

Holy Cross College (Autonomous), Nagercoil
Kanyakumari District, Tamil Nadu.
Accredited with A⁺ by NAAC - IV cycle – CGPA 3.35

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli



Semester I & II
Guidelines & Syllabus
DEPARTMENT OF HISTORY



2023-2026
(With effect from the academic year 2023-2024)

Issued from
THE DEANS' OFFICE

Vision

With the thorough knowledge of the past, the Department of History aims to enable the students to understand the present, to look forward a bright future and to create a harmonious and sustainable society.

Mission

1. To provide a holistic development of all students through inclusive education.
2. To stimulate and develop all facets of the student's personality
3. To inculcate a sense of social and ethical responsibilities
4. To ascertain academic and professional excellence.
5. To enhance the employability skills and entrepreneurial spirit.

PG PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

Pos	Upon completion of M.A Degree Programme, the Post Graduates will be able to:	Mapping with Mission
PEO1	apply scientific and computational technology to solve socio ecological issues and pursue research.	M1, M2
PEO2	continue to learn and advance their career in industry both in private and public sectors	M4 & M5
PEO2	develop leadership, teamwork, and professional abilities to become a more cultured and civilized person and to tackle the challenges in serving the country.	M2, M5 & M6

PG PROGRAMME OUTCOMES (POS)

PO	Upon completion of M.A. Degree Programme, the Post Graduates will be able to:	Mapping with PEOs
PO1	enhance in-depth learning by using innovative technological sources	PEO1
PO2	design and undertake individual research which will contribute to the future ideological and societal development	PEO1, PEO 2 & PEO3
PO3	integrate various theories and methodologies relating to social and environmental contexts.	PEO 2
PO4	excel in competitive examinations, face interviews and handle real life situations.	PEO 2 & PEO 3
PO5	articulate critically to address the emerging national and global challenges with an ethical outlook.	PEO1, PEO 2 & PEO3

PO6	perform the professionalism and team spirit and exhibit leadership, communication and managerial skills.	PEO 2 & PEO 3
PO7	learn independently for lifelong to execute professional, social and ethical responsibilities promoting sustainable development	PEO 3

PG Programme Specific Outcomes (PSOs)

PSO	Upon completion of M.A. Degree Programme, the Post Graduates will be able to:	Mapping with POs
PSO1	appraise and analyze the heritage, culture, and historical developments at the local, regional, national and global levels and put in the in-depth knowledge for the upcoming growth through research.	PO1,PO2 &PO7
PSO2	apply the historical knowledge in all communication for acquiring professional entrepreneurial and employability skills.	PO2 ,PO3 ,PO4 & PO6
PSO3	approach the recent developments of the global fraternity with a critical and analytical mind applying the historical truths for viable solutions.	PO5
PSO4	acquire lifelong learning in the domain concerned with highest ethical, moral and professional standards.	PO6 & PO7
PSO5	enrich the sustainable development of the society with the mastery over the historical roots of the various issues at the local, regional, national and global levels.	PO2 & PO7

Eligibility Norms for Admission

A candidate who is a graduate of this college or any other recognized University in the main subject or who has passed an Examination accepted as equivalent there to by the syndicate of Manonmaniam Sundaranar University, Tirunelveli, is eligible for admission.

Duration of the Programme: 2 years

Medium of Instruction: English

Passing Minimum

A minimum of 50% in the external examination and an aggregate of minimum 50% is required. There is no minimum pass mark for the Continuous Internal Assessment.

Components

Part III (Core Course and Elective Course)

Core Courses	(12x100)	1200
Elective Courses	(6x100)	600
Core Project	(1x100)	100
Total Marks		1900

6. Course Structure

(i) Curricular Courses:

Distribution of Hours and Credits

Course	SEMESTER				Total	
	I	II	III	IV	Hours	Credits
Core Course	7(5) + 7(5) + 6(4)	6(5) + 6(5) + 6(5)	6(5) + 6(5) + 6(5) + 6(4)	6(5) + 5(5)	74	57
Elective Course	5 (3) + 5 (3)	4 (3) + 4 (3)	3 (3) -	4 (3) -	25	18
Core Project		-		10 (7)	10	7
Skill Enhancement Course		4 (2)	3 (2)	4 (2)	11	6
Internship/ Industrial Activity			(2)		-	2
Extension Activity				(1)	-	1
Total	30 (20)	30 (23)	30 (26)	30 (23)	120	91

Total Number of Hours =120

(ii) Co-curricular Courses

Course	SEMESTER				Total
	I	II	III	IV	Credits
Life Skill Training –I	-	(1)	-	-	1
Life Skill Training –II	-	-	-	(1)	1
Field Project	(1)		-		1
Specific Value-Added Courses	(1)		(1)		2
Generic Value-Added Courses		(1)		(1)	2
MOOC		(1)		(1)	2
Community Engagement Activity (UBA)		(1)			1

Total Number of Credits = 91 + (10)

Non-academic courses are mandatory and conducted outside the regular working hours.

**Courses Offered
Semester I**

Course Code	Title of the Course	Credits	Hours / Week
HP231CC1	Core Course I: History of Ancient and Early Medieval India – Prehistory to 1206 CE	5	7
HP231CC2	Core Course II: Socio Cultural History of Tamil Nadu up to 1565 CE	5	7
HP231CC3	Core Course III: History of Select Civilizations (Excluding India)	4	6
HP231EC1	Elective I: a) Indian Art and Architecture	3	5
HP231EC2	Elective I: b) Freedom Struggle in Tamil Nadu		
HP231EC3	Elective I: c) Temples of India		
HP231EC4	Elective II: a) Cultural Heritage of India	3	5
HP231EC5	Elective II: b) Administrative History of Tamil Nadu		
HP231EC6	Elective II: c) Art Forms of Tamil Nadu		
	Total	20	30

Semester II

Course Code	Title of the Course	Credits	Hours / Week
HP232CC1	Core Course IV: History of Medieval India – 1206 – 1707 CE	5	6
HP232CC2	Core Course V: Socio Cultural History of Tamil Nadu – 1565 – 2000 CE	5	6
HP232CC3	Core Course VI: Historiography and Historical Methods	5	6
HP232EC1	Elective III: a) History of Journalism	3	4
HP232EC2	Elective III: b) International Migrations and Diasporic Studies		
HP232EC3	Elective III: c) History of Communication System in India		

HP232EC4	Elective IV: a) Indian Constitution	3	4
HP232EC5	Elective IV: b) Environmental History of India		
HP232EC6	Elective IV: c) Geographical History of India		
HP232SE1	Skill Enhancement Course I: Research and Report Writing	2	4
	Total	23	30

Co-curricular Courses

Semester	Code	Title of the Course	Credit
I & II	PG23LST1	Life Skill Training	1
II & IV	-	MOOC	1+1
II	PG232CE1	Community Engagement Course (CEC)	1
III & IV	PG23LST2	Life Skill Training	1
I	HP231FP1	Field Project	1
I & III	HP231V01 / HP233V01	Specific Value-added Course	1+1
II & IV	PG232V01- PG232V12/ PG234V01- PG234V12	Generic Value-added Course	1+1
		Total	10

Specific Value added Course

S. No.	Course code	Title of the course	Total hours
I	HP231V01	Study of Palm Leaf Manuscripts	30

Examination Pattern

i) Core Course / Elective Course

Internal: External–25:75

Continuous Internal Assessment (CIA)

Internal Components and Distribution of Marks

Components	Marks
Internal test (2) (40 marks)	10
Quiz (2) (20 marks)	5
Seminar (10 marks)	5
Assignment: (Model Making, Exhibition, Role Play, Group Discussion, Problem Solving, Class Test, Open Book Test (Minimum three items per course) (30 marks)	5
Total	25

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 4 x 1 (No choice)	4	Part A 10 x 1 (No choice)	10
Part B 3 x 4 (Internal choice)	12	Part B 5 x 6 (Internal choice)	30
Part C 3 x 8 (Internal choice)	24	Part C 5 x 12 (Internal choice)	60
Total	40	Total	100

ii) Lab Course:

Ratio of Internal and External = 25:75

Total: 100 marks

Internal Components and Distribution of Marks

Internal Components	Marks
Performance of the Experiments	10
Regularity in attending practical and submission of records	5
Record	5
Model exam	5
Total	25

Question pattern

External Exam	Marks
Major Practical	75
Minor Practical / Spotters / Record	
Total	75

iii) Skill Enhancement Course

Ratio of Internal and External = 25: 75

Internal Components and Distribution of Marks

Components	Marks
Internal test (2)	10
Quiz (2)	5
Assignment: (Model Making, Exhibition, Role Play, Album, Group Activity (Mime, Skit, Song) (Minimum three items per course)	10
Total	25

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 2 x 2 (No Choice)	4	Part A 5 x 2 (No Choice)	10
Part B 3 x 4 (Open choice Three out of Five)	12	Part B 5 x 5 (Open choice any Five out of Eight)	25
Part C 1 x 9 (Open choice One out of Three)	9	Part C 5 x 8 (Open choice any Five out of Eight)	40
Total	25	Total	75

iv) **Internship/ Industrial Activity**

Components	Marks
Industry Contribution	50
Report & Viva-voce	50

v) **Core Project:**

Ratio of Internal and External 25 : 75

Internal (Supervisor)	Marks
I Review	5
II Review	5
Report	15
External (External Examiner)	
Report	40
Viva-voce (individual, open viva-voce)	35
Total	100

Co-Curricular Courses:

(i) **Life Skill Training**

Internal Component

Components	Marks	
Life Skill Training -I	Album (20 pages)	30
	Group Song, Mime, Skit (Group of 5students)	20
	Total	50
Life Skill Training -II	Case Study (30 pages)	50
	Total	50

External Component

Written Test	Five out of Seven (5 x 10)	50
	Total	50

(ii) **Field Project:**

Components	Marks
Field Work	50
Report & Viva-voce	50

(iii) **Specific Value-Added Courses & Generic Value-Added Courses:**

Components	Marks
Internal	25
External	75

(iv) Community Engagement Activity-UBA

Internal Component	
Component	Marks
Attendance (Field Work)	30
Participation	20
Total	50

External Component

Component	Marks
Group Project Report/ Case Study (10-15 pages in print)	50
Total	50

Outcome Based Education

(i) Knowledge levels for assessment of Outcomes based on Blooms Taxonomy

S. No	Level	Parameter	Description
1	K1	Knowledge/Remembering	It is the ability to remember the previously learned
2	K2	Comprehension/Understanding	The learner explains ideas or concepts
3	K3	Application/Applying	The learner uses information in a new way
4	K4	Analysis/Analysing	The learner distinguishes among different parts
5	K5	Evaluation/Evaluating	The learner justifies a stand or decision
6	K6	Synthesis /Creating	The learner creates a new product or point of view

(ii) Weightage of K – levels in Question Paper

Number of questions for each cognitive level:

Assessment	Cognitive Level	K1			K2			K3			K4, K5, K6			Total
	Part	A	B	C	A	B	C	A	B	C	A	B	C	
Internal Test	No. Of Questions	1	1			1		1		1	2	1	2	10
External Examination	Part	A	B	C	A	B	C	A	B	C	A	B	C	
	No. Of Questions	3	-	1	3	1	1	1	2	1	3	2	2	20

Evaluation

- i. The performance of a student in each Course is evaluated in terms of percentage of marks with a provision for conversion to grade points.
- ii. Evaluation for each Course shall be done by a Continuous Internal Assessment (CIA) by the Course teacher as well as by an end semester examination and will be consolidated at the end of the semester.
- iii. There shall be examinations at the end of each semester, for odd semesters in October/November; for even semesters in April / May.
- iv. A candidate who does not pass the examination in any course (s) shall be permitted to re-appear in such failed course (s) in the subsequent examination to be held in October / November or April / May. However, candidates who have arrears in Practical Examination(s) shall be permitted to re-appear for their arrears only along with Regular Practical examinations in the respective semester.
- iv. Viva- voce: Each candidate shall be required to appear for Viva-voce Examination in defense of the Project.
- vi. The results of all the examinations will be published in the College website.

