

GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS) KUMBAKONAM

(Common course structure – PG – 2023 - 2024)

Department : History

Programme Code: PAHS

SEMESTER – I

Part	Course Type	Course Code	Title of the Course	Hrs/Week	Credits	Exam Hrs	Marks		
							CIA	ESE	Total
I	CC – I	P23HC101	History of Ancient and Early Medieval India – Pre history to 1206 C.E .	6	5	3	25	75	100
I	CC – II	P23HC102	Socio, Economic and Cultural History of Tamil Nadu up to 1311 CE	6	5	3	25	75	100
I	CC – III	P23HC103	History of World Civilizations	6	4	3	25	75	100
I	EC – I		Freedom Struggle in TamilNadu /History of Ideas/Intellectual History of Tamilnadu	5	3	3	25	75	100
I	EC – II		Indian Constitution/ cultural Heritage of India/ Archives Keeping	5	3	3	25	75	100
II	SEC – I	P23H1SE1	Grammar English for Historical Writing	2	2	3	25	75	100
			Total	30	22				600

SEMESTER – II

Part	Course Type	Course Code	Title of the Course	Hrs/Week	Credits	Exam Hrs	Marks		
							CIA	ESE	Total
I	CC – IV	P23HC204	History of Medieval India - 1206 - 1707 CE	6	5	3	25	75	100
I	CC – V	P23HC205	Socio Cultural History of Tamil Nadu - 1311 - 2000 CE	6	5	3	25	75	100
I	CC – VI	P23HC206	Historiography and Historical Methods	6	4	3	25	75	100
I	EC – III		Indian Art and Architecture / History of Journalism/ International Migrations and Diasporic Studies	5	3	3	25	75	100
I	EC – IV		Administrative History of Tamilnadu/ Environmental History of India/ Civil services in India – History and Scope	5	3	3	25	75	100
II	SEC – II	P23H2SE2	Basic Computer Skills	2	2	3	25	75	100
			Internship/Industrial training*						
			Total	30	22				600
II	ECC – I		Moocs/Swayam courses	-	2/3				

SEMESTER – III

Part	Course Type	Title of the Course	Hrs/ Week	Credits	Exam Hrs	Marks		
						CIA	ESE	Total
I	CC – VII	Colonialism and Nationalism in India	6	5	3	25	75	100
I	CC – VIII	Intellectual History of India	6	5	3	25	75	100
I	CC – IX	Tourism in Tamilnadu	6	5	3	25	75	100
I	CC - X	Economic History of India since 1857 CE	6	4	3	25	75	100
I	EC – V	Principles and Techniques of Archaeology/ Studies in Human Rights/ Modern Political Thought	4	3	3	25	75	100
II	SEC – III	Research and Report Writing	2	2	3	25	75	100
II	AEC	Internship/Industrial training	-	2				
		Total	30	26				
II	ECC – II	Moocs/Swayam courses	-	2/3				

SEMESTER – IV

Part	Course Type	Title of the Course	Hrs/ Week	Credits	Exam Hrs	Marks		
						CIA	ESE	Total
I	CC – XI	Contemporary India	6	5	3	25	75	100
I	CC – XII	Peasant and Labour Movements in India	6	5	3	25	75	100
I	CC – XIII	Project with viva voce	8	5	3	25	75	100
I	EC – VI	Women In India through the Ages/ Science and Technology in India since 1947 CE/ Indian Polity	5	3	3	25	75	100
II	SEC – IV	Short History for UGC NET/ SET Examination	5	2	3	25	75	100
II	EA	Extension Activity	-	1				
		Total	30	21				

SEMESTER I

CORE 1

Course Title	HISTORY OF ANCIENT AND EARLY MEDIEVAL INDIA - PREHISTORY TO 1206 CE						
Course Type	Core Course 1	Course Code	P23HC101				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives

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

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

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 –Political – Economic; Second Urbanization: Emergence of the Mahajanapadas – Formation of State: Republics and Monarchies – Rise of Urban Centres – Magadha: Haryankas – Sisunagas – Nandas; Intellectual Awakening: Rise of Buddhism and Jainism -their impact on society in India and Abroad; Persian and Macedonian Contacts – Alexander’s Invasion and its impact

UNIT III

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

UNIT IV

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

UNIT V

Peninsular India: Tamil country up to 12th Century– Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas, Prathikaras and Palas; Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact

Books for Study

Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson, Delhi, 2009

Chakravathy, Ranabir, *Exploring Early India up to c. A.D. 1300*, Primus Books, Delhi, 2016

Thapar, Romila, *Early India: From the Origins to A.D. 1300*, Penguin, Delhi, 2003(Tamil Translation)

Suggested Readings

Kosambi, D.D., *The Culture and Civilization of Ancient India: An Historical Outline*, Vikas Pub. House Pvt. Ltd., Delhi, 1997

Kosambi, D.D., *An Introduction to the Study of Indian History*, Sage Publications, Delhi, 2016

Raychaudhuri, Hemchandra, *Political History of Ancient India*, Surjeet Publications, New Delhi, 2014

Basham, A.L., *The Wonder that was India, Vol. 1*, Picador, New Delhi, 2004

Web sources:

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

Course Outcomes: At the end of the course students will be able to:

CO 1 - Know the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization

CO 2 - Know the various theories of origin of Aryans, and their socio-economic life

