

Department of History



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.

Programme Educational Objectives (PEOs)

PEOs	Upon completion of B.A Degree Programme, the graduates will be able to	Mapping with Mission
PEO 1	Apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.	M1 & M2
PEO 2	Use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	M2, M3, M4 & M5
PEO 3	pursue lifelong learning and continuous improvement of the Knowledge and skills with the highest professional and ethical standards.	M3, M4, M5 & M6

Programme Outcomes (POs)

PO	Upon completion of B.A. Degree Programme, the graduates will be able to:	Mapping with PEOs
PO1	Obtain efficiently the knowledge and skills to face life challenges.	PEO1
PO2	Implement the contributions of great thinkers/ writer/ activist and transform the society in accordance with local, national and global needs.	PEO1
PO3	Enhance leadership qualities, team spirit and communication skills for a better developmental career.	PEO2
PO4	Apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.	PEO2
PO5	Communicate effectively and collaborate successfully with peers to become competent professionals.	PEO2& PEO3
PO6	Prioritize cultural, ethical and moral values through learning experiences for a sustainable development.	PEO2& PEO3
PO7	Participate in learning activities throughout life, through self-paced and self-directed learning to improve knowledge and skills.	PEO1 & PEO3

Programme Specific Outcomes (PSO)

PSO	Upon completion of B.A. History Programme, the graduates will be able to:	Mapping with POs
PSO1	Discuss the contributions of History to the socio, economic, religious, cultural, aesthetic, art and architecture, language and literature, science and technology and industrial developments at the local, regional, national and global levels	PO1,PO2& PO7
PSO2	Articulate and apply effectively the obtained historical knowledge for the acquisition of entrepreneurship and employability.	PO3 & PO5
PSO3	Approach the recent developments with a critical and analytical mind applying the lessons from history for viable solutions	PO4 & PO7

PSO4	Pursue higher learning and acquire continuous improvements of the knowledge and skills in the domain concerned with ethical, moral and professional values.	PO4,PO6 & PO7
PSO5	Contribute to the sustainable development of the contemporary society with the thorough understanding of the historical roots and context of the various social, environmental, ethical human rights, women's and other issues faced by humanity.	PO1,PO2 & PO6

Eligibility Norms for Admission

A pass in the Higher Secondary Examination (10+2) (Academic / Vocational Stream) conducted by the Government of Tamil Nadu or an examination accepted as equivalent there to by the syndicate of Manonmaniam Sundaranar University, Tirunelveli, is eligible for admission.

Duration of the Programme: 3 years

Medium of Instruction: Tamil

Passing Minimum

A minimum of 40% in the external examination and an aggregate of minimum 40% is required. There is no minimum pass mark for the Continuous Internal Assessment.

Components of B.A. History Programme

Part III (Core Course and Elective Course)

Core Course	Core – Theory Papers	(15x100)	1500
	Elective – Theory Papers	(4x100)	400
	Discipline Specific Elective – Theory Papers	(4x100)	400
	Major Project	(1x100)	100
	Total Marks		2400
Part III	Total Marks		2400

Course Structure Distribution of Hours and Credits

Course	S I	S II	S III	S IV	S V	S VI	Total	
							H	C
Language	6 (3)	6 (3)	6 (3)	6 (3)			24	12
English	6 (3)	6 (3)	6 (3)	6 (3)			24	12
Core Course	5 (5)+ 5 (5)	5 (5)+ 5 (5)	5 (5)+ 5 (5)	5 (5)+ 5 (5)	5 (4)+ 5 (4)+ 5 (4)+	6(4) + 6(4) + 6(4)	78	68
Core Project					5 (4)			
Elective Course	4 (3)	4 (3)	4 (3)	3 (3)	4 (3)+ 4 (3)	5 (3)+ 5 (3)	33	24
Skill Enhancement Course SEC	2 (2) (NME)	2 (2) (NME) + 2 (2)	1(1)+ 2 (2)	2 (2) +2 (2)			13	13
Skill Enhancement- (Foundation Course)	2 (2)						2	2
EVS			1	1 (2)			2	2
Value Education					2 (2)		2	2
Summer Internship /Industrial Training					(2)		-	2
Extension Activity						(1)	-	1
Professional Competency Skill						2 (2)	2	2
Total	30(23)	30(23)	30(22)	30 (25)	30 (26)	30 (21)	180	140

Total Number of Hours = 180

Part V Co-curricular Courses

Course	S I	S II	S III	S IV	S V	S VI	Total
LST (Life Skill Training)	-	(1)	-	(1)			2
SDT (Certificate Course)	(1)						1
Field Project / Internship		(1)		(1)			2
Specific Value-added Course	(1)		(1)				2
Generic Value-added Course				(1)		(1)	2
MOOC		(1)		(1)		(1)	3
Student Training (ST): Clubs & Committees / NSS				(1)			1
Service-Learning Course (SLC) RUN				(1)			1
Human Rights Education					(1)		1
Gender Equity Studies						(1)	1
Total							16

Total number of Compulsory Credits = Academic credits + Non-academic credits: 140 + 16

Courses Offered Semester I

Course	Course Code	Title of the Course	Credits	Hours/ Week
Part I	TU231TL1 FU231FL1	Language Tamil French	3	6
	Part II	EU231EL1		
Part III	HU231CC1	Core Course I: History of Ancient India up to 1206 CE	5	5
	HU231CC2	Core Course II: History of Tamil Nadu	5	5

		up to 1311 CE		
	HU231EC1	Elective I: Introduction to Archaeology	3	4
Part IV	HU231SE1	Skill Enhancement Course SEC- INon-Major Elective (NME): Introduction to Tourism	2	2
	HU231FC1	Foundation Course: Introduction to History	2	2
		Total	23	30