Conferment of the Master’s Degree

A candidate shall be eligible for the conferment of the Degree of Master of Arts / Science / Commerce only if the minimum required credits for the programme thereof (91 +10 credits) is earned.

Grading System

For a semester examination:

Calculation of Grade Point Average for End Semester Examination:

$$\text{GPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the course}}{\text{Sum of the credits of the courses (passed) in a semester}}$$

For the entire programme:

Cumulative Grade Point Average (CGPA) $\frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$

CGPA = $\frac{\text{Sum of the multiplication of grade points by the credits of the entire programme}}{\text{Sum of the credits of the courses of the entire programme}}$

Where

C_i - Credits earned for course i in any semester

G_i - Grade point obtained for course i in any semester

n - semester in which such courses were credited

Final Result

Conversion of Marks to Grade Points and Letter Grade

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-Appear
ABSENT	0.0	AAA	ABSENT

Overall Performance

CGPA	Grade	Classification of Final Results
9.5-10.0	O+	First Class – Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

*The candidates who have passed in the first appearance and within the prescribed semester are eligible.

SEMESTER I
**CORE COURSE I: HISTORY OF ANCIENT AND EARLY MEDIEVAL INDIA-
 PREHISTORY TO 1206 CE**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231CC1	5	1	-	1	5	7	105	25	75	100

Pre-requisite:

The students should have basic knowledge about Ancient and Medieval India.

Learning Objectives:

1. To analyze the sources and the features of Pre and Proto historic cultures in India.
2. To appraise the contributions of the early Indian administrators.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	outline the characteristic features of Indian Culture.	K2
2.	discuss the impact of the culture on Indian society and Religion.	K2
3.	illustrate the contributions of Indians to Religion	K3
4.	compare the administrative system of different dynasties in India	K5
5.	estimate the history of Peninsular India under various dynasties	K5 & K6

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Units	Contents	No. of Hours
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.	21
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.	21

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.	21
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-Tsungs “account of India.	21
V	Peninsular India: Tamil country up to 12th Century–Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India upto12th century: Rashtrakutas ,Prathikaras and Palas;Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact	21

Self-study	Peninsular India
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Text book

1. Chakravarty,Ranabir,2016, *Exploring Early India upto C.A.D.1300*, Primus Books, Delhi.
2. Singh, Upinder,2009, *A History of Ancient and Early Medieval India :From the Stone Age to the 12th Century*, Pearson, Delhi.
3. Thapar, Romila,2003,*Early India: FromtheOriginstoA.D.1300*, Penguin, Delhi.
4. Pillay, K.K.,1979, *Studies in Indian History: With Special Reference to Tamil Nadu*, Madras.
5. Sathianathaier, R.,1980, *Political and Cultural History of India,Vol.I*, Viswanathan & Co., Chennai.

Reference Books

1. Kosambi,D.D., 1997, *The Culture and Civilization of Ancient India: An Historical Outline*, Vikas Pub. House Pvt. Ltd., Delhi.
2. Kosambi,D.D., 2016,*An Introduction to the Study of Indian History*, Sage Publications, Delhi.
3. Raychaudhuri, Hemchandra,2014, *Political History of Ancient India*, Surjeet Publications, New Delhi.
4. Basham, A.L.,2004, *The Wonder that was India, Vol.1*, Picador, New Delhi.
5. Majumdar,R.C., 1974, *An Advanced History of India*, Macmillan, Delhi.

Web Resources

1. <https://sourcebooks.fordham.edu/india/indiasbook.asp>
2. <https://www.pbs.org/thestoryofindia/resources/websites/>
3. <https://archive.org/details/IndiaHistory>
4. <https://www.jagranjosh.com/general-knowledge/history-of-ancient-india-a-complete-study-material-1464928278-1>
5. <https://www.clearias.com/indian-history/>

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	2	2	3	3	2	2	3	3
CO2	2	3	3	2	3	2	3	3	2	2	2	3
CO3	2	2	3	2	2	2	3	3	2	2	2	3
CO4	2	2	2	3	3	3	3	3	2	3	2	2
CO5	2	3	2	3	3	3	3	3	2	3	3	3
TOTAL	10	12	13	12	13	12	15	15	10	12	13	15
AVERAGE	2	2.4	2.6	2.4	2.6	2.4	3	3	2	2.4	2.6	3

3 – Strong, 2- Medium, 1- Low

SEMESTER-I
CORE COURSE II: SOCIO-CULTURAL HISTORY OF
TAMIL NADU UP TO 1565 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231CC2	5	1	-	1	5	7	105	25	75	100

Pre-requisite:

The students should have basic knowledge about the social and cultural history of Tamil Nadu.

Learning Objectives:

1. To compare the features of early Tamil administrators through the ages.
2. To illustrate the achievements or contributions of the Tamils to the economy, society and culture

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	recall the cultural developments of Tamil Nadu through the ages	K1
2.	illustrate the rulers who played vital rule in Tamil Nadu	K2 & K3
3.	analyze the cultural contributions of the Tamils	K4
4.	estimate the pros and cons of the early Tamil Society.	K5 & K6
5.	explain the economic achievements of the Tamils.	K2

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Units	Contents	No. of Hours
I	Sources of the History of Tamil Nadu – Ancient Tamil Civilization -Sangam Literature – Concept of Tinai– Social and Economic life –Roman Trade Contacts and their impact – Religious life– Murugan and Korravai– Nadukal	21
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	21
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	21
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–	21

	Saivasiddhantam and Virsaivism	
V	Society and Culture under the Madurai Sultanate–Vijayanagar Empire – Krishnadeva Raya – Royal Patronage of Literature, Art and Architecture– Social Life– Position of Women	21
Self study	Art and Architecture under Pandyas	

Text book

1. Karashima, Noboru, 2014, *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi.
2. Subramanian, N., 2011, *Social and Cultural History of Tamilnad (upto1336A.D.)*, Koodal Publishers, Madurai.
3. Chellam, V.T., 1981, *New Light on the Early History of Tamil Nadu*, Vijay Publications, Trichy.
4. Chellam, V.T., 2016, *Tamil Nadu: History and Culture*, ManivasagarPathipakam, Trichy.
5. Eraiyan, B., 2017, *The History of Tamil Nadu*, International Institute of Tamil studies, Chennai.

Reference Books

1. Kanakasabhai, V., 1956, *The Tamils Eighteen Hundred Years Ago*, The South India Saiva Siddhantha Works Publishing Society, Tinnevely.
2. Pillay, K.K., 2008, *Historical Heritage of the Tamils*, MJP Publishers, Chennai.
3. Sastri, Nilakanta, K.A., 1955, *The Colas*, University of Madras, Madras.
4. Sastri, Nilakanta, K.A., 1997, *A History of South India: From Pre-historic Times to the Fall of Vijayanagar*, Oxford University Press (OUP), Chennai.
5. Pillay, K.K., 1979, *Studies in Indian History: With Special Reference to Tamil Nadu*, University of Madras, Madras.

Web Resources

1. <https://www.tn.gov.in/tamilnadustate>
2. <https://diksha.gov.in/tn/>
3. <http://www.gacariyalur.ac.in/econtent/history/pg/PG-I-SOCIOCULTURALHISTORYTN.pdf>
4. https://www.bdu.ac.in/academics/equivalent-papers/courses/pg_arts/HISTORY_REGULAR/P8HI7.pdf
5. https://en.wikipedia.org/wiki/History_of_Tamil_Nadu

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	2	2	2	3	2	2	2	3
CO2	2	2	2	2	2	2	2	3	3	2	2	2
CO3	2	2	2	2	2	2	2	3	2	2	2	3
CO4	2	3	3	2	2	2	3	2	2	2	2	3
CO5	2	2	2	2	2	2	2	3	2	2	2	3
TOTAL	10	11	11	10	10	10	11	14	11	10	10	14
AVERAGE	2	2.2	2.2	2	2	2	2.2	2.8	2.2	2	2	2.8

2. 3 – Strong, 2- Medium, 1- Low

SEMESTER I
CORE COURSE III: HISTORY OF SELECT CIVILIZATIONS
(EXCLUDING INDIA)

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231CC3	4	1	0	1	4	6	90	25	75	100

Pre-requisite:

The students should have basic knowledge about world civilizations.

Learning Objectives:

1. To explain the concepts of civilization and culture and brief history of pre-historic Period
2. To compare the different features of various ancient civilizations

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	compare the political concepts of various civilizations of the world.	K5
2.	understand the socio –economic features of various civilizations of the world	K2
3.	illustrate the religious condition of various civilizations of the world	K2 & K3
4.	examine the features of art and architecture of various civilizations of the world	K4
5.	estimate the development of literature, science and technology of various civilizations of the world	K5 & K6

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create

Unit	Contents	No. of Hours
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	18
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 theHittitesandtheirgreatness–ThefallofempireandsurvivalofCultures	18
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	18
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	18

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	18
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Self study	Greek Civilization
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Text book

1. Swain, J.E., 1938, *A History of World Civilization*, Eurasia Publishing House, New Delhi.
2. Will Durant, 1966, *The Story of Civilization I and II*, Simon and Schuster, New York.
3. Gokale, B.K., 1999, *Introduction to Western Civilization*, S.Chand & Company, New Delhi.
4. Hayes, C.J., 1967, *History of Western Civilization*, Macmillan, New York.
5. Manoj Sharma, 2005, *History of World Civilization*, Anmol Publication Pvt. Ltd, New Delhi.