CO 3 –Detail the polity, administration and religious policy of Mauryas and the origin and development of new religions

CO 4 - Give a detailed account of the Age of Guptas and Harsha’s administration

CO 5 – explain the history of Peninsular India under various dynasties

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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CORE - II

Course Title	SOCIO, ECONOMIC AND CULTURAL HISTORY OF TAMIL NADU UPTO 1311 CE						
Course Type	Core Course 2	Course Code	P23HC102				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives

1. Present the early history of Tamil Nadu
2. Detail the history of Pallavas and their contribution
3. Highlight the impact of the Chola rulers'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

UNIT I

Sources of the History of Tamil Nadu – Ancient Tamil Civilization: Adichanallur – Keeladi – Kondagai – Mayiladumparai – Sivagalai - Sangam Literature – Concept of Tinai– Social and Economic life –Roman Trade Contacts and their impact – Religious life– Murugan and Korravai – Nadukal -Pallipadai

UNIT II

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

UNIT III

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

UNIT IV

Pandyas of Madurai: Social Classes –Religion: Accounts of Marco Polo and Wassaf – Saivism and Vaishnavism – Art and Architecture: Pillaiyar Patti – Kazhugu Malai – Society: Valangai and Idangai – Madurai Meenakshi Temple – Religion: Mathas – Saivasiddhantam and Vira saivism.

UNIT V

Later Pandyas – Tenkasi Temple – Royal Patronage of Literature, Art and Architecture – Religious and Social Life – Position of Women

Books for Study

Karashima, Noboru, *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014

Subramanian, N., *Social and Cultural History of Tamilnad(upto 1336 A.D.)*, 2011

Suggested Readings:

Kanakasabhai,V., *The Tamils Eighteen Hundred Years Ago*, The South India Saiva Siddhantha Works Publishing Society, Tinnevely, 1956.

Pillay, K.K., *Historical Heritage of the Tamils*, MJP Publishers, Chennai, 2008

Sastri, K.A.Nilakanta, *The Colas*, University of Madras, Madras, 1955

Sastri, K.A.Nilakanta, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, OUP, Chennai, 1997

Web sources

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

Course Outcomes

CO 1 - detail the early history of Tamil Nadu

CO 2 - give an account of the history of Pallavas and their contribution

CO 3 - highlight the impact of the Chola rulers's administration

CO 4 - present an account of the history of Pandyas of Madurai

CO 5 - explain the society and culture under Madurai Sultanate and Vijayanagara

CO Mapping with Programme Specific Outcomes

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

1. S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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CORE – III

Course Title	HISTORY OF WORLD CIVILIZATIONS						
Course Type	Core Course 3	Course Code	P23HC103				
Year	I	Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives

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

UNIT I

Introduction – Definition of Civilization – Comparison between Culture and Civilization – Origin and Growth of Civilizations – Pre – historic Culture – Palaeolithic and Neolithic period Culture.

UNIT II

Mesopotamian Civilization – Sumerian – Babylonian – Life under Hammurabi – the Kassite interlude – Egyptian and the Age of Pharaohs – the rise of the Hittites and their greatness .

UNIT III

The evolution of Jewish religion – Assyrian Cultures – Chaldean – Persian Civilization – Zoroastrianism.

UNIT IV

China's Classical Age – the Chou dynasty – Age of Confucius and his followers- Taoism– Shintoism- 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 – Legacy of Rome

LEARNING RESOURCES

Text Books

- 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.
- 4 Hayes C.J, History of Western Civilization, Macmillan, New York, 1967.
- 5 Manoj Sharma, History of World Civilization, Anmol Publication Pvt.Ltd, New Delhi, 2005.

Reference Books

- 1 Judd, G.P, History of Civilization, Macmillan, New York, 1966.
- 2 Rebello , World Civilization – Ancient and Medieval, Part II, Mangalore, 1969.

- 3 Scarre C. and Brian Fagan, Ancient Civilizations, New Jersey: Pearson, 2008.
- 4 Finley M.I, Ancient Slavery: Modern Ideology, London: Chatto and Windus 1980.
- 5 Brunt P.A. , Social Conflicts in the Roman Republic, London: Chatto and Windus, 1971
- 6 Joshel P, Slavery in the Roman World. Cambridge, Cambridge University Press, 2010

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

Web sources

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

Course Outcomes

1. compare the concepts of civilization and culture and brief history of pre- historic period
2. understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations
3. study about origin and growth of river valley civilizations
4. describe the features of Chinese and Japanese civilizations
- 5 explain the contributions of Greek and Roman civilizations

CO Mapping with Programme Specific Outcomes

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

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

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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ELECTIVE PAPER 1:1

Course Title	FREEDOM STRUGGLE IN TAMIL NADU						
Course Type	Elective Course 1:1	Course Code					
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Course Objectives

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 organisations
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

UNIT I

Poligar Revolt – Puli Thevan – Veera Pandiya Kattabomman – Velu Nachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact-Velu Thambi

UNIT II

Emergence of Nationalist Consciousness – Socio - Political Organizations – Madras Native Association – – Madras Mahajana Sabha