Semester II

Part I	TU232TL1	Language:		
	FU232FL1	Tamil French	3	6
Part II	EU232EL1	English	3	6
Part III	HU232CC1	Core Course III: History of Medieval India – 1206 – 1707 CE	5	5
	HU232CC2	Core Course IV: History of Tamil Nadu – 1311 - 1800 CE	5	5
	HU232EC1	Elective II: Western Political Thought	3	4
Part IV	HU232SE1	Skill Enhancement Course SEC-II Non-Major Elective (NME): Indian Constitution	2	2
	HU232SE2	Skill Enhancement Course SEC-III: Basic Journalism	2	2
		Total	23	30

Semester III

Part I	TU233TL1	Language	3	6
	FU233FL1	Tamil French		
Part II	EU233EL1	English	3	6
Part III	HU233CC1	Core Course V: History of India – 1707 – 1857 CE	5	5
	HU233CC2	Core Course VI: History of Tamil Nadu Since 1801 CE	5	5
	HU233EC1	Elective III: Indian Political Thought	3	4
Part IV	HU233SE1	Skill Enhancement Course SEC-IV: Entrepreneurship Development	2	2
	HU233SE2	Skill Enhancement Course SEC- V(Entrepreneurial Skills): Introduction to Management	1	1
	HE233EV1	Foundation Course – EVS	-	1
		Total	22	30

Semester IV

Part I	TU234TL1	Language	3	6
	FU234FL1	Tamil French		
Part II	EU234EL1	English	3	6
Part III	HU234CC1	Core Course VII: Freedom Struggle in India	5	5
	HU234CC2	Core Course VIII: History of Modern Europe – 1789 – 1919 CE	5	5
	HU234EC1	Elective IV: Modern Governments	3	3
	HU234SE1	Skill Enhancement Course SEC-VI:	2	2

Part IV		Computer Training		
	HU234SE2	Skill Enhancement Course SEC- VII: Tourism and Hotel Management	2	2
	HE234EV1	Foundation Course – EVS	2	1
		Total	25	30

Semester V

Part III	HU235CC1	Core Course IX: History of the World 1919 – 2020 CE	4	5
	HU235CC2	Core Course X: Selected Themes in History of U.S.A	4	5
	HU235CC3	Core Course XI: Regional History (History of Kanyakumari District)	4	5
	HU235PW1	Project	4	5
	HU235EC1 HU235EC2 HU235EC3	Elective V: a) Liberal Movements b) Human Rights c) Women Studies	3	4
	HU235EC4 HU235EC5 HU235EC6	Elective VI: a) History of Dravidian Movement b) History of Revolutions c) Peasant's Movements in India	3	4
Part IV	HU235VE1	Value Education	2	2
	HU235SI1/ HU235IT1	Summer Internship/ Industrial Training	2	-
		Total	26	30

Semester VI

Part III	HU236CC1	Core Course XII: Contemporary History of India	4	6
	HU236CC2	Core Course XIII: India and Her Neighbors	4	6
	HU236CC3	Core Course XIV: History of Science and Technology in India	4	6
	HU236EC1 HU236EC2 HU236EC3	Elective VII: a) International Relations since 1919 b) History of Latin America c) History of Australia	3	5
	HU236EC4 HU236EC5 HU236EC6	Elective VIII: a) History of Russia b) History of China and Japan d) History of Greece and Rome	3	5
Part IV	HU236PS1	Professional Competency Skill:	2	2
	HU236EA1	Extension Activity	1	-
		Total	21	30
		TOTAL	140	180

Co-Curricular Courses

Part	Semester	Code	Title of the Course	Credit
Part V	I & II	UG23LSC1	Life Skill Training I: Catechism	1
		UG23LSM1	Life Skill Training I: Moral	
	I	UG231C01 –UG231C13	Skill Development Training (SDT) - Certificate Course	1
	II, IV & VI	-	MOOC	1+1+1
	III & IV	UG23LSC2	Life Skill Training II: Catechism	1
		UG23LSM2	Life Skill Training II: Moral	
	II & IV	HU232FP1/ HU234FP2	Field Project	1+1
	II & IV	HU232IS1/ HU234IS2	Internship	
	I & III	HU231SV1/ HU233SV2	Specific Value-added Course	1+1
	IV & VI	UG234GV1/ UG236GV2	Generic Value-added Course	1 +1
	I - IV	UG234ST1	Student Training Activity – Clubs & Committees / NSS	1
	IV & VI	UG234CE1	Community Engagement Activity - RUN	1
	V	UG235HR1	Human Rights Education	1
	VI	UG236GS1	Gender Equity Studies	1
			Total	16

VAC

Semester	Course Code	Name of the Course	Total Hours
I	HU231FC1	Travel Agency and Tour Operation	30
II	HU232GV1	Hospitality Management	30

Examination Pattern

Each paper carries an internal component.

There is a passing minimum for external component.

A minimum of 40% in the external examination and an aggregate of 40% is required.

a. Part I – Tamil, Part II – English, Part III - (Major/ Elective)

Ratio of Internal and 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
Assignment: (Model Making, Exhibition, Role Play, Seminar, Group Discussion, Class Test, Open Book Test etc. (Minimum three items per course should be included in the syllabus & teaching plan) (30 marks)	10
Total	25

Question Pattern

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

SEMESTER I
Core Course I: HISTORY OF ANCIENT INDIA UP TO 1206 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231CC1	4	1	-	0	5	5	75	25	75	100

Pre-requisite

The students should have basic knowledge about Ancient India.