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1. Judd, G.P., 1966, *History of Civilization*, Macmillan, New York.
2. Rebello, 1969, *World Civilization –Ancient and Medieval*, Part II, Mangalore.
3. Scarre, C. & Brian Fagan, 2008, *Ancient Civilizations*, Pearson, New Jersey.
4. Finley, M.I., 1980, *Ancient Slavery: Modern Ideology*, Chatto and Windus, London.
5. Brunt, P.A., 1971, *Social Conflicts in the Roman Republic*, Chatto and Windus, London.

Web Resources

1. <https://www.worldhistory.org/civilization/>
2. <https://www.historyworld.net>
3. <https://courses.lumenlearning.com/suny-hccc-worldcivilization/>
4. <https://www.history.com/news/first-earliest-human-civilizations>
5. https://www.ducksters.com/history/aztec_maya_inca.php

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	2	2	3	3	3	2	3
CO2	2	3	3	2	3	2	2	3	3	3	3	2
CO3	2	2	2	2	3	2	2	2	2	2	2	2
CO4	2	3	3	2	3	2	3	3	3	3	3	3
CO5	2	3	2	2	3	3	3	3	3	3	3	3
TOTAL	10	14	12	10	15	11	12	14	14	14	13	14
AVERAGE	2	2.8	2.4	2	3	2.2	2.4	2.8	2.8	2.8	2.6	2.8

1. 3 – Strong, 2- Medium, 1- Low

SEMESTER I
ELECTIVE COURSE I: a) INDIAN ART AND ARCHITECTURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231EC1	3	1	0	1	3	5	75	25	75	100

Pre-requisite:

The students should have basic knowledge about Indian Art and Architecture.

Learning Objectives:

1. To analyze the various styles of architecture in India.
2. To have a thorough knowledge about the salient features of various styles of architectures in India.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	list the various styles of Architecture in India.	K1
2.	differentiate the features of Buddhist Architecture and Jain Architecture.	K4
3.	compare the Pallava, the Chola and the Pandya Architecture.	K5
4.	estimate the architectural developments under the Mughal period.	K5 & K6
5.	compose the various art forms in India.	K6

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Unit	Contents	No. of Hours
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	15
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	15
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)	15
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	15

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	15
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Self study	Islamic Art
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Text book

1. Craven,Roy,1976, *A Concise History of Indian Art*, Thames and Hudson, London.
2. Hardy,Adam, 2002, *The Indian Temple Architecture*, Abhinav Publications, Delhi.
3. Tomory,Edith,1989,*A History of Fine Art in India and the West*, Reprinted edition, Orient Black Swan, Hyderabad.
4. Srinivasan, K.R., 2010, *Temples of South India*, Fourth Edition, National Book Trust Delhi.
5. Mohideen Badusha, A.H. ,2009, *History of Indian Architecture*, Sultans Publication, Tirunelveli.

Reference Books

1. Banerjee,J.N., 2002,*Development of Hindu Iconography*, 3rd edition, Munshiram Manoharlal, New Delhi.
2. Coomaraswamy,A.K., 2003, *History of Indian and Indonesian Art*, Kessinger Publishing LLC, United States.
3. Deva,Krishna,2002,*TemplesofNorthIndia*, D.C. Publisher, National Book Trust, New Delhi.
4. Gupte, R.S., 1980, *Iconography of the Buddhist, Hindu and Jain*, R.S. Publisher, D.B. Taraporeval, Bombay.
5. Sivaramamurthy, C.,1981, *South Indian Bronzes*, LalitKala Akademi, Chennai.

Web Resources

- 1.<https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00hv/e.pdf>
- 2.<https://people.howstuffworks.com/culture-traditions/national-traditions/indian-tradition5.htm>
- 3.<https://www.culturalindia.net/indian-architecture/colonial-architecture.html>
- 4.<https://www.encyclopedia.com/reference/encyclopedias-almanacs-transcripts-and-maps/indian-art-and-architecture>
- 5.<https://www.britannica.com/art/South-Asian-arts/Indian-architecture>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3	2	3	3	3	2	2	2
CO2	3	3	2	2	3	2	3	3	3	2	2	2
CO3	2	3	2	2	3	2	2	2	2	2	2	2
CO4	2	2	2	2	3	3	3	3	3	2	2	2
CO5	2	3	3	2	3	3	3	3	3	2	2	3
TOTAL	11	13	11	10	15	12	13	14	14	10	10	11
AVERAGE	2.2	2.6	2.2	2	3	2.4	2.6	2.8	2.8	2	2	2.2

3 – Strong, 2- Medium, 1- Low

SEMESTER I
ELECTIVE COURSE I: b) FREEDOM STRUGGLE IN TAMIL NADU

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231EC2	3	1	-	1	3	5	75	25	75	100

Pre-requisite:

The students should have basic knowledge about Freedom Struggle in Tamil Nadu.

Learning Objectives:

1. To examine the internal and external policies of the British in India.
2. To discuss the important events of Tamil Nadu Freedom Struggle.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	appreciate the contribution of early resistance against British rule in Tamil Nadu.	K4 & K5
2.	describe the role of organizations in increasing nationalist consciousness	K2
3.	assess the role of press in Tamil Nadu towards the nationalist cause.	K5
4.	evaluate the contribution of various leaders to India's freedom struggle.	K5
5.	understand the role of Tamil Nadu in the final phase of the freedom struggle	K2

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

Units	Contents	No. of Hours
I	Poligar Revolt – Puli Thevan – Veera Pandiya Kattabomman – Velu Nachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact	15
II	Emergence of Nationalist Consciousness – Socio - Political Organizations – Madras Native Association – Madras Mahajana Sabha – Impact of Gandhi Visit Tamil Nadu	15
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.	15
IV	Moderate Phase and Extremist Phase – Swadeshi Movement in Tamil Nadu – G. Subramiaya Iyer - V.O. Chidambaram – Subramania Bharathi – Kadalur Anjaliammal - Soundaram Ammayar. - Revolutionary Movement in Tamil Nadu – Vanchinathan – Tirupur Kumaran - Subramania Siva - Neelakanta Brahmachari	15
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	15

Self study	Moderate Phase and Extremist Phase of Freedom Struggle
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Text books

1. Rajayyan, K., 1974, *Rise and fall of Poligars & South Indian Rebellion*, University of Madras, Madras.
2. Rajayyan, K., 2012, *South Indian Rebellion, The First War of Independence, 1800-1801*, Akani Veliyeedu, Tiruvannamalai.
3. Rajayyan, K., 2005, *TamilNadu: A real History*, Ratna Publications, Madurai.
4. Rajendran, N.K., 1994, *The National Movement in TamilNadu, 1905-1914: Agitational Politics and State Coercion*, Oxford University Press, Chennai.
5. Venkatesan, G., 2011, *History of Indian Freedom Struggle*, V.C. Publications, Rajapalayam.

Reference Books

1. Narasimhan, V.K., 1967, *Kamaraj- A Study*, Manaktalas, Bombay.
2. Sundarajan, Saroja, 1989, *March to Freedom in Madras Presidency, 1885-1915*, Lalitha Publications, Madras.
3. Suntharalingam, R., 1980, *Politics and Nationalist Awakening in South India, 1852-1891*, Rawat Publications, Delhi.
4. Sivagnanam, M. P., 1988, *History of Freedom Movement in Tamil Nadu: Vidutalai Poril Tamilakam, Tamil University, Tanjavur*.
5. Saroja Sundararajan, 1997, *Madras Presidency in Pre-Gandhian Era: A Historical Perspective, 1884-1915*, Lalitha Publications, Madras.

Web Resources

1. 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/>
3. https://en.wikipedia.org/wiki/Indian_independence_movement_in_Tamil_Nadu
4. https://www.brainkart.com/article/Freedom-Struggle-in-Tamil-Nadu_41689/
5. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4331527

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	3	3	3	2	3	2	3	2	2
CO2	2	3	3	3	3	3	2	3	3	3	3	3
CO3	2	3	2	2	3	3	3	3	3	3	3	3
CO4	2	3	2	3	3	3	3	2	2	3	3	3
CO5	2	2	2	3	3	3	3	3	3	3	2	3
TOTAL	10	14	12	14	15	15	13	14	13	15	13	14
AVERAGE	2	2.8	2.4	2.8	3	3	2.6	2.8	2.6	3	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER I
ELECTIVE COURSE I: c) TEMPLES OF INDIA

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231EC3	3	1	-	1	3	5	75	25	75	100

Pre-requisite:

The students should have basic knowledge about Temples of India

Learning Objectives:

1. To understand the origin and development of Temple Art, Architecture and Sculptural Art from the earliest times to the medieval period.
2. To evaluate the various architectural and sculptural styles with a historical background.

Course Outcomes

On the successful completion of the course, student will be able to:

1.	understand the origin and development of Temple art, architecture and Sculptural art of various dynasties.	K2
2.	evaluate the different styles of architecture introduced in temples.	K5
3.	discuss the uniqueness styles present in temples.	K2
4.	analyze the method of development of temples in various stages.	K4
5.	outline the culmination of different styles of architecture in temples	K2

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Units	Contents	No. of Hours
I	Temple: Meaning - Origin and development of temple architecture – Its absence in Indus and Vedic periods – Mauryan rock – cut temples and Columns– Sunga and Kushana architecture vestiges	15
II	Early art and architectural development in South India – Satavahana’s Contribution – Rock-cut and Structural– experimentation of temple style under the Gupta –Nagarastyle	15
III	Development of temple architecture under the Pallavas –Early Pandyas –their stylistical features–visits to some monuments	15
IV	Rock-cut and Structural temples of the Badami Chalukyas and Rashtrakutas– Orissan School of Architecture	15
V	Culmination of Dravida style – Contribution of the Imperial Cholas –visits to some temples –Vijayanagara temple architecture	15

Self Study	Contribution of the Imperial Cholas
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Text book

1. Tomory, Edith, 1989, *A History of Fine Art in India and the West*, Reprinted edition, Orient Black Swan, Hyderabad.
2. Nitin Singhania, 2020, *Indian Art and Culture*, 3rd Edition, McGraw Hill, Chennai.
3. Saraswathi, S.K., 1951, *A Survey of Indian Sculpture*, Firma K.L. Mukhopadhyay, Calcutta.
4. Vincent Smith, 1962, *History of Fine Arts in India and Ceylon*, Bombay.
5. Krishna Deva, H., 1995, *Temples of North India*, Aryan Books International, New Delhi.

