total</b>
			2	0	0	0	

Learning objectives:

1. explain the importance of report Writing
2. point out the method of research writing
3. explain the methods of writing research proposals
4. point out the importance of ethics in research
5. highlight the best practices

### Unit I

**Introduction:**Significance of Report Writing in academics and research- Requirement of report writing- research goals. Various kinds of Reports and its presentations. - Characteristics of Academic and Research Reports / Presentations.

### Unit II

#### Research Writing

Types of Research Papers, Structure of research papers -Research Paper Formats -Abstract writing – Methodology -Results and discussions - Uses of plagiarism detection tools.

### Unit III

#### Report Writing

Writings project proposals - Lecture notes - Progress reports- Utilization reports - Scientific Reports – Analyse One Government report from the Library

Unit IV-.Ethics and research- fabrication- plagiarism- misrepresentation

Unit –V- Best practices- formulating the focus of the research- possess and develop cultural knowledge- importance of socially beneficial research

## LEARNING RESOURCES

### Recommended Books

1. A Step-by-Step Guide to Writing Academic Papers by Anne Whitaker September 2009
2. On Writing a Thesis by C P Ravikumar, IETE Journal of Education, 2000
3. Microsoft Office 2016, by Joan Lambert and Curtis Frye, Microsoft Press, Washington 98052-6399
4. LATEX for Beginners, Edition 5, March 2014 Document Reference: 3722-2014
5. Essential LATEX ++, Jon Warbrick with additions by David Carlisle, Michel Goossens, Sebastian Rahtz, Adrian Clark January 1994

Web sources

1. <http://www.library.cornell.edu/resrch/citmanage/mla>

2. <https://files.eric.ed.gov/fulltext/EJ1196755.pdf>
3. <http://ndl.ethernet.edu.et/bitstream/123456789/79399/4/Unit%206%20-%20Research%20Ethics%20and%20Plagiarism.pdf>

**Course outcomes:**

1. To tell the importance of report Writing
2. To name the method of research writing
3. To explain the methods of writing research proposals
4. To relate to the importance of ethics in research
5. To highlight the best practices

**CO 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)**

**CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**6. S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**