Learning Objectives:

1. To understand the characteristics of pre and proto historic cultures in India.
2. To analyse the contributions of the administrators to the early Indian Society.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	Outline the characteristic features of Indian Culture.	K1
2.	Discuss the impact of the early Indian culture on Indian society and religion.	K2
3.	Illustrate the contributions of Indians to Religion.	K3
4.	Demonstrate the achievements of early Indian administrators.	K1
5.	Describe the causes and nature of invasions to India	K2

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

Units	Contents	No. of Hours
I	Geographical Features – Sources of Indian History – Pre- and Proto History - Harappan Civilization - Megalithic Culture– Ancient Tamil Civilization – Early Vedic Age – Later Vedic Age.	15
II	Buddhism and Jainism – Greek and Persian Invasions of India– Alexander’s Invasion - Rise of Mahajanapadas - Magadhan Empire – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture.	15
III	Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya -Samudragupta –Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas - Nalanada, Vikramasila and Valabhi Universities	15
IV	Vardhanas - Harshavardhana – Administration – Religious Contributions – Provincial Dynasties – Chalukyas – Rashtrakutas - Paramaras – Palas – Senas - Art and Architecture - Cultural contributions.	15
V	Rajputs – Cultural Contributions - Arab Conquest of Sind - Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain	15

Text book

1. Khurana, K.L., *History of India: Earliest times to 1526 A.D*, Agra, Lakshmi Narain Agarwal.
2. Luniya, B.N., 2005, *Evolution of Indian Culture: Agra*, Lakshmi Narain Publication.
3. Pillay, K.K., 1979, *Studies in Indian History*: Madras.
- 4 Sathianathaier, R., 1980, *Political and Cultural History of India*, (Vol.I.)
Viswanathan & Co. Chennai.
5. Venkatesan, G., 2018, *Cultural History of India*, Varthamanan Pathipagam.

Reference Books

1. Basham, A.L., 2004, *The Wonder that was India*, London: Macmillan.
- 1 Sharma, L.P, 2008, *History of Ancient India*, New Delhi, Konark Pub. Pvt. Ltd.,
2. Majumdar, R.C., 1974, *An Advanced History of India*, Delhi, MacMillan.
3. Sharma, R.S., 2017, *India's Ancient Past*, New Delhi, Oxford University Press
4. Romila Thapar, 2002, *The Penguin History of Early India: From the origin to A.D. 1300*, Penguin Books, New Delhi,

Web Resources

1. <https://lnabooks.com/product/history-of-india-from-earliest-times-upto-c-1206-2/>
2. <https://www.exoticindiaart.com/book/details/history-of-ancient-india-from-earliest-times-to-1206-ad-ube305/>
3. <https://www.amazon.in/History-India-Upto-1206-D/dp/8126935014>
4. <https://www.amazon.in/History-India-1206-Vol/dp/8171569145>
5. <https://www.scribd.com/document/355093733/Ancient-Indian-History-Upto-1206-Ad>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER I
Core Course II: HISTORY OF TAMIL NADU UP TO 1311 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231CC2	4	1	-	0	5	5	75	25	75	100

Pre-requisite:

The students should have basic knowledge about Tamil Nadu rulers.

Learning Objectives:

1. Compare the features of early Tamil administrators through the ages.
2. To illustrate the achievements of the Tamils to the economic 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	List out the rulers who played vital role in Tamil Culture.	K2
3	Describe the cultural contributions of the Tamils.	K3
4	Summarize the pros and cons of the early Tamil Society.	K3
5	Outline 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	Geography – Sources for the study of history of Tamil Nadu – Pre & Proto history of Tamil Nadu – Ancient Tamil Civilization	15
II	Sangam Age – Historicity – Early Cholas – Karikala – Cheras – Senguttuvan – Pandyas – Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule	15
III	The Pallavas – Origin: Early Pallavas – Later Pallavas – Political, Social and Economic Conditions – Growth of Literature and Education – Art and Architecture – Sculpture – Paintings & Fine arts – Early Bakthi Movement - The First Pandyan Empire – Sources – Triangular conflict between Pallavas, Pandyas and Western Chalukyas – Administration – Art and Architecture	15
IV	Later Cholas: Raja Raja Chola I -Rejendra Chola I – Overseas Expansion – Kulothunga – Chalukya – Chola relations – Administrative system – Land Grants and Temple Administration – Social and Economic life –	15

	Martime Trade & Commerce – Religion – Literature – Art and Architecture – Bronze Sculptures.	
V	The Second Pandyan Empire (1190-1312 CE) – Triangular conflict among Cholas, Pandyas and Hoysalas – Social and Economic Life – Malik Kafur’s Invasion.	15

Text book:

1. Eraiyaran, B., 2017, *The History of Tamil Nadu* (The Only Surviving Classical Civilization), International Institute of Tamil Studies, Chennai.
2. Nilakanta Sastri, K.A., 1997, *A History of South India: From Prehistoric Times to the fall of Vijayanagar*, Oxford University Press, Chennai.
3. Subramanian, N., 1977, *History of Tamil Nadu, Madurai*, Koodal Publishers.
4. Chellam, V.T., 1981, *New Light on the Early History of Tamil Nadu*, Vijay Publications, Trichy.
5. Chellam, V.T., 2016, *History and Culture (in Tamil)*, Manivasagar Pathipakam. Trichy.

Reference Books

1. Avvai Duraisamy Pillai, 2020, *History of the Chera King*, Saran Books, Chennai.
2. Pillay, K.K., 1967, *A Social History of the Tamils*, Madras: University of Madras.
3. Nilakanta Sastri, K.A. (1984), *The Colas*, Madras: University of Madras.
4. Subramanian, N. (1966) *Sangam Polity*, Bombay: Asia Publishing House.
5. Pillay, K.K. (1979). *Studies in Indian History*: Madras,

Web Resources

1. <https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGIZQdjZt9lJpd#book1/>
2. <http://www.historydiscussion.net>
3. <https://mrunal.org/2014/01/download-history-textbooks-of-tamilnadu-state-education-board-for-culture-world-history-ancient-medieval-freedom-struggle.html>
4. <https://upscpdf.com/2018/07/04/tamil-nadu-history-book/>
5. <https://www.amazon.in/History-First-Ancient-Medieval-Corporation/dp/B07VNM9QD1>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3
TOTAL	15	15	15	15	15	15	15	15	15	15	15
AVERAGE	3	3	3	3	3	3	3	3	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER I
GENERIC ELECTIVE – 1 INTRODUCTION TO ARCHAEOLOGY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231GE1	3	1	-	0	3	4	60	25	75	100

Pre-requisite:

The students should have basic knowledge about Archaeology.