Reference Books

1. Miachael, W., & Meister, Dhaky, M.A., 1988, *Encyclopedia of Indian Temple Architecture, Vol. I & II*, New Delhi.
2. Srinivasan, K.R., 1998, *Temples of South India*, National Book Trust, New Delhi.
3. Srinivasan, K.R., 1981, *Cave Temples of the Pallavas*, Archaeological Survey of India, New Delhi.
4. Soundara Rajan, K.V., 1981, *Cave Temples of Deccan*, Archaeological Survey of India, New Delhi.
5. Balsubramaniyan, S.R., 1979, *Middle Chola Temples*, Thomas Press, Haryana.

Web Resources

1. <https://www.encyclopedia.com/reference/encyclopedias-almanacs-transcripts-and-maps/indian-art-and-architecture>
2. <https://www.britannica.com/art/South-Asian-arts/Indian-architecture>
3. <https://www.artshelp.com/an-introduction-to-ancient-indian-architecture/>
4. <https://www.insightsonindia.com/2013/08/07/study-material-for-indian-culture-art-architecture-and-literature/>
5. <https://people.howstuffworks.com/culture-traditions/national-traditions/indian-tradition5.htm>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	3	2	3	3	3	2	3
CO2	2	3	2	2	3	2	2	3	3	2	2	3
CO3	2	3	2	2	3	3	2	3	3	2	2	2
CO4	2	3	2	2	3	2	2	3	3	2	2	2
CO5	2	3	2	2	3	2	2	3	3	2	2	2
TOTAL	10	15	10	10	15	12	10	15	15	11	10	12
AVERAGE	2	3	2	2	3	2.2	2	3	3	2.2	2	2.4

3 – Strong, 2- Medium, 1- Low

SEMESTER I
ELECTIVE COURSE II: a) CULTURAL HERITAGE OF INDIA

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231EC4	3	1	-	1	3	5	75	25	75	100

Pre-requisite:

The students should have basic knowledge about Cultural Heritage of India.

Learning Objectives:

1. To explain the meaning, the concepts and the dynamism inherent in its evolution, using, initially, Harappan and Vedic Ages
2. To analyze the impact of Islam and the Muslim rulers on the emergence of new forms and motifs in Indian Art and Architecture

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	explain the concepts and the dynamism involved in the evolution of culture	K2
2.	describe critical role of religions in the growth of art and architectural forms	K2
3.	examine the importance of royal patronage for the progress of various art forms	K4
4.	appreciate the advent of new art forms	K4 & K5
5.	explain the role of british colonialism and its compulsions in the introduction of syncretic art forms	K2

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Units	Contents	No. of Hours
I	Meaning of Culture, Heritage – linkages- dynamism - Evolution and continuities -Indian Culture in the Harappan and Vedic Ages	15
II	Religious ferment in the Sixth century B.C- Jainism and Buddhism and their impact on Art, Architecture and literature	15
III	Royal Patronage and the radical transformation of Indian Art and Architecture; Mauryan and Gupta eras – Bhakti Movement	15
IV	Advent of Islam –Sufi Movement – Emergence of new forms and motifs in Indian Art and Architecture – Literature during medieval period	15

V	Colonial Rule and the westernisation of Culture - Amalgamation of the old and new art forms. Education and the enduring legacy of the colonial rule – Impact of Western Literature	15
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Self study	Impact of Western Literature
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Text book

1. Brown, Percy, 1981, *Indian Architecture – Buddhist and Hindu*, Vol. I , D.B. Traporevala Sons & co pvt.Ltd, Bombay.
2. Luniya, B.N., 1955, *Evolution of Indian Culture*, Lakshmi NarainAgrarwal Educational Publishers, Agra.
3. Stanly Wolpert, 1994, *An Introduction to India*, Penguin books, New Delhi.
4. Hussain, S.A., 2018, *The National Culture of India*, National Book Trust, New Delhi.
5. Tomery, E., 1987, *History of Fine Arts in India and West*, Orient Longman, Bombay.

Reference Books

1. Basham, A.L., 1954, *The Wonder that was India*, Sidgwick& Jackson, UK .
2. Coomaraswamy, A.K., 1927, *History of Indian and Indonesian Art*, Edward Goldenston, London.
3. Kramrish, Stella, 1954, *Art of India*, The Phaidon Press, London.
4. Poande, Susmita, 1993, *Medieval Bhakti Movement*, KusumanjaliPrakashan, Delhi.
5. Nitin Singhania, 2020, *Indian Art and Culture*, 3rd Edition, McGraw Hill, Chennai.

Web Resources

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

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	2	3	3	2	3	3
CO2	2	3	2	2	2	3	3	2	3	2	3	3
CO3	3	3	2	2	2	3	3	3	3	2	3	3
CO4	3	2	2	2	2	3	3	3	3	2	2	2
CO5	2	2	2	2	2	2	2	2	2	2	2	2
TOTAL	12	13	10	10	10	13	13	13	14	10	13	13
AVERAGE	2.4	2.6	2	2	2	2.6	2.6	2.6	2.8	2	2.6	2.6

3 – Strong, 2- Medium, 1- Low

SEMESTER I
ELECTIVE COURSE II: b) ADMINISTRATIVE HISTORY OF TAMIL NADU

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231EC5	3	1	0	1	3	5	75	25	75	100

Pre-requisite:

The students should have basic knowledge about Administrative History of Tamil Nadu.

Learning Objectives:

1. To examine the administration of Justice party, Congress, DMK and ADMK.
2. To highlight the cumulative impacts in independence.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	appreciate the administration of justice party	K4 & K5
2.	evaluate the congress administration	K5
3.	interpret DMK administration	K2
4.	compare AIADMK administration	K2 & K5
5.	assess the impact of various administrations	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create

Unit	Contents	No. of Hours
I	Justice Party- A.Subbarayulu Reddiyar- 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	15
II	Congress rule: C.Rajagopalachari - K. Kamaraj - M. Bhakhavathsalam - achievements: free midday meal scheme- opening of new schools- Increase in irrigation facilities-industrial growth	15
III	DMK administration-C.N Annadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C -Kalaigiar M. Karunanithi-Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission-implementation of reservation policy - Salem Steel plant – Manu Neethi Thittam-Free electricity for farmers- property rights to women; creation of universities-33 percent reservation for women in local body elections- 30 percent reservation for women in government jobs- Samathuvapuram scheme -Tidel park- financial assistance for marriage of poor girls-increase of infra structure- Industrial development	15
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	15

V	Policies and programmes–economic-social and demographic impact	15
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Self study	AIADMK Administration
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Text book

1. Rajaram ,P., 1988, *The justice Party: A Historical Perspective, 1916-1937*, Poompозhil Publishers, Madras.
2. Venkatesan, G., 2011, *History of Modern Tamilnadu (Tamil)*, V.C. Publications, Rajapalayam.
3. Rajmohan Gandhi, 2010, *Rajaji: A Life*, Penguin Random House India Pvt. Ltd, Delhi.
4. Satya Kalaivani, Chandru, Mohana Priya Sundar, 2022, *Adminisration of Union and States with special reference to Tamilnadu*, Tamizhi Books, Chennai.
5. Raja Manikam, M., 1944, *History of Tamilnadu*, Kavya Publications, Chennai.

Reference Books

1. Narasimhan, V.K., 2007, *Kamaraj A Study*, National Book Trust, Delhi.
2. Sandhya Ravishankar, 2019, *Karunanidhi: A Life in Politics*, Harper Collian India, New Delhi
3. Vasanthi, 2019, *Alone Empress: A Portrait of Jayalalithaa*, Penguin Viking, New Yark.
4. Narayan, S., 2018, *Dravidian Years*, OUP India, New Delhi.
5. Copley, A. R. H., 1978, *The Political Career of C. Rajagopalachari: 1937–1954. A Moralst in Politics*, Macmillan Company of India, Delhi.
6. Krishnabai Nibbkar, 1996, *Trends in Tamilnadu politics during Emergency*, Bharatiya Vidya Bhavan, Mumbai.

Web Resources

1. www.jetir.org
2. <https://www.inc.in>
3. <https://dmk.in>
4. https://en.wikipedia.org/wiki/History_of_Tamil_Nadu
5. https://en.wikipedia.org/wiki/C._Rajagopalachari

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	3	2	2	2	3	3	2	2	2
CO2	3	3	2	3	2	3	3	3	3	2	2	2
CO3	2	3	2	3	2	3	3	3	3	2	2	2
CO4	2	3	2	3	2	3	3	3	3	2	2	2
CO5	2	3	2	3	2	3	3	3	3	2	2	2
TOTAL	11	14	10	15	10	14	14	15	15	10	10	10
AVERAGE	2.2	2.8	2	3	2	2.8	2.8	3	3	2	2	2

3 – Strong, 2- Medium, 1- Low

SEMESTER- I
ELECTIVE COURSE II: c) ART FORMS OF TAMIL NADU

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231EC6	3	1	-	1	3	5	75	25	75	100

Pre-requisite:

The students should have knowledge about the Art forms of Tamil Nadu.

Learning Objectives:

1. To understand the various art forms of Tamil Nadu.
2. To evaluate the impact of various arts promoted the social, economical and cultural Life of the people of Tamil Nadu.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the History of Performing Artforms in India.	K2
2.	detailed study of Art forms in Tamil Nadu.	K2
3.	evaluate then uniqueness aspects of every art.	K5
4.	analyze the socio -economic impact happened among the people.	K4
5.	compare the richness of every arts of Tamil Nadu	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

Units	Contents	No. of Hours
I	Introduction–History of performing Art forms in India–Music–Dance– Theatre– Classical– Folk –Musical Instruments	15
II	Performing Arts in Tamil Nadu–Carnatic Music–Origin and Development–Vocal and Instrumental Carnatic Music–String Instruments–Wind Instruments–Percussion Instruments–Carnatic Musicians	15
III	Folk Music–Villupaattu, Katha Kaalashepam–Occupational songs–Lullabies– Classical dance – Bharatanatyam dancers	15
IV	Folk dance – Kummi – Kolattam – Kaavadi – Karagam – Impersonation Dances (Poykalkudirai, Mayillaattam, Pagadi Vesham, Devarattam) –Folk artists–Folk Theatre–Therukoothu–Pavai Koothu–Bhagavatha Mela–Kuravanji Modern Theatre–Modern Street plays– Theatre Artists	15
V	History of Cinema in Tamil Nadu–Silent Movies–Talkie Movies–Role of Cinema in politics–Popular Cine artists–Lyricists–Writers– Singers	15

Self study	Folk dance, Folk artists and Theatre
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Text books

1. Dhananjayan,G., 2011, *The Best of Tamil Cinema–1931– 2010*, Nation Press, Galatta Media Pvt. Ltd., Chennai.
2. Lakshmi Subramanian, *From the Tanjore Court to the Madras Music Academy*, Oxford University Press, Madras.
3. NandithaKrishna, 2006, *Folk Arts of Tamil Nadu*, C.P.Ramaswamy Aiyar Foundation, Chennai.
4. Perumal,A.N., 1981, *Tamil Drama, Origin and Development*, International Institute of Tamil Studies, Madras.
5. Rangaramanujalyangar, 1972, *History of South Indian (Carnatic) Music*, Vipanchi Cultural Trust, Bombay.