UNIT III

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

UNIT IV

Moderate Phase and Extremist Phase – Swadeshi Movement in Tamil Nadu – G.Subramiayalier-V.O. Chidambaram – Subramania Bharathi – Kadalur Anjaliammal- Soundaram Ammayar. Revolutionary Movement in Tamil Nadu – Vanchinathan – Tirupur Kumaran - Subramania Siva- Neelakanta Brahmachari

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 – Captain Lakshmi shegal - Popular Participation of Tamils-K.B.Sundarambal

Learning Resources

Recommended Books for Study

- Rajayyan, K : Rise and fall of Poligars & South Indian Rebellion
Rajayyan, K. : South Indian Rebellion, The First War of Independence, 1800- 1801.
Rajayyan, K.: Tamil Nadu: A Real History
Rajendran, N.K.: The National Movement in Tamil Nadu, 1905-1914: Agitational Politics and State Coercion

Reference

Narasimhan V.K. : Kamaraj – A Study

Sundarajan, Saroja. : March to Freedom in Madras Presidency, 1885-1915.

Suntharalingam, R. : Politics and Nationalist Awakening in South India,1852-1891.

Web Sources:

1. https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pdf
2. <https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/>

Course Outcomes:

CO 1 –Appreciate the contribution of early resistance against British rule in Tamil Nadu.

CO 2 –Describe the role of organizations in increasing nationalist consciousness

CO 3 –Assess the role of press in Tamil Nadu towards the nationalist cause.

CO 4 –Evaluate the contribution of various leaders tos India’s freedom struggle.

CO 5- Understand the role of Tamil Nadu in the final phase of the freedom struggle

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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ELECTIVE 1 :2

Course Title	HISTORY OF IDEAS						
Course Type	Elective Course 1:2	Course Code					
Year	I	Semester	II				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Course Objectives

1. To understand the Various ideas of God
2. To know the philosophy of History .
3. To motivate them to know the various religion doctrines .

Unit I

Idea of God from Pre-history to Renaissance – the Age of Enlightenment – Darwinism – Evolutionalism.

Unit II

Philosophy of History – Determinism in History - Relativism in History – Crisis in History.

Unit III

Natural Laws – Natural Rights – Idea of Human Rights - Imperialism - Nationalism – Liberalism – Socialism - Democracy – Internationalism.

Unit IV

Idea of Peace and Non- violence- Doctrines of Buddhism and Jainism- Satyagraha of Gandhiji – International Peace - Communalism – Secularism.

Unit V

Modernism – Post-modernism- structuralism – Post – Structuralism – Multi – Culturalism – Annales- Cliometrics.

Books for Reference:

- | | | |
|-----------------------------|---|---|
| 1. Carr. E.H. | - | What is History |
| 2. Sen.S.P. | - | Historians and Historiography |
| 3. Collingwood R.G | - | The Idea of History |
| 4. Hobsbawn. E.J. | - | “Karl Marx’s Contribution to Historiography in Ideology and Social Science” |
| 5. Harvey Kay | - | The British Marxist Historians (Polity) |
| 6. Singaravel .A. | - | History of Ideas |
| 7. Mar Bloch, | - | The Historian’s Craft. |
| 8. Sheik Ali, | - | History: Its Theory and Methods. |
| 9. Charles Scribner’s Sons; | - | Dictionary of the History of Ideas Vol. I, II, III, |
| 10. Arvind Sharma | - | Our Religions. |
| 11. Rajayyan, K. | - | Historiography History its Theory and Method. |
| 12. Manickam.S | - | Theory of History and Method of Research. |

Course Outcomes:

On successful completion of the course, the students will be able

- CO1:** Analyse the theory of evolution of Darwin .
- CO2 :** Understand the various thoughts followed by different countries.
- CO3 :** Evaluate the idea of Non- violence.
- CO4 :** Observe the difference between socialism and communalism.
- CO5 :** Understand the Modern thoughts in History.

CO Mapping with Programme Specific Outcomes

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

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

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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ELECTIVE PAPER - 1:3

Course Title	INTELLECTUAL HISTORY OF TAMILNADU						
Course Type	Elective Course 1 :3	Course Code					
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives

1. To know about the Importance of Intellectual History
2. To understand the value of social, political Religious Reforms.
3. To know the concepts of Intellectuals.
4. To know their contribution in India and throughout their world.

UNIT I

Intellectuals of Sangam Age : Sangam Literature – Sangam Poets – Thiruvalluvar – Avvaiyar – Tholkappiyar – Elango Adigal – Social and political thoughts

UNIT II

Revival of Tamil language and Literature – Pure Tamil movement – Maraimalai Adigal – Thiru Vi.Ka.- Sundaram Pillai - Anti – Hindi Agitation 1965 – World Tamil Conferences.

UNIT III

Socio – Religious Thoughts of Tamil Intellectuals – Vaikunda Swamigal – Vallalar – Ayothidas Pandithar – Sahajananda – Muthu Lakshmi Reddy – Bharathiar – Bharathidasan.

UNIT IV

Religious Saints and their Intellectual contribution – Alvars and Nayanmars- Thirumular – Ramanuja – Veeramamuiyar – Caldwell – G.U.Pope – Robert – De- Nobili-Henry Henrich

UNIT – V

Non- Brahmin movement – causes – Justice party – Dravidian movement – T.M.Nair.C Natesa Mudaliar – P.Thiagarayachetti – Periyar EVR – A.T.Panneerselvam – Ramasami Mudaliar –Raja of Bobbli and Panagal - Soundara Pandian – Annamalai Chettiar.