Learning Objectives:

1. To understand the meaning of archaeology, kinds of archaeology and its relations with allied disciplines.
2. To analyse the developments in the field of archeology throughout the world and India

Course Outcomes

On the successful completion of the course, student will be able to:		
1	Name the different kinds of archaeology.	K1
2	Trace the archaeological developments from its beginnings.	K2
3	Describe the contributions of archaeologists in India	K3
4	Outline the methods and techniques of archaeology.	K1
5	Classify the artefacts and describe the various types of analysis.	K3

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

Units	Contents	No. of Hours
I	Definition, Nature, Aim and Scope of Archaeology - Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology, New Archaeology - Archaeology and its relations with allied disciplines	12
II	Origin and Growth of Archaeology as a discipline – Selected Archaeologists: Archaeologists- Michael Mercati- Henrich Schilman- Arthur Evans- Paul Emile Botta - E.H. Thomson - General Pitt Rivers- Thomas Jefferson- Sir Flinders Petrie - Childe Vere Gordon- Stuart Piggot.	12
III	Growth of Archaeology in India- Archaeological Survey of India. - Early Archaeologists in India –Robert Bruce Foote – Alexander Rae – Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler.	12
IV	Exploration- Aims –Methods - Manual and Scientific Excavation –Methods of Excavation – Vertical, Horizontal, Quadrant Method, Underwater Archaeology – Burial excavation - Stratigraphy – Recording -Tools used for excavation	12
V	Preservation – Methods – Materials - Dating Methods: Radio Carbon Dating – Thermo Luminescence – Potassium Argon – Electronic Spin Resonance – Dendrochronology – Fluorine Method – Nitrogen Method	12

Text book

1. Rajan, K., 2002, Archaeology: Principles and Methods, Thanjavur, Manoo Pathippakam.
2. Rajan, K., 2016, Understanding Archaeology: Field Methods, Theories and Practices, Thanjavur, Manoo Pathippakam.
3. Raman, K.V., 1986, Principles and Methods of Archaeology, Madras, Parthajan Publications.
4. Surendranath Roy, 2011, The Story of Indian Archaeology 1784-1947, Archaeological Survey of India, New Delhi.
5. Venkataraman R., 1999, Indian Archaeology, Coimbatore, Ennes Publication.

Reference Books

1. Dillon, B. D., 1989, Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics, Institute of Archaeology, Los Angeles: University of California.
2. Dent, J.M., 1978, Stuart Fleming, Dating in Archaeology, A Guide to Scientific Techniques, London.
3. Robert F. Heizer, 1969, The Archaeologist at Work A Source Book in Archaeological Method and Interpretation, New York, Harper & Row.
4. Renfrew, C., & Paul Bahn, 201 Archaeology Theories Methods and Practice, London, Thames & Hudson.
5. Edward Harris, 198), Principles and Methods of Archaeology, Chennai, Parthiban publications.

Web Resources

1. <http://www.arch.cam.uk>
2. <http://archaeological.org>
3. <http://www.tnarch.gov.in>
4. <https://radiocarbon.com>
5. <https://guides.lib.umich.edu/c.php?g=282827&p=1884554>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER I
SKILL ENHANCEMENT COURSE SEC 1 – (NME) INTRODUCTION TO TOURISM

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231SE1	2	0	0	0	2	2	30	25	75	100

Pre-requisite:

The students should have an idea about Tourism.

Learning Objectives:

1. To understand the basic components and elements of tourism
2. To analyse the functions of travel agency and tour operators

Course Outcomes

On the successful completion of the course, student will be able to:		
1	Recall the fundamentals of Tourism.	K1
2	Recognize the importance of Tourism	K2
3	Discuss the forms and functions of Tourism	K3
4	Summarize the basics of tourism industry.	K1
5	Organize a tour by themselves/ they self.	K3

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

Units	Contents	No. of Hours
I	Concepts of Tourism: Definition of Tourism – Traveller – Tourist – Excursionist – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors	6
II	Types and Forms of Tourism: Domestic and International Tourism – LongHaul and Short Haul Tourism – Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism	6
III	Travel Agency: Types of Travel Agency – Tour Operator- Types of Tour Operator- Role of Tour Operator- Itinerary Planning – Tourist guides	6
IV	Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance – Role of Information Technology in Tourism related Services – Characteristics of a tourist guide	6
V	Tourist destinations of India: Hills – Beaches- Falls – religious and historical destinations.	6

Text Book

1. Bhatia, A.K., 2016, *Tourism Management*, Sterling Publications, New Delhi.
2. Bhatia, A.K., 2014, *The Business of Travel Agency and Tour Operations Management*, Sterling, Publications, New Delhi.
3. Bhatia, A., 1991, *International Tourism*, Sterling Publishers, New Delhi.
4. Purthi, R.K., 2004, *International Tourism*, Raj Publication, New Delhi.
5. Selvaraj, C., *Principles of Tourism*, 2008., C.S.R. Publication, Udamarthandam.

References:

1. Marc Mancini, 2000, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand.
2. Negi, J., 2004., *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi.
3. Pran Nath Seth, 2008, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi.
4. Evans, N., Campbell, B., Stone house, G., 2003, *Strategic Management for Travel and Tourism*, Butterworth – Heinemann, Oxford.
5. Gupta, A., 1995, *A Stakeholder analysis approach for interorganizational systems*, New Delhi.

Web Resources

1. <https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>
2. <http://d-nb.info>
3. https://books.google.com/books/about/Introduction_To_Tourism.html?id=HFWjoeVCLk0C
4. https://books.google.com/books/about/Introduction_to_Tourism.html?id=muLAzQEACAAJ
5. S: https://books.google.com/books/about/An_Introduction_to_Tourism.html?id=5Jx6BoEjL4IC

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER I
SKILL ENHANCEMENT COURSE – (FOUNDATION COURSE) - INTRODUCTION TO HISTORY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231FC1	2	0	0	0	2	2	30	25	75	100

Pre-requisite:

The students should have knowledge about History.