Reference Books

1. Selvaraj Velayutham, 2009, *Tamil Cinema: The Cultural Politics of India's other Film Industry*, Routledge, Taylor and Francis Group, London.
2. James G. Lochtefeld, 2002, *The Illustrated Encyclopedia of Hinduism: Ancient to Medieval*, The Rosen Publishing Group, New York.
3. Centre for Cultural Resources and Training, 2002, *Folk Art forms of Tamil Nadu*, Delhi.
4. Soundara Rajan, K.V., 2004, *Art of South India: Tamil Nadu & Kerala*, Sandeep Prakashan Publishers, Delhi.
5. Kilger, George, 1993, *Bharata Natyam in Cultural Perspective*, Manohar American Institute of Indian Studies, New Delhi.

Web Resources

1. <https://www.caleidoscope.in/art-culture/art-forms-of-tamil-nadu>
2. <https://www.southtourism.in/tamilnadu/artforms/index.php>
3. https://en.wikipedia.org/wiki/Indian_independence_movement_in_Tamil_Nadu
4. https://www.brainkart.com/article/Freedom-Struggle-in-Tamil-Nadu_41689/
5. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4331527

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	3	3	2	3	2	2	2	2
CO2	2	3	2	2	2	3	3	2	2	2	2	2
CO3	2	3	2	2	2	3	3	2	2	2	2	2
CO4	2	3	2	2	2	3	3	3	2	2	2	2
CO5	2	3	2	2	2	3	3	3	3	3	2	3
TOTAL	11	15	10	10	11	15	14	13	11	11	10	12
AVERAGE	2.2	3	2	2	2.2	3	2.8	2.6	2.2	2.2	2	2.4

3 – Strong, 2- Medium, 1- Low

SEMESTER I
SPECIFIC VALUE ADDED COURSE
STUDY OF PALM LEAF MANUSCRIPTS

Course Code	Credits	Total Hours	Total Marks
HP231V01	1	30	100

Pre-requisite:

The students should have basic knowledge about Palm Leaf manuscripts.

Learning Objectives:

1. To appraise the creative skills of the ancient Indians and the knowledge of writing materials.
2. To differentiate the types of Palm Leaf Manuscripts and its deteriorating factors.

CO	Upon completion of their course the students will be able to	
CO-1	recognize the meaning and origin of palm leaf manuscripts	K1
CO-2	defend the aesthetic creations of the ancient Indians.	K5
CO-3	adopt the writing knowledge of the Indians.	K6
CO-4	differentiate the various writing materials of palm leaf manuscripts	K4
CO-5	distinguish the types and features of the preparation of palm leaf manuscripts	K4

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

Units	Contents	No. of Hours
I	Palm Leaf Manuscript: It's Meaning – Origin – Uses	6
II	Writing Materials: Stone, Brick, Metal- Bark, Wooden Planks- Bone, Cloth, Paper	6
III	Types of Palm Leaf Manuscripts : Shrithala- Palmyra- Lontor	6
IV	Preparation of Palm leaf Manuscripts: Selection-Burnishing-Seasonings- Writing- Blackening- Guard- Binding	6
V	Factors of Deterioration: Physical - Biological - Chemical and Human Factors	6

Text Books:

1. Amalananda Ghosh (1991), *An Encyclopaedia of Indian Archaeology*, Brill Academic.

2. Saraju Rath (2012), *Aspects of Manuscript Culture in South India*, Brill Academic.
3. Wayne A. Wiegand and Donald Davis (1994), *Encyclopedia of Library History*, Routledge.
4. Emmrich, Christoph (2021), *From Manuscript to Print in South and Southeast Asia*, Oxford Research Encyclopedia of Religion, Oxford University Press.
5. Hartmut Scharfe (2002), *From Temple Schools to Universities*, in *Handbook of Oriental Studies*, Brill Academic.

References:

1. Patnaik, Durga Prasad.,(1989). *Palm Leaf Etchings of Orissa*, New Delhi, Abhinav Publications.
2. *Encyclopedia of Tamil Literature*, Volume I, Chennai, Indian Institute of Asian Studies, 1990.
3. Sambandan, M.S., (1997). *Achchum Pathippum*, Chennai, Manivasagar Publications.
4. Ove, K.Nordstrand., (1958). “*Some Notes on Procedures used in the Royal Library, Copenhagen, for the Preservation of Palm Leaf Manuscripts*”, *Studies in Conservation*, Vol.3.
5. Agrawal, Om Prakash.(1984). *Conservation of Manuscripts and Paintings of South-East Asia*, London: Butterworths & Co. Ltd.

Web Resources:

1. https://www.kamat.com/database/books/kareducation/plmleaf_texts.htm
2. <http://www.namami.org/downloads.html>
3. <https://www.csmvs.in/>
4. <http://www.idmuseum.co.in/>
5. <https://www.researchgate.net/figure/sample-of-medical-palm-leaf-manuscripts-in-Tamil>

SEMESTER-II
CORE COURSE IV: HISTORY OF MEDIEVAL INDIA– 1206 – 1707 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232CC1	4	1	-	1	5	6	90	25	75	100

Pre-requisite:

The students should have basic knowledge about Medieval India.

Learning Objectives:

1. To understand the genesis of the Muslim rule and their contributions.
2. To illustrate the religious, economic and socio-cultural life in medieval India.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the establishment of centralized monarchy	K2
2.	evaluate the contributions of Alauddin Khalji and Muhammad bin Tughlaq	K5
3.	analyze the religious and Deccan policy of Mughals.	K4
4.	apply the advancements in art and architecture	K3
5.	detail the facets of economic and socio-cultural life in Medieval India	K1

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate

Units	Contents	No. of Hours
I	Establishment of the Delhi Sultanate: Qutbuddin Aibak and Iltutmish - <i>Iqta</i> System -Centralised Monarchy: Sultana Raziya and Period of Instability-Age of Balban- <i>Chihalgani</i> -Theory of Kingship –Reorganisation of the Government -Mongol Threat-Internal Restructuring and Territorial Expansion–Jalaluddin and Alauddin Khalji’s approaches to the State – Administrative Reforms –Conquest and Annexation.	18
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	18
III	The Foundation of Mughal Empire: Central Asian experience of Babur - India on the eve of Babur’s invasion– Struggle for empire building in North India –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–Shah Jahan and his contribution – Aurangzeb- The Mughals and the North-Western frontier.	18
IV	Ideology and State in Mughal India: Akbar’s imperial agenda-Suhl-i-kul– Akbar’s religion-Dinilahi; 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.	18

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.	18
Self study	Economic and Socio-Cultural Life in Medieval India	

Text books

1. Chand, Tara, 1954. *Influence of Islam on Indian Culture*, Indian Press, New Delhi.
2. Chandra, Satish, 1998. *Medieval India: From Sultanate to the Mughals*, Har-Anand Publications, Delhi.
3. Habib, Mohammad and K.A. Nizami, 1970. *Comprehensive History of India: The Delhi Sultanate (A.D.1206-1526)*, People’s Publishing House, Delhi.
4. Mehta, J.L.,1986. *Advanced Study in the History of Medieval India,1000–1526A.D.*, Sterling Publication, New Delhi.
5. Mehta, J.L., 1990. *Advanced Study in the History of Medieval India, Medieval Indian Society and Culture, Vol.III*, Sterling Publication, New Delhi.

Reference Books

1. Ali, Athar, M., 2007. *Mughal India, Studies in Polity, Ideas, Society and Culture*, OUP, New Delhi.
2. Chandra, Satish, 2005. *Essays on Medieval Indian History*, OUP, New Delhi.
3. Habib, Mohammed & Irfan Habib, ed., 2016, *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi.
4. Pandey, A.B., 1976. *Early Medieval India*, Central Book Depot, Allahabad.
5. Qureshi, 1996. *Administration of the Sultanate of Delhi*, Oriental Book Reprint Corporation, New Delhi.

Web Resources

1. <https://sourcebooks.fordham.edu/india/indiasbook.asp>
2. <https://www.clearias.com/indian-history/>
3. <https://indiaolddays.com>
4. <https://www.britannica.com/topic/Mughal-dynasty>
5. <https://www.khanacademy.org/humanities/whp-1750/xcabef9ed3fc7da7b:unit-1-the-world-in-1750/xcabef9ed3fc7da7b:1-3-expanding-to-a-global-scale/a/read-mughal-empire>

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	2	3	3	3	3	3	3	2	2	3
CO2	2	3	2	2	3	3	3	2	3	3	3	3
CO3	2	3	2	2	3	3	3	3	2	2	2	2
CO4	3	3	2	2	3	3	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	2	2	3
TOTAL	11	14	11	11	15	14	15	14	13	12	12	14
AVG	2.2	2.8	2.2	3	2.8	3	2.8	2.6	2.4	2.4	2.4	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER-II
CORE COURSE -V: SOCIO-CULTURAL HISTORY OF TAMIL NADU-
1565 – 2000 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232CC2	4	1	-	1	5	6	90	25	75	100

Pre-requisite:

The students should have basic knowledge about Socio-Cultural History of Tamil Nadu.

Learning Objectives:

1. To describe the socio-cultural contributions of the Nayaks, Marathas, Sethupathis of Ramnad to Tamil Nadu.
2. To analyze the growth and impact of Western Education and Dravidian parties.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	remember the social condition during the Nayak period	K1
2.	evaluate the contributions of Marathas to the culture of the Tamil region	K5
3.	analyse the Contribution of Sethupathis of Ramnad to Tamil society.	K4
4.	apply the Growth of Western Education	K3
5.	narrate the social condition during the Nayak period	K2

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate

Units	Contents	No. of Hours
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.	18
II	Tamilagam 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.	18
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	18
IV	Christianity: Policy of the Company - growth and impact - Introduction of Western education– Government education-Professional and Technical education–Female education.	18
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	18

transformation-socio- cultural impact of the Dravidian parties
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Self study	Dravidian Movement
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Text books

1. Irschick, Eugene, F., 1986. *Tamil Revivalism in the 1930s*, Cre-A, Madras.
2. Jagadeesan, P., 1990. *Marriage and Social Legislations in Tamil Nadu*, Elatchaiappen Publication, Madras.
3. Murugesan, Mangala, N.K., 1981. *Self-Respect Movement in Tamil Nadu, 1920-40*, Koodal Publication, Madurai.
4. Rajaraman, P., 1988. *Justice Party: A Historical Perspective, 1916-37*, Poompozhi Publishers, Madras.
5. Rangaswamy, M., 2006. *Tamil Nationalism*, Hema Publication, Chennai.
6. Varghese Jeyaraj, S., 2017. *Socio Economic History of Tamil Nadu (1565- 1967)*, Anns Publications, Uthamapalayam .
7. Singaravelu, S., 1966. *Social Life of the Tamils*, Department of Indian Studies, Kuala Lumpur.