Books for Reference:

- 1.Kalapana RajaRam (Ed) - History of Modern India
- 2.Ponnu.R - Sri Vaikunda swamigal and the struggle for Social equality in South India.
4. Veeramani .K - The History of the struggle for Social Justice in Tamil Nadu.
5. Bipanchandra - India's struggle for Independence.
- 6.Devanesan . A - History of Tamilnadu (up to 1995 A.D).
7. Jayapalan . N - Social and cultural History of Tamilnadu
8. Firoz Alam - Great Indian Personalities
- 9.Venkatesan .G - History of Ancient Tamilnadu (300BC-1600 A.D)
10. Venkatesan.G - History of Modern Tamilnadu (1600 – 2011 A.D)

Course Outcomes :

After the finalization of the course they enhanced by

CO 1 : Observe the social and political thought of the sangam poets and their Literature.

CO 2 : Understand the role of intellectuals for the revival of Tamil Literature.

CO 3: To get the knowledge of the Tamil Scholars.

CO 4: Analyse the role of religious saints to the development of Tamil Literature.

CO 5: Evaluate the role of leaders for the social changes and development in Tamilnadu.

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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ELECTIVE- 2 :1

Course Title	INDIAN CONSTITUTION						
Course Type	Elective Course 2:1	Course Code					
Year	I	Semester	II				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives:

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

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 – Judicial Review – Collegium- Union territories.

UNIT V

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

LEARNING RESOURCES

Recommended Books

- Austin Granville, *The Indian Constitution: Cornerstone of A Nation*, Oxford University Press,1999
Agarwal, R.C. *Constitutional Development and National Movement of India*, S. Chand & Co. 1996
Durga Das Basu, *An Introduction to Indian Constitution*, Wadha& Company, 2001
Shukla, V.N, *The Constitution of India*, Eastern Book Company,1977
5. Khanna, V.N, *Constitution and Government of India*, S. Chand & Co., 1981

References

- Bhargava Rajeev, *Politics and Ethics of the Indian Constitution*, Oxford University,2009
Durga Das Basu, *Commentary on the Constitution of India*,Wadha& Company,2000
Gautam Bhatia, *Transformative Constitution: A Radical Biography in Nine Acts*, Harper Collins India, 2019
Misra, B.R., *Economic Aspects of Indian Constitution*, Orient Longman,1952

Web Sources:

1. <https://legislative.gov.in/constitution-of-india>
2. https://www.constitutionofindia.net/constitution_of_india
3. <https://www.loc.gov/item/57026883>

Course Outcomes:

CO 1 –Understand the historical background of the Indian Constitution.

CO 2 – Understood the basic features of the constitution

CO3 – Understood the nature of Indian federalism and the rationale for emergency provisions.

CO 4 – Understood the powers and functions of the various units of the government.

CO 5.- Understood the structure at the state level

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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ELECTIVE PAPER -2:2

Course Title	CULTURAL HERITAGE OF INDIA						
Course Type	Elective Course 2:2	Course Code					
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives:

1. explain the meaning and the concepts of the course title and the dynamism inherent in its evolution, using, initially, Harappan 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. analyse 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

UNIT I

Meaning of Culture, Heritage – linkages- dynamism - Evolution and continuities -Indian Culture in the Harappan 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 westernisation of Culture - Amalgamation of the old and new artforms. Education and the enduring legacy of the colonial rule – Impact of Western Literature

LEARNING RESOURCES

Luniya, B.N.	: Evolution of Indian Culture
Wolport, S.	: Introduction to India
Hussain, S.A.	: The National Culture of India
Tomery, E.	: History of Fine Arts in India and West
Basham, A.L.	: The Wonder that was India
Brown, Percy	: Indian Architecture – Buddhist and Hindu, Vol. I
Coomaraswamy, A.K.	: History of Indian and Indonesian Art
Kramrish, Stella	: Art of India

Web sources:

<https://indiaculture.gov.in>

<https://www.india.gov.in>

<http://www.intach.org>

<https://www.exoticindiaart.com>

Course Outcomes:

- CO 1 - Explain the concepts and the dynamism involved in the Evolution of culture
- CO 2 - Describe critical role of religions in the growth of Art and architectural forms
- CO 3 - Examine the importance of Royal patronage for the progress of various art forms
- CO 4 - Appreciate the advent of new art forms
- CO 5 - Explain the role of British colonialism and its compulsions in the introduction of syncretic art forms

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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ELECTIVE PAPER -2:3

Course Title	ARCHIVES KEEPING						
Course Type	Elective Course 2 :3	Course Code					
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Objectives :

1. To understand the functions and importance of Archives keeping.
2. To understand the significance of Archival Sources
3. To know the methods of Archives keeping.
4. To get jobs in Archives and other documentation centres

UNIT I

Archives – Meaning and definitions – Collection of Records and Documents – Scope of Archives Keeping – Importance of Archives Keeping – Types of Archives – Archives as sources of history.

UNIT II

History of Archives Keeping – Origin – Archives Keeping in ancient Greece and Rome – Archives Keeping in modern Europe and the USA – History of Archives Keeping in India.

UNIT III

Creation of Archives – Materials required for creation of Archives – Functions of Archives – Acquisition and arrangement of records – Archives and Library.