Learning Objectives:

1. To understand the knowledge of different kinds of history and its relationship with other disciplines.
2. To analyse the use of facts in writing history.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	Define History and its relationship with other fields	K1
2	Recognize the important history and historical wirings.	K2
3	Illustrate the development of history through the ages.	K3
4	Outline the contributions of various historians.	K1
5	Identify the place of historical studies among the other subjects.	K3

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

Unit s	Conte nts	No. of Hours
I	History – Meaning & Definitions– Nature and Scope of History	6
II	Uses and Abuses of History – Lessons in History Kinds of History	6
III	History and Allied Disciplines – Debates on history: Science or an Art.	6
IV	Specific Historian in the World Herodotus – Thucydides – Livy – Tacitus	6
V	Specific Historian in the India Kalkana – Alberani - Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi –Romila Thapar .	6

Text book

1. AshirbadiLal, Srivastava, 1964, *History of India 1000 A.D. to 1707 A.D.*, Shiva Lal Agarwala, Agra.
2. Mehta, J.L. 2019, *Advanced Study in the History of Medieval India, (Vol II): Mughal Empire (1526 – 1707 A.D.)*, Sterling Publication, New Delhi.
3. Mehta, J.L., 2019, *Advanced Study in the History of Medieval India, (Vol.I)*, Sterling publication, New Delhi.

4. J.L. Mehta, 2019, *Advanced Study in the History of Medieval India, (Vol. III), Medieval Indian Society and Culture*, Sterling Pub., New Delhi.
5. L.P. Sharma, 1997, *History of Medieval India, 1000-1740 A.D.*, Konark Pub. Pvt. Ltd., New Delhi.

Reference Books

1. Habibullah, A.B.M., 1967, *The Foundation of Muslim Rule in India*, Central Book Depot.
2. Ashirbadi Lal Srivastava, 1969, *The Mughal Empire, 1526-1803 A.D.*, Shiva Lal Agarwala, Agra.
3. Chandra, Satish, 2005, *Essays on Medieval Indian History*, OUP, New Delhi,
4. Mohammad Habib and K.A., Nizami, 1970, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi.
5. Majumdar, R.C., 1974, *An Advanced History of India*, MacMillan, Delhi, Satish Chandra, Medieval India, Part I & II, New Delhi, NCERT.

Web Resources

1. <https://lewisu.libguides.com/c.php?g=331821&p=2228642>
2. <https://uscupstate.libguides.com/c.php?g=258040&p=1722139>
3. https://books.google.com/books/about/Reference_Sources_in_History.html?id=7VyOANI2qxoC
4. https://www.researchgate.net/publication/349118758_INTRODUCTION_TO_HISTORY-PART-1
5. <https://openstax.org/books/us-history/pages/1-introduction>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER I
SPECIFIC VALUE – ADDED COURSE – TRAVEL AGENCY AND TOUR OPERATION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231FC1	1	0	0	0	1	2	30	25	75	100

Pre-requisite: The students should have basic knowledge about Tour operations

Learning Objectives:

1. To know about tour packaging and casting
2. To understand various travel agency and its activities.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	Define travel agency and its kinds.	K1
2	Recognize the functions of travel agencies.	K2
3	Illustrate the development tour operators.	K3
4	Outline the contributions travel agencies	K1
5	Identify the tour operators and service.	K3

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

Units	Contents	No. of Hours
I	Travel Trade: Historical perspectives	6
II	Travel agency and tour operation: Functions.	6
III	Itinerary planning and development: Meaning – types of Itinerary	6
IV	Tour packaging and coasting: Classification of tour packages.	6
V	Travel Trade Associations: Role and Functions.	6

1. Bhatia, A.K., 2016, *Tourism Management*, Sterling Publications, New Delhi.
2. Bhatia, A.K., 2014, *The Business of Travel Agency and Tour Operations Management*, Sterling, Publications, New Delhi.
3. Bhatia, A., 1991, *International Tourism*, Sterling Publishers, New Delhi.
4. Purthi, R.K., 2004, *International Tourism*, Raj Publication, New Delhi.
5. Selvaraj, C., *Principles of Tourism*, 2008., C.S.R. Publication, Udamarthandam.

References:

1. Marc Mancini, 2000, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand.
2. Negi, J., 2004., *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi.
3. Pran Nath Seth, 2008, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi.
4. Evans, N., Campbell., B., Stone house, G., 2003, *Strategic Management for Travel and Tourism*, Butterworth – Heinemann, Oxford.
5. Gupta, A., 1995, *A Stakeholder analysis approach for interorganizational systems*, New Delhi.

Web Resources

1. <https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>
2. <http://d-nb.info>
3. https://books.google.com/books/about/Introduction_To_Tourism.html?id=HFWjoeVCLk0C
4. https://books.google.com/books/about/Introduction_to_Tourism.html?id=muLAzQEACAAJ
5. S: https://books.google.com/books/about/An_Introduction_to_Tourism.html?id=5Jx6BoEjL4IC

SEMESTER II
Core Course III: HISTORY OF MEDIEVAL INDIA – 1206 – 1707 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232CC1	4	1	0	0	5	5	75	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 administration, art and architecture during Bahmini and Vijayanagar Kingdoms.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	Name the important rulers of Medieval India.	K1
2	Discuss the impact of Muslim rule on Indian Society and Economy.	K2
3	Outline the characteristic features of Medieval Indian Culture.	K3
4	Illustrate the religious devts of Medieval India	K1
5	Compare and contrast the achievements of medieval Indian administrators.	K3