Reference Books

1. Sastri, K.A.N, 1972. *The Pandyan Kingdom from the Earliest Times to Sixteenth Century*, Swathi Publications, Madurai.
2. Rajaraman, P., 1997. *Chennai through the Ages*, Poompozhi Publication, Chennai.
3. Sastri, V.S. Ramasamy, 2002. *The Tamils, The People, Their History and Culture in, 5 Volumes*, Cosmo Publication, New Delhi.
4. Sathianatha Aiyar, R., 1991. *History of Nayaks of Madurai*, Asian Educational Services, Madurai.
5. Subramaniam, P., 1996. *Social History of the Tamils, 1707-1947*, D.K. Print world (P) Ltd, New Delhi.

Web Resources

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>
3. <http://tnpsctutorial.blogspot.com/2013/09/the-nayak-rule.html>
4. https://www.tamilnadu.ind.in/tamilnadu_history/sethupathis_thondaimans/sethupathis.php
5. <https://www.vedantu.com/question-answer/the-nonbrahmin-movement-was-launched-by-ev-class-11-social-science-cbse-6024a670b6349a1ca07b977f>

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	2	2	3	3	2	2	2	3
CO2	2	3	3	2	2	2	2	3	2	2	2	3
CO3	2	3	3	2	2	2	3	3	2	2	2	3
CO4	2	3	3	2	2	2	3	3	2	2	2	3
CO5	2	3	3	2	2	2	3	3	2	2	2	3
TOTAL	10	15	15	10	10	10	14	15	10	10	10	15
AVERAGE	2	3	3	2	2	2	2.8	3	2	2	2	3

3 – Strong, 2- Medium, 1- Low

SEMESTER-II
CORE COURSE-VI: HISTORIOGRAPHY AND HISTORICAL
METHODS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232CC3	4	1	-	1	5	6	90	25	75	100

Pre-requisite:

The students should have basic knowledge about Historiography and Historical Methods.

Learning Objectives:

1. To understand the meaning, scope and purpose of history and the methodology of Historical Writing.
2. To analyze the research contributions of historians and research techniques in history.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the meaning and scope of history	K2
2.	remember the various theories and philosophical approaches to history	K1
3.	apply the historical research	K3
4.	analyze the contribution of western historians	K4
5.	evaluate the historical writings of important Indian historians	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate;

Units	Contents	No. of Hours
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	18
II	Philosophy of History – Positivist History – Marxist Interpretation of History –Annales Paradigm– Subaltern History –Subjectivity and Need for Objectivity in History	18
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	18
IV	Development of Historical writing in the West – Herodotus, Thucydides, St. Augustine, Ibn Khaldun, L.V.Ranke, Arnold Toynbee, E.H.Carr, Fern and Braudel, E.P.Thompson, Eric Hobsbawm	18
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	18

Self study	Development of Historical writing in the West
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Text books

1. Ali, Sheik, 2019. *History: Its Theory and Method*, Laxmi Publications, New Delhi.
2. Carr, E.H., 2018. *What is History?*, Penguin Books Ltd, New Delhi.
3. Manikam, S., 1977. *On History & Historiography*, Padumam Publishers, Madurai.
4. Rajayyan, K., 1982. *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai.
5. Sreedharan, E., 2004. *A Text book of Historiography: 500 BC to AD 2000*, Orient Longman, New Delhi.

Reference Books

1. Bloch, Marc, 2017. *The Historian's Craft*, Aakar Books, Delhi.
2. Collingwood, R.G., 1994. *The Idea of History*, OUP, Delhi.
3. Dray, W.H., 1964. *Philosophy of History*, Prentice-Hall, New Jersey.
4. Jenkins, Keith, 1999. *Why History? Ethics and Postmodernity*, Routledge, London.
5. Sen, S.P., 1973. *Historians and Historiography in Modern India*, Institute of Historical Studies, Calcutta.
6. Sreedharan, E., 2007. *A Manual of Historical Research Methodology*, Centre for South Indian Studies, Trivandrum.

Web Resources

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>
4. <https://edwardseducationblog.files.wordpress.com/2013/07/historical-method.pdf>
5. <https://www.britannica.com/topic/historiography>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	2	3	3	2	3	3	3	3	3	3
CO2	2	3	3	3	3	3	3	3	3	3	3	3
CO3	2	3	3	3	3	3	3	3	3	3	3	3
CO4	2	3	2	2	3	3	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	3	3	3	3	3
TOTAL	10	15	13	14	15	14	15	15	15	15	15	15
AVERAGE	2	3	2.6	2.8	3	2.8	3	3	3	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER II
ELECTIVE COURSE –III: a) HISTORY OF JOURNALISM

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232EC1	2	1	-	1	3	4	60	25	75	100

Pre-requisite:

The students should have basic knowledge about Journalism.

Learning Objectives:

1. To explain the role of press in social awakening and the prominent personalities for the growth of journalism.
2. To present the role of the press in the freedom movement.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	explain the origins and the and role of press in social awakening	K1
2.	analyse the present role of the press in the freedom movement at the national level	K4
3.	apply the government reaction to the role of the press	K3
4.	assess the role of prominent personalities for the growth of journalism	K5
5.	understand the contribution of various newspapers	K2

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate

Units	Contents	No. of Hours
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.	12
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	12
III	Government and the press: reaction and regulation – Press laws	12
IV	Contribution of Eminent Personalities to Indian Journalism: Bala Gangadhara Tilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism-G.Subramania Iyer-Peiryar- Aditanar- Kalaignar	12
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	12

Self study	Contribution of Important News Papers
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Text books

1. Nadig Krishna Murthy, 1966. *Indian Journalism*, Mysore University Press, Prasaranga.

2. Parthasarathi, R., 1984. *Modern Journalism in India*, Mac Millian India, New Delhi.
3. Gurusamy, M.P., 2009. *Journalism, (Tamil)*, Guru-Thenmozhi Publication, Dindigul.
4. Samy, A.M., 1987. *Origin and Growth of Tamil Press, (Tamil)*, Navamani Pathipagam, Chennai.
5. Ahuja, A.N., 1984. *Theory and Practice of Journalism*, Surjeet Publication, Delhi.

Reference Books

1. Lyle Spencer, M., 1917. *News writing: The Gathering, Handling and Writing of News Stories*, Chicago, New York.
2. Vir Bala Aggarwal, 2006. *Essentials of Practical Journalism*, Concept Publishing Company, New Delhi.
3. Anna Mc Kane, 2006. *News Writing*, Sage Publications, New Delhi.
4. David Wain Wright, 1981. *Journalism Made Simple*, Rupa & Co., London.
5. Richard Keeble, 2006. *The Newspapers Handbook (4thedition)*, Routledge Publications, London and New York.
6. Susan Pape & Sue Featherstone, 2005. *Newspaper Journalism: A Practical Introduction*, London Thousand Oaks, Sage Publications, New Delhi.
7. Rich, 2010. *Writing and Reporting News: A Coaching Method*, (6th edition), Wadsworth, Cenage Learning, Boston.

Web Resources

1. https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150
2. https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf
3. <https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growth-of-press-in-india/21000143>
4. <https://www.britannica.com/topic/journalism>
5. <https://www.robertniles.com/journalism/>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	3	2	3	3	3	2	3	3	2	3
CO2	2	3	3	3	2	3	3	2	3	3	3	3
CO3	2	3	3	3	2	3	3	2	3	3	3	3
CO4	2	3	3	3	2	3	3	2	3	3	3	3
CO5	2	3	3	3	3	3	3	2	3	3	3	3
TOTAL	10	15	15	14	12	15	15	10	15	15	14	15
AVERAGE	2	3	3	2.8	2.4	3	3	2	3	3	2.8	3

3 – Strong, 2- Medium, 1- Low

SEMESTER II
ELECTIVE COURSE - III: b) INTERNATIONAL MIGRATIONS AND
DIASPORIC STUDIES

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232EC2	2	1	-	1	3	4	60	25	75	100

Pre-requisite:

The students should have basic knowledge about International migrations and diaspora.

.Learning Objectives:

1. To explain the theories of international migrations and diaspora.
2. To examine the issues of identity among the Indian diaspora.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	explain the theories of international migrations and diaspora.	K1
2.	apply the position of Indian diaspora worldwide.	K3
3.	examine the issues of identity among the Indian diaspora.	K4
4.	evaluate the Indian policies towards diaspora.	K5
5.	understand the perspectives and policies of receiving countries.	K2

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate;

Units	Contents	No. of Hours
I	International Migrations Theories of International Migrations – History of International Migration – Ethnicity and Gender in International Migrations	12
II	Theories of Diaspora Definitions and Theories of Diaspora–Major Diasporas: Jewish, African, Chinese and Indian – Globalisation and Diaspora	12
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	12
IV	Issues of Identity in the Indian Diaspora Religion and Caste – Language and Culture–Institutions and Associations	12
V	Indian Diaspora and Policy Perspective Sending Country’s Perspective – Receiving Country’s Perspective	12

Self study	Issues of Identity in the Indian Diaspora
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Text Books

1. Stephen Castles, Mark J. Miller, 1998. *The Age of Migration*, 6th Edition, Bloomsbury

Publications, New Delhi.

2. Khadria, Binod, 1999. *The Migration of Knowledge Workers: Second -generation Effects of India's Brain Drain*. Sage Publications, New Delhi.
3. Ajaya Kumar Sahoo and Brij Maharaj (eds.), 2007. *Sociology of Diaspora: A Reader*, Rawat Publications, New Delhi.
4. Cohen, Robin, 1997. *Global Diaspora: An Introduction*, UCL Press, London.
5. Anastasia Christou, Eleonore Kofman, 2000. *Gender and Migration*, Springer, London.

Reference Books

1. Lal, Brij V. Peter Reeves and Rajesh Rai (eds.), 2007. *The Encyclopedia of the Indian Diaspora*, Editions Didier Millet, Singapore.
2. Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.), 2003. *Culture and Economy in the Indian Diaspora*, Routledge, London.
3. Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.), 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*, Sage Publications, New Delhi.
4. Bhatia, Sunil, 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*, New York University Press, New York.
5. Safran, William, Ajaya Kumar Sahoo and Brij V., Lal (eds.), 2008. *Transnational Migrations: The Indian Diaspora*, Routledge Publications, New Delhi.
6. Puwar, N. & Raghuram, P., (eds.), 2003. *South Asian Women in the Diaspora*, Oxford Berg, New Delhi.