UNIT IV

Formation and Functions of the National Archives of India and the Tamil Nadu State Archives – Eminent Keepers of Archives – K.W.Forest – S.C. Hill – Schotfield – S.N.Sen – B.S.Baliga

UNIT V

Preservation of Archives – Principles of preservation – Agents of deterioration – Internal and external – Methods of preservation – Rehabilitation of records – Administration of Archives.

Books for Reference:

1. Back E.A ,Book worms, The Indian Archives,Vol.I
- 2.Baliga,B.S ,Guide to the Records Preserved in the Madras Record Office.
- 3.Mukherjee ,Preservation of Library Materials, Archives and Documents.
- 4.Salien Ghose, Archives in India
- 5.Thiyagarajn J, Archives Keeping
- 6.Jenikimson Hillary, A manual of Archives keeping
- 7.Sarvaswaran.P, Archives keeping

Course Outcomes :

After the fulfillment of the course the students may know

CO 1 : Students can know about the origin of the Archives keeping.

CO 2 : To know what is records management and its importance.

CO 3: Principles of classification and its developments.

CO 4: Observe the technical methods in records and materials keeping.

CO 5: Know the Archival organization in India.

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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SKILL ENHANCEMENT COURSE

Course Title	GRAMMAR ENGLISH FOR HISTORICAL WRITING						
Course Type	AEC - 1	Course Code	P23H1SE1				
Year	I	Semester	I				
Credits	2	Hours	L	T	P	FS	Total
			0	0	2	0	2

Objectives :

- To motivate them to know the uses of English
- To understand basic components of the English
- To know the Various types of tenses
- To motivate them to write in English.

UNIT-I

Sentence: Types (Assertive, Interrogative, Imperative and Exclamatory), Subject, verb and object & predicate.

UNIT-II

Parts of speech: Noun, pronoun, verb, adverb, adjectives, preposition, conjunction, and interjunction

UNIT-III

Tense – Present, past and future application of present and past participle

UNIT-IV

Active voice and passive voice, degrees of comparison

UNIT-V

Synthesis of sentences – simple, compound and complex. Punctuation.

REFERENCES

Ref: Wren & Martin, 2017, High school, English Grammar & Composition, (Revised by N.D.V. Prasad rao) S. Chand Publication

Madras Rajan, 2014. Basic English Grammar, Leo Book publisher.

Course Outcomes :

On successful completion of the course, the students will be able

CO 1 : To observe the types of sentences and how it can be used.

CO 2 : To understand the parts of speech and how to use it.

CO 3: Analyse the tenses which is helpful to write the English in a proper way.

CO 4: Evaluate the importance of the punctuation in the writing.

CO 5: To get the knowledge to write historical report as well as articles in English.

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC – A – $60 \times 1 = 60$ (15 Questions from each Unit (from Unit I to IV)

SEC – B - $3 \times 5 = 15$ (3 Questions from Unit V (with Choice 3 out of 4)

SEMESTER II

CORE - 4

Course Title	History of Medieval India - 1206 - 1707 CE						
Course Type	Core Course 4	Course Code	P23HC204				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives

1. Examine the establishment of centralized monarchy
2. Evaluate the contributions of Alauddin Khalji 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

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– Nur Jahan 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.

LEARNING RESOURCES

Recommended Books

Chand, Tara, *Influence of Islam on Indian Culture*, Indian Press, 1954.

Chandra, Satish, *Medieval India: From Sultanat to the Mughals*, Har-Anand Pub., Delhi, 1998.

Habib, Mohammad and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.

Mehta, J.L., *Advanced Study in the History of Medieval India, 1000 – 1526 A.D.*, Sterling Pub., New Delhi, 1986

References

Ali, Athar. M., *Mughal India, Studies in Polity, Ideas, Society and Culture*, OUP, New Delhi, 2007

Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005

Habib, Mohammed and Irfan Habib, ed., *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi, 2016

Habibullah, A.B.M., *The Foundation of Muslim Rule in India*, Central Book Depot, 1967

Hasan, NurulS., *Religion State and Society in Medieval India*, OUP, New Delhi, 2008

Nigam, S.B.P., *Nobility under the Sultans of Delhi*, MunshiramManoharlal, New Delhi, 1968

Web sources:

<https://core.ac.uk.in>

<https://studoc.com>

<https://indiaolddays.com>

Course Outcomes:

CO 1 – Understood the establishment of centralized monarchy

CO 2 –Evaluated the contributions of Alauddin Khalji and Muhammad bin Tughlaq

CO 3 –Analysed the religious and Deccan policy of Mughals .