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

Units	Contents	No. of Hours
I	Establishment of Sultanate Rule in India – Slave Dynasty – Qutb-uddin-Aibak – Iltutmish–Sultana Raziya – Balban – Khilji Dynasty – JalaluddinKhilji – AlauddinKhilji – Malik Kafur’s Invasion	15
II	Tughlaq Dynasty – Mohammed-bin-Tughlaq – Feroz Shah Tughlaq – Sayyids and Lodis –Administrative System under Delhi Sultanate – Bhakti Movement – Sufi Movement	15
III	Advent of Mughals – Babur – Humayun – Sher Shah Administration- conquests of Akbar Mughal administration- Mughal Art and Architecture	15
IV	Jehangir –Chain of Justice- Shah Jahan – Aurangazeb – Rise of the Marathas – Life and Career of Shivaji – Shivaji’s Administration	15
V	Bahmini Kingdom – Vijayanagar Empire – Administration – Art and Architecture-Position of Women in Medieval Period	15

Text book

1. Khurana, K.L, 1994, *History of India 1526-1947 A.D*, Agra,LakshmiNarani Agarwal.
2. Kunda, D.N., 1974, *History of India 1526 to the Present Day*, Gur Das, Kapur & Sons, New Delhi.
3. Majumdar, R.C., 1952, *Medieval India*, Banaras,MotilaiBarsidars Publications.
4. NilakantaSastri, K.A., 1952,*History of India, Part II & III*, S. Viswanathan Centre Press, Madras.
5. Srivastava, A.L. ,1960,*The Mughal Empire*, Central Book Depot,Allahabad.

Reference Books

1. Habibullah, A.B.M., 1967, *The Foundation of Muslim Rule in India*, Central Book Depot.
2. Ashirbadi Lal Srivastava, 1969, *The Mughal Empire1526-1803 A.D*.Shiva Lal Agarwala. Publication, Agra.
3. Chandra, Satish., 2005, *Essays on Medieval Indian History*, OUP New Delhi.
4. Mohammad Habib and K.A. Nizami.,1970, *Comprehensive History of India: The Delhi Sultanate (A.D. 1206-1526)*, People's publishing House, Delhi.
5. Majumdar, R.C., 1974,*An Advanced History of India*, MacMillan,Delhi.

Web Resources

1. https://www.academia.edu/14264572/Basic_Concept_on_Tourism
2. <http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf>
3. https://books.google.co.in/books/about/History_of_Medieval_India.html?id=nMWSQuf4oSIC&redir_esc=y
4. https://books.google.co.in/books/about/History_of_Medieval_India.html?id=qHnHHwAACAAJ&redir_esc=y
5. : https://books.google.co.in/books/about/History_of_Medieval_India_1000_1740_A_D.html?id=18EKAQAIAAJ&redir_esc=y
- 6.

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

7. 3– Strong, 2- Medium, 1- Low

SEMESTER II
Core Course IV: HISTORY OF TAMIL NADU - 1311 – 1801 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232CC2	4	1	0	0	5	5	75	25	75	100

Pre-requisite

The students should have basic knowledge about History of Tamil Nadu

Learning Objectives:

1. To understand the rise of the Madurai Sultanate and its contribution.
2. To demonstrate the contributions of the Marathas, Nayaks and Poligars.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	List the achievements of Madurai Sultans, Nayaks and other regional rulers.	K1
2	Relate the contributions of Medieval Tamil administrators with each other's.	K2
3	Classify the art and architectural development of medieval Tamil Nadu	K3
4	Summarize the socio-economic conditions of medieval Tamil Nadu	K2
5	Demonstrate the religious and literary devts.	K1

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

Units	Contents	No. of Hours
I	Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy – Culture.	15
II	Impact of Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai.	15
III	Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers – Poligari system – Administration – Social and Economic Conditions – Religion – Temple Art and Architecture.	15
IV	Marathas of Tamil Country – Serfoji II – Administration – Contribution of Maratha to the Tamil Culture – Saraswathi Mahal Library – Sethupathis of Ramnad – Society – Economy – Religion and Culture.	15
V	Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations – Carnatic wars - Society – Economy and Religion and Culture -Poligar Rebellion – Puli Thevar – Khan Sahib – VeluNachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers.	15

Text book

1. Venkatesan,G., *History of Modern Tamil Nadu 1600-2011*, VC Publications, Rajapalayam.
2. Rajayyan, K., 1982, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers.
3. Subramanian, N., 1976, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications.
4. Noboru Karashima, 2014, *A Concise History of South India: Issues and Interpretations*, OUP.
5. Kalidoss, R., 1976, *History and Culture of Tamils*, Vijay Publishers, Dindugal, New Delhi.

Reference Books

1. Rajayyan, K., 1974, *Rise and Fall of the Poligars of Tamil Nadu*, University of Madras.
2. Rajayyan,K., 2012,*South Indian Rebellion: The First War of Independence 1800-1801*, AkaniVeliyeedu.
3. NilakantaSastri, K.A.,*The Illustrated History of South India: from Pre-Historic times to the fall of Vijayanagar*.
4. Srinivasan, K.R.,, 2005, *Temples of South India*, National Book Trust, New Delhi.
5. Sathianathaier,R. 1980. , *History of the Nayaks of Madura*, University of Madras, Madras.

Web Resources

1. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>
2. <https://www.amazon.in/History-Tamil-Nadu-Upto-D-ebook/dp/B07TKMZDW8>
3. <https://indiankanoon.org/doc/7384932/>
4. <https://www.amazon.in/History-Tamil-Nadu-1529-D/dp/1091280266>
5. https://books.google.co.in/books/about/History_of_Tamil_Nadu.html?id=M9AzxAEACAAJ&redir_esc=y

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER II
Core Course IV: WESTERN POLITICAL THOUGHT

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232GE1	3	1	0	0	3	4	60	25	75	100

Pre-requisite

The students should have basic knowledge about Western Political Thought

Learning Objectives:

1. To understand the knowledge about Greek philosophy and theories.
2. To analyse the political ideas of Machiavelli, John Locke, Jeremy Bentham, Karl Marx and Antonio Gramsci.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	Define various political thoughts through the ages.	K1
2	List the writings of political scientist.	K2
3	Classify the political contributions of western philosophers.	K3
4	Compare and contrast various political ideologies.	K2
5	Generalized the ideologies of various political thinkers.	K1