Web Resources

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>
4. <https://carleton.ca/mds/what-is-migration-and-diaspora-studies/#:~:text=Migration%20and%20Diaspora%20Studies%20offers,movement%20of%20people%20across%20b>
5. <https://www.differencebetween.com/difference-between-diaspora-and-vs-migration/>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	2	3	2	2	2	3	3	2	3
CO2	2	3	3	3	3	2	3	2	3	3	2	3
CO3	2	3	3	3	3	2	3	2	3	3	2	3
CO4	2	3	3	3	3	2	3	2	3	3	3	3
CO5	2	3	2	3	3	2	3	2	3	3	3	3
TOTAL	10	15	14	14	15	10	14	10	15	15	12	15
AVERAGE	2	3	2.8	2.8	3	2	2.8	2	3	3	2.4	3

3 – Strong, 2- Medium, 1- Low

SEMESTER II
ELECTIVE COURSE - III: c) HISTORY OF COMMUNICATION
SYSTEM IN INDIA

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232EC3	2	1	-	1	3	4	60	25	75	100

Pre-requisite:

The students should have basic knowledge about Communication System in India.

Learning Objectives:

1. To understand the Communication System of India.
2. To analyze the impact of all Communication system in India.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the history of Communication System in India	K2
2.	analyze the role of Press and Media in the people's Communication system	K4
3.	remember the various types of Communication system	K1
4.	evaluate the process of Communication System from Ancient and Modern period.	K5
5.	demonstrate the medium of Communication System applicable to the World.	K3

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate

Units	Contents	No. of Hours
I	Communication: Communication– Definitions– Scope– forms and purpose – Intra-Personal– Interpersonal, mass, non-verbal, verbal– sources–message – channel– receiver	12
II	Press: Press System- Origin –An overview of the Indian Press–Language Press– Newspapers and Magazines-The influence of New Media–Indian Print Media	12
III	Radio and Television: Radio as a medium of mass communication – Ownership types –Audience - History of Television Broadcasting in India – Comparison with UK and USA –Trends in Indian Television industry–Various Committees on Television	12
IV	Cinema: Brief History of Cinema in the World and India – Regional Cinema; History and recent trends- various bodies like Censor Board, Societies, Institutes and Awards –Motion Picture– documentary films	12
V	New Media: Evolution of telephones, allied media, fax, telex, Internet, DTP, Computers, Interactive Video	12

Self study	New Media
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Text books

1. Seetharaman, K.S., 1991. *Communication and Culture-A World View*, McGraw Hill, New Delhi.
2. Mc Quail, Dennis and Steven Windhal, 1981. *Communication Models*, Longman Publication, New York.
3. David, K.S. Berlo, Rinchart, 1960. *The Process of Communication-An Introduction to Theory and Practice*, Holt, Rinehart & Winston of Canada Ltd., New York.
4. Aravind Kumar, (e.d.), 1999. *The Mass Media*, Anmol Publications, New Delhi.
5. Rafiq Dossani, 2002. *Telecommunications Reform in India*, Greenwood Publishing Group, California.

Reference Books

1. Kaminsky, Arnold P. Long, Roger, D., 2011. *India Today: An Encyclopedia of Life in the Republic: An Encyclopedia of Life in the Republic*, ABC-CLIO Publishing House, California.
2. Kathleen Readon, 1991. *Persuasion in Practice*, Sage Publications, New Delhi.
3. Sidney Kraus and Richard, M. Perloff, (e.d.), 1985. *Mass Media and Political Thought*, Sage Publications, New Delhi.
4. Rosengren, 1985. *Media Ratification Research*, Sage Publications, New Delhi.
5. Dharmakumar, Rohin, 2011. *India Telcos: Battle of the Titans*, Forbes Publication, Hongkong.

Web Resources

1. https://www.indianetzone.com/40/communication_india.htm
2. <https://www.toppr.com/guides/fundamentals-of-economics-cma/indian-economy/communication-systems-in-india>
3. <https://www.studocu.com/in/document/banaras-hindu-university/journalism-and-mass-communication/note-on-early-communication-system-and-evolution-of-c>
4. <https://www.nimc-india.com/history-mass-media-india.html>
5. [https://www.researchgate.net/publication/319563121_Epistemology_of_Communication_in_India_a_A_historical_account_beyond_Development](https://www.researchgate.net/publication/319563121_Epistemology_of_Communication_in_India_A_historical_account_beyond_Development)

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	3	3	3	3	2	3	2	3	2
CO2	2	3	3	3	3	3	3	2	3	2	3	2
CO3	2	3	3	3	3	3	3	2	3	2	3	2
CO4	2	3	3	3	3	3	3	2	2	2	3	3
CO5	3	3	3	3	3	3	3	2	2	2	3	3
TOTAL	11	15	15	15	15	15	15	10	13	10	15	12
AVERAGE	2.2	3	3	3	3	3	3	2	2.6	2	3	2.4

3 – Strong, 2- Medium, 1- Low

SEMESTER-II
ELECTIVE COURSE - IV: a) INDIAN CONSTITUTION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232EC4	2	1	0	1	3	4	60	25	75	100

Pre-requisite:

The students should have basic knowledge about Indian Constitution.

Learning Objectives:

1. To understand the salient features of the Indian Constitution.
2. To illustrate the structure and functions of the various components of Government.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the salient features of the Indian Constitution.	K2
2.	remember the rights and duties of Citizens and Aliens.	K1
3.	evaluate the nature of Indian federalism and the rationale for emergency provisions.	K5
4.	analyse the powers and functions of the various units of the government.	K4
5.	apply the structure at the state level	K3

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate;

Unit	Contents	No. of Hours
I	Historical background- Constitutional Development- Making of Constitution- Sources of the Indian Constitution- The Preamble of the Constitution- Citizenship	12
II	Fundamental Rights – Directive Principles of State Policy– meaning and purpose - Fundamental Duties- significance- important amendments to the Constitution	12
III	Indian Federalism: Its Features - Unitary Features: Distribution of powers: Legislative - Administrative and Financial relation - Emergency Provisions	12
IV	Union Government– President: Election– Powers and Functions–Cabinet: Prime Minister–Parliament Composition, Powers and functions- Process of law making – Speaker –Parliamentary Committees – Supreme Court of India: Composition, powers and functions	12
V	State Government: Role of the Governor- Chief Minister- Council of Ministers- Cabinet- State Legislature: Legislative council- Legislative Assembly- Legislative Procedure- High Court- Jurisdiction and powers	12

Self study	State Government
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Text books

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

Reference Books

1. Bhargava Rajeev,(e.d.), 2009. *Politics and Ethics of the Indian Constitution*, Oxford University Press, New Delhi.
2. Durga Das Basu, 2000. *Commentary on the Constitution of India*, Wadha &Company, Delhi.
3. Gautam Bhatia, 2019. *Transformative Constitution, A Radical Biography in Nine Acts*: Harper Collins India, New Delhi.
4. Misra, B.R., 1952. *Economic Aspects of Indian Constitution*, Orient Longman, Calcutta.
5. Pylee, Moolamattom Varkey, 1994. *India's Constitution*, R. Chand & Company, New Delhi.

Web Resources

1. <https://legislative.gov.in/constitution-of-india>
2. https://www.constitutionofindia.net/constitution_of_india
3. <https://www.loc.gov/item/57026883>
4. <https://www.india.gov.in/my-government/constitution-india#:~:text=The%20Republic%20is%20governed%20in,structure%20with%20certain%20unitary%20features.>
5. <https://www.clearias.com/constitution-of-india/>

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	3	2	2	2	3	3	2	2	3
CO2	2	3	3	3	3	2	3	3	3	2	3	3
CO3	2	3	3	2	2	2	3	3	2	2	2	3
CO4	2	2	2	2	2	2	3	3	2	2	2	2
CO5	2	3	3	2	2	2	2	3	2	2	2	2
TOTAL	10	14	14	12	11	10	13	15	12	10	11	13
AVERAGE	2	2.8	2.8	2.4	2.2	2	2.6	3	2.4	2	2.2	2.6

3 – Strong, 2- Medium, 1- Low

SEMESTER II
ELECTIVE COURSE - IV: b) ENVIRONMENTAL HISTORY OF INDIA

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232EC5	2	1	0	1	3	4	60	25	75	100

Pre-requisite:

The students should have basic knowledge about Environmental History of India.

Learning Objectives:

1. To examine the various schools of thought in ecological studies.
2. To trace the impact of eco systems from a historical perspective.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the various schools of thought in ecological studies.	K2
2.	apply the impact of eco systems from a historical perspective.	K3
3.	evaluate the impact of British ecological imperialism.	K5
4.	examine the impact of various environmental movements in India	K4
5.	remember the role of various movements	K1

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate;

Units	Contents	No. of Hours
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.	12
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.	12
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.	12
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.	12

V	Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada Bacchao Andolan – Silent Valley Movement – Jungle Bachao Andolan.	12
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Self study	Habitats in Human history, Eco-systems, Forest policy
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Text books

1. Irfan Habib, 2011. *Man and Environment: Vol-36: Ecological History of India*, Tulika Books, New Delhi.
2. Donald Hughes.J., 2006. *What is Environmental History?*, Polity Press, Cambridge, U.K.
3. Madhav Gadgil & Ramchandra Guha, 1992. *The Fissured Land: An Ecological History of India*, OUP: Berkeley and Los Angeles, California, USA.
4. Mahesh Rangarajan & Sivaramakrishnan,K.,(e.d.),2012. *India's Environmental History: From Ancient Times to the Colonial Period*, Vol 1, Permanent Black: Ranikhet, India.
5. Donald Worster and Alfred Crosby, (e.d.),1988. *Modern Environmental History*, Cambridge University Press, Cambridge.
6. Ramachandra, Guha, 1989. *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, OUP.

Reference Books

1. Christopher Hill, 2008. *South Asia: An Environmental History*, ABC-CLIO, Inc: California, US.
2. Donald Worster and Alfred Crosby, (e.d.), 1988. *Ecological Imperialism: The Overseas Migration of Western Europeans as biological phenomenon- In The Ends of the Earth: Perspectives on Modern Environmental History*, Cambridge University Press, Cambridge.
3. David L Gosling, *Religion and Ecology in India and South East Asia*, Routledge, London, U.K.
4. Guha, Ramachandra, 2000. *Environmentalism: A Global History*, OUP, New Delhi.
5. Guha, Ramachandra & Martinez-Alier,J., 1998. *Varieties of Environmentalism: Essays - North and South*, OUP, New Delhi.
6. Joakim, Radkau, 2008. *Nature and Power: Global History of the Environment*, Cambridge University Press, New York, USA,
7. Keith, Smith, 1996. *Environmental Hazards*, Routledge, New York.