CO 4 – Understood the advancements in art and architecture

CO 5 – Understood the details of the facets of economic and socio-cultural life in Medieval India

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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CORE 5

Course Title	SOCIO CULTURAL HISTORY OF TAMIL NADU - 1311 – 2000 C.E.						
Course Type	Core Course 5	Course Code	P23HC205				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives:

- 1 –Narrate the social condition during the Nayak period
- 2 –Describe the contributions of Marathas to the culture of the Tamil region
- 3 –Analyse 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

UNIT I

The Nayaks of Madurai – Thirumalai Nayak – 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

Tamil Nadu under Marathas – Society: caste system – status women – achievements of Raja Serfoji – Literature under the rule of Tanjore Marathas – Saraswathi Mahal 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

LEARNING RESOURCES

Recommended Books

Jagadeesan, P, Marriage and Social Legislations in Tamil Nadu, Elatchaiappan Pub., 1990
Murugesan, Mangala N.K., Self-Respect Movement in Tamil Nadu, 1920-40, Koodal Pub., Madurai, 1981
Rajaraman, P., Justice Party: A Historical Perspective, 1916-37, Poompozhil Publishers, Madras, 1988
Singaravelu, S., Social Life of the Tamils, Dept. of Indian Studies, Kuala Lumpur

References

K.A.N.Sastri : The Pandyan Kingdom (London.1929)

Kalidos. R : History and Culture of Tamils (From Prehistoric Times to Present rule)

Krishnaswamy Dr.A. : The Tamil country under Vijayanagar

Rajaraman, P., Chennai through the Ages, Poompozhil Pub., Chennai, 1997.

Web Sources:

1. 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>

Course Outcomes:

CO 1 –Understood the social condition during the Nayak period

CO 2 – Understood the contributions of Marathas to the culture of the Tamil region

CO 3 – Understood the Contribution of Sethupathis of Ramnad to Tamil society.

CO 4 – Appreciated the Growth of Western Education

CO 5 – Understood and assessed the contribution of Dravidian movement to social Transformatio.

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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CORE 6

Course Title	HISTORIOGRAPHY AND HISTORICAL METHODS						
Course Type	Core Course 6	Course Code	P23HC206				
Year	I	Semester	II				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives:

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

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- Types of Interviews - Synthesis, Exposition and Writing – Use of Footnotes and preparation of Bibliography

UNIT IV

Development of Historical writing in the West – Herodotus, Thucydides, Eusebius- Augustcomete - Ibn Khaldun, L.V. Ranke, Arnold Toynbee, E.H. Carr, G.M. Trevelyan .

UNIT V

Historians of India – Kalhana - 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 – Irfan Habib.

LEARNING RESOURCES

Recommended Books

Ali, Sheik, *History: Its Theory and Method*, Laxmi Publications, 2019
 Carr, E.H., *What is History?*, Penguin Books Ltd., New Delhi, 2018.
 Manikam, S., *On History & Historiography*, Padumam Publishers, Madurai
 Rajayyan, K, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982

References

Bloch, Marc, *The Historian's Craft*, Aakar Books, Delhi, 2017
 Collingwood, R.G., *The Idea of History*, OUP, Delhi, 1994
 Dray, W.H., *Philosophy of History*, Prentice-Hall, New Jersey, 1964
 Jenkins, Keith, *Why History? Ethics and Postmodernity*, Routledge, London, 1999
 Webster, John C.B., *Studying History*, Primus Books, Delhi, 2019

Web sources:

1. <https://edwardseducationblog.files.wordpress.com/2013/07/historical-method.pdf>

2. <http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History--%20Research%20Methology%20in%20writing%20steps.pdf>
3. <https://www.britannica.com/biographies/history/history>

Course Outcome

CO 1 - Explained the meaning and scope of history

CO 2 – Understood the various theories and philosophical approaches to history

CO 3 –Motivated to undertakes historical research

CO 4 – Taught to analyse the contribution of western historians

CO 5- Understood the historical writings of important Indian historians

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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ELECTIVE PAPER - 3:1

Course Title	INDIAN ART AND ARCHITECTURE						
Course Type	Elective Course 3:1	Course Code					
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives

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

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 and Cut outs -Cave Temples,Monolithic Temples - Structural Temples – Mahabalipuram - Nagara Style of Architecture: Lingaraja Temple (Bhubaneshwar), Sun Temple(Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur –Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple(Belur)

UNIT IV:

Islamic Art: Five Pillars of Islam,Mosques, Mausoleums, Palace complexes, Gardens - Quawwat-ul-Islam Mosque - Qutub Minar - Mughal Art and Architecture: Humayun’s Tomb - Fatehpur Sikri, -Red Fort- Taj Mahal - 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

Learning Resources

Recommended Books for Study

Craven, Roy, A concise history of Indian Art, Thames and Hudson; London; 1976

Hardy, Adam, The Indian Temple Architecture, Abhinav Publications, 2002

Tomory, Edith, A History of Fine Art in India and the West, OrientBlackSwan; Reprinted edition (1989)

References

Banerjee.J.N., Development of Hindu Iconography,MunshiramManoharlal; 3rd edition,2002

Coomaraswamy.A.K., History of Indian and Indonesian Art, Kessinger Publishing, LLC,2003

Deva,Krishna , Temples of North Indian National Book Trust, 2002

Gupta.R.S., Iconography of the Buddhist, Hindu and Jain, Stosius Inc/Advent Books Division; Subsequent edition,1980

Web sources:

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

Course Outcomes:

CO 1 Explain the various forms of Indus and Mauryan Art.

CO 2 Compare and contrast the Gandhara and Mathura Schools of Art.

CO 3 Examine the similarities and differences between temple architectural styles.

CO 4 Discuss the relation between the five pillars of Islam and Islamic architecture.