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

Units	Contents	No. of Hours
I	Socrates – Plato – Aristotle	12
II	Machiavelli – Thomas Hobbes – John Locke – Rousseau	12
III	Voltaire – Montesquieu – Thomas Paine – Mary Wollstonecraft – Luigi Taparelli	12
IV	Jeremy Bentham – J.S. Mill – David Thoreau – Nietzsche.	12
V	Karl Marx – Antonio Gramsci – Richard Rorty – Martin Luther King Jr.	12

Text book

1. George H. Sabine, 2019, *A History of Political Theory*, Oxford and IBH Pub, Co. Ltd, New Delhi.
2. Phyllis Doyle, 1963., *A History of Political Thought*, Jonathan Cape, London.
3. Gupta, R.C., 2012, *Western Political Thought*, Lakshmi Narain Agarwal, Agra.
- 4 Sharma, R.P., 1984, *Western Political Thought: Plato to Hugo*, Sterling Pub. Pvt. Ltd., New Delhi.
5. Vijayaraghavan V. and R. Jayaram, 1994, *Political Thought*, Sterling Pub. Pvt. Ltd.,

Reference Books

1. Brian R. Nelson, 1996, *Western Political Thought: From Socrates to the Age of Ideology*, Waveland Press Inc., Long Grove.
2. Des Raj Bhandari, 1963, *History of European Political Philosophy*, Bangalore: Print & Pub. Co.,
3. George Catlin, 2010, *The Story of the Political Philosophers*, Kessinger Pub.,
4. McClelland, J.S., 1996, *A History of Western Political Thought*, Routledge London.
5. Will Durant, 1991, *The Story of Philosophy*, Simon & Schuster, New York.

Web Resources

1. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>
2. https://books.google.co.in/books/about/WESTERN_POLITICAL_THOUGHT.html?id=m2dGDwAAQBAJ&redir_esc=y
3. https://books.google.co.in/books/about/Western_Political_Thought_From_Plato_to.html?id=mjg7BAAAQBAJ&redir_esc=y
4. https://books.google.com/books/about/Western_Political_Thought.html?id=9LgtAAAAYAAJ
5. <https://inabooks.com/product/western-political-thought/>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER II
SKILL ENHANCEMENT COURSE (NME II) - INDIAN CONSTITUTION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232SE1	2	0	0	0	2	2	30	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 knowledge about 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	Understanding salient features of Indian Constitution.	K1
2	Compare and contrast the Rights and Duties.	K2
3	Reconstruct the structure of Indian Government of citizens and Aliens.	K3
4	Recall the qualification and selection methods of various government functions.	K1
5	Illustrate the functions of the components of Indian government.	K2

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

Units	Contents	No. of Hours
I	Sources – Preamble – Salient Features – Citizenship – Amendments	6
II	Fundamental Rights – Directive Principles – Fundamental Duties.	6
III	Union Government: President – Prime Minister and Council of Ministers – Parliament –Supreme Court of India	6
IV	State Government: Chief Minister – Governor – State Legislature – High Courts	6
V	Local Government: Urban – Rural	6

Text book

1. Rao, B.N., 1960, *India's Constitution in the Making*, Orient Longmans.Madras.
2. Durga Das Basu, 2019, *Introduction to the Constitution of India*, Lexis Nexis, Gurgaon.
3. Pylee, M.V., 2012, *Constitutional Government in India*, S. Chand & Co. Ltd.,New Delhi.
4. Mahendra Pal Singh, V.N. ,2019, *Shukla's Constitution of India*, (Thirteenth Edn), Eastern Book Company, Lucknow.
5. Subhash C.Kashyap, 2021, *Our Constitution: An Introduction to India's Constitution and Constitutional Law*,National Book Trust, New Delhi.

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1. Khurana, K.L. *History of India: Earliest times to 1526 A.D.*, Agra: Lakshmi Narain Agarwal.
2. Sharma, L.P., 2018, *History of Ancient India*,Konark Pub. Pvt. Ltd., New Delhi.
3. Majumdar, R.C., 1974, et. al., *An Advanced History of India*, Mac Millan.,Delhi.
4. Sharma, R.S., 2017,*India's Ancient Past*, Oxford University Press.New Delhi.
5. RanabirChakravarti, 2016, *Exploring Early India up to c. AD 1300*, Primus, New Delhi.

Web Resources

1. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>
2. <http://www.indianculture.gov.in/ebooks/indias-constitution-making>
3. <https://www.bookishsanta.com/blogs/booklings-world/books-on-indian-constitution>
4. <https://iasbabuji.com/upsc-books/indian-constitution-book/>
5. <https://www.sanfoundry.com/best-reference-books-indian-constitution-society/>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER II

SKILL ENHANCEMENT COURSE (SEC III) - BASIC JOURNALISM

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232SE2	2	0	0	0	2	2	30	25	75	100

Pre-requisite

The students should have basic knowledge about Basic Journalism

Learning Objectives:

1. To understand the definition, types, and determinants of news.
2. To utilize reporting and writing as their job.

Course Outcomes

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

1	Understand the definition, types, and determinants of news	
2	Recall newspaper organization structure	
3	Outline the role, qualities, and responsibilities of a reporter	
4	Apply reporting and writing	
5	Summarize of the role, qualities, and responsibilities of an editor.	