Web Resources

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>
4. <https://www.cambridge.org/core/books/an-environmental-history-of-india/introduction/69C0E2ACC58C788FA03AC161A7D49DFC>
5. <https://academic.oup.com/ehr/article-abstract/135/575/1083/5906234?redirectedFrom=fulltext>

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	2	2	2	3	2	2	2	2	2
CO2	2	2	3	2	2	2	2	2	2	2	2	2
CO3	2	3	3	3	2	2	3	3	2	2	3	3
CO4	2	3	3	2	2	2	3	2	2	2	2	3

CO5	2	3	3	2	2	2	3	2	2	2	2	3
TOTAL	10	13	15	11	10	10	14	11	10	10	11	13
AVERAGE	2	2.6	3	2.2	2	2	2.8	2.2	2	2	2.2	2.6

3 – Strong, 2- Medium, 1- Low

SEMESTER-II
SEMESTER II

ELECTIVE COURSE - IV: c) GEOGRAPHICAL HISTORY OF INDIA

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232EC6	2	1	0	1	3	4	60	25	75	100

Pre-requisite:

The Students should have basic knowledge about Geographical History of India.

Learning Objectives:

1. To understand the topographical system of India.
2. To evaluate the various types of soils, socio-cultural and economic system of India.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the Geographical history of India.	K2
2.	analyze the varieties of soil resources present in India.	K4
3.	evaluate the topographical system of India.	K5
4.	remember the cultural contribution in India.	K1
5.	apply the development of Human beings in the particular geographical condition of India.	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate;

Units	Contents	No. of Hours
I	Physical Setup: Location.- Physiographic division of India – Himalayan and Peninsular Rivers – Climatic Regions and its characteristic - Soil types and distribution – Natural Vegetation – Forest and its products – River Irrigation – Projects- Damodar Valley Corporation	12
II	Agriculture: Agriculture – Its Importance – Distribution and Production – Paddy – Wheat- Cotton- Jute – Tea – Coffee – Problems of Indian Agriculture	12
III	Mineral Resources: Mineral Resources – Distribution, Production and Trade – Iron, Manganese, Mica, Bauxite – Power Resources- Coal, Petroleum, Natural Gas – Atomic Minerals	12
IV	Industries: Locational factors- Major industries – Iron and Steel – Steel – Ship building – Chemicals- paper – Cement – Sugarcane industries	12
V	Human Resources: Population, Growth and Distribution – Rural and Urban – Migration – Types and causes	12

Self study	Climate, soil types
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Text books

1. Deshpande, C.D., 1992. *India-A Regional Interpretation*, Northern Book Centre, New Delhi.
2. Farmer, B.H., 1983. *An Introduction to South Asia*, Methuen, London.
3. Govt. of India, 2001. *India-Reference Annual – 2001*, Publication Division, New Delhi.
4. Govt. of India, *National Atlas of India*, NATMO Publication, Calcutta.
5. Govt. of India, 1965. *The Gazetteer of India, Vol.I & III*, Publication Division, New Delhi.

Reference Books

1. Khullar, D.R., 2006. *India: A Comprehensive Geography*, New Delhi, Kalyani Publication.
2. Learmonth, A.T.A., (e.d.), 1982. *Man and Land of South Asia*, Concept, New Delhi.
3. Mitra, A., 1967. *Levels of Regional Development in India, Census of India, Vol.I, Part I-A (i) and (ii)*, New Delhi.
4. Routray, J.K., 1993. *Geography of Regional Disparity*, Asian Institute of Technology, Bangkok.
5. Shafi, M., 2000. *Geography of South Asia*, Macmillan &Co, Calcutta.

Web Resources

1. <https://www.thoughtco.com/geography-and-history-of-india-1435046>
2. <https://www.britannica.com/place/India>
3. <https://www.google.com/search?q=geographical+history+of+india&ei=15J0ZOWnJpKes eMPzOmFoAQ&ved=0ahUKEwil74qtvJr AhUST2wGHcx0AUQQ4dUDCA8&>
4. <https://objectiveias.in/historical-geography-of-india/>
5. http://www.gov.pe.ca/photos/original/wi_India.pdf

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	2	3	2	2	2	2	2	2	2
CO2	2	2	3	2	3	2	2	2	3	2	2	2
CO3	2	2	3	2	3	2	2	2	2	2	2	2
CO4	2	3	2	2	3	2	2	3	2	2	2	3
CO5	2	3	3	2	3	2	2	2	2	2	2	2
TOTAL	10	12	14	10	15	10	10	11	11	10	10	11
AVERAGE	2	2.4	2.8	2	3	2	2	2.2	2.2	2	2	2.2

3 – Strong, 2- Medium, 1- Low

SEMESTER II
SKILL ENHANCEMENT COURSE- 1: RESEARCH AND REPORT
WRITING

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232SE1	2	1	-	1	2	4	60	25	75	100

Pre-requisite:

The students should have basic knowledge about research and report writing.

Learning Objectives:

1. To explain the importance of report writing.
2. To point out the methods of research writing and project proposals.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	tell the importance of report Writing	K1
2.	analyze the method of research writing	K4
3.	explain the methods of writing research proposals	K2
4.	evaluate the importance of ethics in research	K5
5.	apply the best practices	K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate

Units	Contents	No. of Hours
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.	12
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.	12
III	Report Writing Writings project proposals - Lecture notes - Progress reports- Utilization reports - Scientific Reports – Analyse One Government report from the Library	12
IV	Ethics and research- fabrication- plagiarism- misrepresentation	12
V	Best practices- formulating the focus of the research-possess and Develop cultural knowledge- importance of socially beneficial research.	12

Self study	Writings project proposals
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Text books

1. Stephen Weldenborner, Domenick Caruso & Gary Parks, 1982. *Writing Research Papers: A guide to the Process*, Bed Ford Publications, New York.
2. Ravikumar, C.P., 2000. *On Writing a Thesis*, IETE Journal of Education
3. Joan Lambert & Curtis Frye, 2016. *Microsoft Office*, Microsoft Press, Washington.
4. Arka Bhattacharya, A., 2015. *A Hand Book of Report Writing*, Books Way Publications, Kolkata.
5. Baugh, L. Sue, 1992. *How to write term papers and reports*. VGM Career Horizons Publishers, Lincolnwood.

Reference Books

2. David Carlisle, Michel Goossens, Sebastian Rahtz & Adrian Clark, 1994. *Essential LATEX++*, Jon War brick with additions, New York.
3. Borden, Iain and Katerina Ruedi Ray, 2014. *The Dissertation: A Guide for Architecture Students*. Third Edition.
4. Naushad Alam, Q.J. Admad Peer & Banarsi Lal, 2019. *Technical Report Writing and Research Methodology*, Write & Print Publications, Mumbai.
5. Kothari, C.R., & Gaurav Gang, 2019. *Research Methodology*, New Age International Publications, New Delhi.
6. Turabian, Kate L., 2007. *A Manual for Writers of Term Papers Theses, and Dissertations*, 7th Ed, University of Chicago Press, Editorial Staff, London.

.Web Resources

1. <https://www.researchgate.net/publication/325546150>
2. <https://www.adelaide.edu.au/writingcentre/ua/media/28/learningguide-writingaresearchreport.pdf>
3. <https://t4tutorials.com/report-writing-in-research-methodology/>
4. <https://www.questionpro.com/blog/research-reports/>
5. <https://www.formpl.us/blog/research-report>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	3	2	2	3	2	2	2
CO2	2	3	2	2	3	3	2	2	2	2	2	2
CO3	2	3	2	2	3	3	2	2	2	2	2	2
CO4	2	3	2	2	3	3	2	3	2	2	3	2
CO5	2	3	3	2	3	3	3	2	3	3	3	3
TOTAL	10	15	11	10	15	15	11	11	12	11	12	11
AVERAGE	2	3	2.2	2	3	3	2.2	2.2	2.4	2.2	2.4	2.2

3 – Strong, 2- Medium, 1- Low

SEMESTER – I & II
LIFE SKILL TRAINING – I ETHICS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
PG23LST1	1				1	1	15	-	50	100

Prerequisites: Value education-its purpose and significance in the present world

Learning Objectives

1. To familiarize students with values of the individual, society, culture, one's own health and life philosophy,
2. To impart knowledge of professional ethical standards, codes of ethics, obligations, safety, rights, and other worldwide challenges.

Course Outcomes	On completion of this course the student will be able to	
CO1	understand deeper insight of the meaning of their existence.	K1
CO2	recognize the philosophy of life and individual qualities	K2
CO3	acquire the skills required for a successful personal and professional life.	K3
CO4	develop as socially responsible citizens.	K4
CO5	create a peaceful, communal community and embrace unity.	K3

Unit	Contents	No. of Hours
I	Goal Setting: Definition - Brainstorming Session – Setting Goals – Few components of setting goals.	3
II	Group Dynamics: Definition - Nature of Groups – Types of Groups – Determinants of group behavior	3
III	Conflict Resolution: Definition – What is a conflict resolution – Why should conflicts be resolved? - Lessons for life	3
IV	Decision Making: Definition – 3C's of decision making – Seven Steps to effective decision making – Barriers in effective decision making	3
V	Anger Management: Effects of anger – Tips to reduce anger – Anger warning signs – Identify your triggers – Ways to cool down	3

	your anger.	
TOTAL		15
Self-Study Portion: Salient values for life, Human Rights, Social Evils and how to tackle them, Holistic living, Duties and responsibilities.		

Textbooks

Life Skill Training – I Ethics, Holy Cross College (Autonomous), Nagercoil

Reference Books

1. Holy Cross College (Autonomous), Nagercoil (2007). Foundation Course Life's Challenges. Sipca Computers.
2. Mathew, Sam (2010). Self Help Life Book. Opus Press Publisher.
3. Swati Mehrotra. (2016). Inspiring Souls Moral Values and Life Skills (1st ed.) [English]. Acevision Publisher Pvt. Ltd.
4. Irai Anbu, v. (2010, August). Random Thoughts (1st ed.) [English]. THG Publishing Private Limited, 2019.
5. Holy Cross College (Autonomous), Nagercoil (2007). Foundation Course Life's Challenges. Sipca Computers.

Web Resources

1. <https://positivepsychology.com/goal-setting-exercises/>
2. https://www.gov.nl.ca/iet/files/CCB_GroupDynamicsGuide.pdf
3. https://en.wikipedia.org/wiki/Conflict_resolution
4. <https://asana.com/resources/decision-making-process>
5. <https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/anger-management/art-20045434>