CO 5 Appreciate the features of colonial architecture

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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ELECTIVE 3 :2

Course Title	HISTORY OF JOURNALISM						
Course Type	Elective Course 3:2	Course Code					
Year	I	Semester	II				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning objectives:

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

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: Bala Gangadhar Tilak – Gandhi – – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. Subramania Iyer- Peiryar-Aditanar-Kalaignar

Unit V

Contribution of Important News Papers: Amrit Bazar Patrika, The Times of India – The Hindu; Contemporary News Papers in Tamil- Dinamani- Dhina Thanthi-Dinamalar-Dinakaran- Viduthalai-Murasoli – Deccan Herald – Namnadu.

LEARNING RESOURCES**Recommended Books**

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
6. J.N. Basu: Romance of Indian Journalism; University of Calcutta

Web sources:

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

Course Outcomes

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

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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ELECTIVE 3 :3

Course Title	INTERNATIONAL MIGRATIONS AND DIASPORIC STUDIES						
Course Type	Elective Course 3:3	Course Code					
Year	I	Semester	II				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives:

- 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

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

LEARNING RESOURCES

Recommended Books

Stephen Castles and Mark J. Miller. 1998. *The Age of Migration: International Populations Movements in the Modern World*. London: Macmillan.

Ajaya Kumar Sahoo and Brij Maharaj (eds.), *Sociology of Diaspora: A Reader*, New Delhi: Rawat Publications.

Cohen, Robin 1997. *Global Diaspora: An Introduction*. London: UCL Press.

References

Lal, Brij V., Peter Reeves and Rajesh Rai (eds.). 2007. *The Encyclopedia of the Indian Diaspora*. Singapore: Editions Didier Millet

Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge.

Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications.

Bhatia, Sunil. 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*. New York: New York University Press.

Puwar, N. and Raghuram, P. (eds.). 2003. *South Asian Women in the Diaspora*. Oxford: Berg.

Web sources:

1. www.iom.int
2. 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>

Course Outcomes:

CO 1 – Understood the theories of international migrations and diaspora

CO 2 – Understood the outline of the position of Indian diaspora worldwide

CO 3 –Examinee the issues of identity among the Indian diaspora

CO 4 –Evaluated the Indian policies towards diaspora

CO 5 – Understood the perspectives and policies of receiving countries

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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ELECTIVE PAPER 4 :1

Course Title	ADMINISTRATIVE HISTORY OF TAMIL NADU						
Course Type	Elective Course 4:1	Course Code					
Year	I	Semester	II				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Course objectives:

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 highlight the cumulative impact since independence

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.

Unit – III

DMK administration-C.N Annadurai- Self Respect Marriage – Three measures of rice for one rupee - 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-Salem Steel plant. Manu NeethiThittam- 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.

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- Amma Unavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rain water harvesting

Unit V

Policies and programmes– Reservation Policy – Srilankan Policy- Rehabilitation of Refugees – Policy of Transgender- Public free health care – Women empowerment scheme – Naan Muthalvan Scheme – Industrial Development.

LEARNING RESOURCES

Recommended Books

Rajaram .P The justice Party:A Historical Perspective,1916-1937

Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)

Rajmohan Gandhi., Rajaji:A Life

Narasimhan.V.K., Kamaraj A Study

Sandhya Ravishankar.,Karunanidhi: A Life in Politics

Reference

Subramanian.N History of Tamilnadu Vol.2

Web Source

www.jetir.org

<https://www.inc.in>

<https://dmk.in>

Course outcomes:

1. Appreciate the administration of Justice Party.
2. Evaluate the Congress Administration.
3. Understanding of Administration after 1967.
4. Assess the impact of various administrations.

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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ELECTIVE- 4:2

Course Title	ENVIRONMENTAL HISTORY OF INDIA						
Course Type	Elective Course 4:2	Course Code					
Year	I	Semester	II				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives:

- 1 . Examine the various schools of thought in ecological studies.
- 2 . Trace the impact of eco systems from a historical perspective.
- 3 . Evaluate the impact of British ecological imperialism.
- 4 . Detail India's environmental policy
5. Examine the role and impact of various movements

Unit I

Introduction To Environmental History – Habitats in Human History: Modes of Production and Modes of Resource Use – Schools of Thought in Ecology: Marxist, Gandhian, Eco-Feminism, Anthropocene.

Unit II

Prehistoric Environment in India – Role of Climate in Indus Valley Civilization – Forest In Ancient India – Iron Tools and Deforestation in the Vedic Period – Eco-Systems of the Sangam Age In South India – Asoka And Ecology – Mughals And Hunting.

Unit III

Ecological Imperialism – Forest Policy: Forest Acts of 1865, 1878 and 1927 – Protest Against British Forest Acts and Policies of Monoculture – Plantation – Public Works – Railways –Hill Stations – Systematic Conservation versus Exploitation Debate.

Unit IV

Independent India's Environmental Policy– Forest Policy – Resolutions And Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment–Big Dams And Hydro-Electric Power Projects –Bhopal Gas Tragedy – Tsunami and its Impact –Move Towards Sustainable Development – National Environment Policy – National Conservation Strategy and the Policy Statement of Environment And Development 1992 – National Environment Tribunal – National Green Tribunal.

Unit V

Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada Bacchao Andolan – Silent Valley Movement – Jungle Bachao Andolan –

LEARNING RESOURCES

Recommended Books

Irfan Habib, *Man and Environment: Vol-36: Ecological History of India*, New Delhi: Tulika Books, 2011

Donald Hughes.J., *What is Environmental History?*, Polity Press: Cambridge, U.K. 2006.

Madhav Gadgil and Ramchandra Guha, *The Fissured Land: An Ecological History of India* OUP: Berkeley and Los Angeles, California, USA 1992

Mahesh Rangarajan and K Sivaramakrishnan, ed., *India's Environmental History: From Ancient Times to the Colonial Period Vol 1*, Permanent Black: Ranikhet, India, 2012

References

Christopher Hill, *South Asia: An Environmental History*, ABC-CLIO, Inc: California, US, 2008

Crosby, Alfred. "Ecological Imperialism: The Overseas Migration of Western Europeans as biological phenomenon." In *The Ends of the Earth: Perspectives on Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 103-17. Cambridge: Cambridge University Press, 1988.

David L Gosling, *Religion and Ecology in India and South East Asia*, Routledge: London, U.K.,

Web sources:

1. https://www.mids.ac.in/assets/doc/WP_203.pdf
2. https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_A_HISTORICAL_PERSPECTIVE
3. <https://www.jstor.org/stable/41949868>

Course Outcomes:

CO 1 –understand the various schools of thought in ecological studies.

CO 2 –Trace the impact of eco systems from a historical perspective.

CO 3 –Evaluate the impact of British ecological imperialism.

CO 4 –Examine the impact of various environmental movements in India

CO 5- Examine the role of various movements

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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ELECTIVE- 4:3

Course Title	CIVIL SERVICES IN INDIA – HISTORY AND SCOPE						
Course Type	Elective Course 4:3	Course Code					
Year	I	Semester	II				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Objectives :

1. To understand the Bureaucracy and its development
2. To Know the system of Administration
3. To Know the functions of the UPSC

UNIT I

Definition, Nature and Scope of Bureaucracy – Bureaucratic developments in England & France. English East India Company - Diwani Rights and Recruitment of East India company servants - Writers- Factors, etc. (1765-1786)

UNIT II

Cornwallis and Lord Wellesly's System of Administration - Fort William College (Calcutta), Haileybury College (England) – patronage of Civil Servants - 1786-1813- Covenanted and Un-covenanted Civil Services.

UNIT III

Rationalisation of the Civil Services -1858-1919 – Statutory Civil Service - Provincialisation of Civil Service – Indianisation of Civil Services, Merits and Demerits – Social, Educational background of the Candidates & Training Methods. Indian Civil service 1919 to 1947.

UNIT IV

All India Services after Independence - Recommendations of Kothari (1976) and Sathish Chandra (1989) Commissions – Functions of Union Public Service Commission (UPSC), Staff Selection Commission (SSC), State/ Provincial Public service Commission (PPSC)

UNIT V

Scope for youth in various services – Ethics in Civil service – Red-tapism and Nepotism in All India Services. Popular civil servants –K.P.S. Menon, T.N.Seshan, Shantha Sheela Nair, J.N. Dixit, Kiran Bedi, Dr. J. Radhakrishnan

Reference Books :

1. Misra,B.B : The Bureaucracy in India , An Historical Analysis of Development up to 1947.
2. Misra,B.B : Government and Bureaucracy in India: 1947-1976.
3. Prasad,B : The Indian Administrative Service. Sikka, R.P. : The Civil service in India.
4. Dharma Vira : Memoirs of a Civil Servant.
5. Mutalib,M.A : The Union Public Service Commission.
6. Bharghava.G.S. : A study of Political Corruption in India.
7. Roy.N.C. : The Civil Services in India.

Course Outcomes:

After finishing the course, they active

CO1: Knowledge on bureaucratic development to run the administration.

CO2 : Understand training methods

CO3 : Analyse the Indianisation of the civil services under the British rule

CO4 : Observe the various commissions recommendation for the civil services development.

CO5 : Analyse the role of popular civil servants.

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

SEC –A 2 qn from each unit (One Mark) 1 qn from each unit (two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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SKILL ENHANCEMENT COURSE

Course Title	BASIC COMPUTER SKILLS						
Course Type	AEC - 2	Course Code	P23H2SE2				
Year	I	Semester	II				
Credits	2	Hours	L	T	P	FS	Total
			0	0	2	0	2

List of Practical

- Creating, editing, saving and printing text documents.
- Font and Paragraph formatting
- Simple character formatting
- Inserting tables, smart art, Page breaks, images
- Creating, editing, saving and printing spreadsheets
- Working with functions& formulas
- Graphically representing data: Charts & Graphs
- Opening , Viewing, Creating and printing Slides
- Applying auto layouts
- Adding custom animation
- Using slide transitions
- Graphically representing data: Charts& Graphs
- Creating Professional Slide for Presentation
- Understanding how to search/ Google
- Bookmarking and Going to a specific Website
- Copy and paste Internet content into your word and file and emails

Course Outcomes :

CO 1: Acquire knowledge about the basic components of the Computer.

CO 2: Analyse the importance of Microsoft word in the development of the computer.

CO 3: Understand the Concept, tools and their working function of Microsoft Excel.

CO 4: Know the use of Powerpoint and its importance in Modern education concept.

CO 5 : Observe the concept of Internet.

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2) L-Low (1)

QUESTION PAPER PATTERN

Max Marks : 60

One Major Practical - 1 x 30 Marks = 30

One Minor Practical – 1 x 15 Marks = 15

Record = 10

Viva = 5