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

Units	Contents	No. ofHours
I	Definition of News – Types of News – Determinants of News – News Evaluation	6
II	Newspaper Organization Structure – News Sources and Agencies – Target audience	6
III	Role, Qualities and Responsibilities of a Reporter – Lead Writing – News Pegs – Developing a News Story	6
IV	Interviews – Interpretative Reporting – Investigative Reporting – Reviews – Feature Writing – Travelogues – Web Writing	6
V	Role, Qualities and Functions of an Editor – Headlines – Layout – Placement of Photographs – Caption Writing – Infographics	6

Text books:

1. Shrivastava, M. (1991). News Reporting and Editing, New Delhi: Sterling Pub. Pvt. Ltd.,
2. Verma, M.K. (.2009). News Reporting and Editing, New Delhi: APH Publishing Corporation.
3. Barun Roy, (2013). Beginners' Guide to Journalism and Mass Communication, Delhi: Pustak Mahal.
4. Graham Greer, A New Introduction to Journalism, Juta and Co. Ltd., Kenwyn, South Africa,
5. Carole Fleming, et.al., (1999). An Introduction to Journalism, New Delhi: SAGE Publications Ltd.,

Reference Books

1. Khurana, K.L., *History of India: Earliest times to 1526 A.D.*, Lakshmi Narain Agarwal, Agra.
2. Sharma, L.P., 2008, *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi.
3. Majumdar, R.C., et. al., 1974, *An Advanced History of India*, MacMillan, Delhi.
4. Sharma, R.S., 2017, *India's Ancient Past*, Oxford University Press. New Delhi.
5. RanabirChakravarti, 2016, *Exploring Early India up to c. AD 1300*, Primus Books, New Delhi.

Web Resources

1. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>
2. <https://bookauthority.org/books/beginner-journalism-books>
3. <https://www.amazon.in/Basic-Journalism/dp/9351381048>
4. <https://open.umn.edu/opentextbooks/subjects/journalism-media-studies-communications>
5. <https://www.journaliststoolbox.org/2023/03/21/journalism-books/>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	-	2	3	3	3	3	3	3	3	3	2
CO3	3	2	3	3	3	3	3	3	3	3	3	3
CO4	3	2	3	3	3	3	3	2	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3	3	3
TOTAL	15	9	14	15	15	15	15	14	15	15	15	14
AVERAGE	3	2.5	2.8	3	3	3	3	2.8	3	3	3	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER II
GENERIC VALUE – ADDED COURSE – HOSPITALITY MANAGEMENT

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232GV1	1	0	0	0	1	0	30	25	75	100

Pre-requisite:

The students should have an idea about Hospitality Management.

Learning Objectives:

1. To identify the popular hotels and its activities.
2. To know about Hotel operations and food services.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	Illustrate the importance of accommodation is the promotion of Tourism industry.	K2
2	Identify the challenges by Hotels	K3
3	Outline the functions of the Hotel Associations	K2
4	Make up a job in the hotel industry	K6
5	Develop a hotel by themselves	K6

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

Units	Contents	No. of Hours
I	Introduction to Accommodation – Types	6
II	Activities in Accommodation – Management – Front office – Housekeeping – Food – Maintenance.	6
III	Introduction to Restaurant Management – Hotel operation – Food services to road, water, air transportation.	6
IV	Managerial Issues: Trends and problems – Success factors	6
V	Future trends in Hospitality industry – Hotel Association, FHRAI, HAI. AHAR, IHHA, Functions and operations.	6

Text Books:

1. Bhatia, A.K., 2016, *Tourism Management*, Sterling Publications, New Delhi.
2. Bhatia, A.K., 2014, *The Business of Travel Agency and Tour Operations Management*, Sterling, Publications, New Delhi.
3. Bhatia, A., 1991, *International Tourism*, Sterling Publishers, New Delhi.
4. Purthi, R.K., 2004, *International Tourism*, Raj Publication, New Delhi.
5. Selvaraj, C., *Principles of Tourism*, 2008., C.S.R. Publication, Udamarthandam.

References:

1. Marc Mancini, 2000, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand.
2. Negi, J., 2004., *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi.
3. Pran Nath Seth, 2008, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi.
4. Evans, N., Campbell., B., Stone house, G., 2003, *Strategic Management for Travel and Tourism*, Butterworth – Heinemann, Oxford.
5. Gupta, A., 1995, *A Stakeholder analysis approach for interorganizational systems*, New Delhi.

Web Resources

1. <https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>
<http://d-nb.info>
2. https://books.google.com/books/about/Introduction_To_Tourism.html?id=HFWjoeVCLk0C
3. https://books.google.com/books/about/Introduction_to_Tourism.html?id=muLAzQEACAAJ
4. https://books.google.com/books/about/An_Introduction_to_Tourism.html?id=5Jx6BoEjL4IC



Employability



Entrepreneurship

Department of History



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 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 of M.A. History Programme

Part III (Core Course and Elective Course)

Core Course	Core – Theory Papers	(12x100)	1200
	Elective – Theory Papers	(6x100)	600
	Major Project	(1x100)	100
	Total Marks		1900
Part III	Total Marks		1900

6. Course Structure

(i) Academic Courses:

Distribution of Hours and Credits

Course	SEMESTER				Total	
	I	II	III	IV	Hours	Credits
Core– Theory	7(5) +	6(5) +	6(5) +	6(5) +	74	57
	7(5) +	6(5) +	6(5) +	5(5)		

	6(4)	6(5)	6(5) + 6 (4)			
Elective	5 (3) + 5 (3)	4 (3) + 4 (3)	3 (3) -	4 (3) -	25	18
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
Summer Training Programme/ Field Visit/ Field Project	-	-	-	(1)	1
Specific Value-Added Courses		(1)			1
Generic Value-Added Courses	(1)		(1)		2
MOOC		(1)		(1)	2
Community Engagement		1			1
Activity (UBA)					

Total Number of Credits = 91 + (9)

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 Common Era (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 World Civilizations (Excluding India)	4	6
HP231EC1 HP231EC2 HP231EC3	Elective I: a) Indian Art and Architecture b) Freedom Struggle in Tamil Nadu c) Temples of India	3	5
HP231EC4 HP231EC5 HP231EC6	Elective II: a) Cultural Heritage of India b) Administrative History of Tamil Nadu c) Art Forms of Tamil Nadu	3	5
	Total	20	30

Semester II

Course Code	Title of the Course	Credits	Hours / Week
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HP232CC1	Core Course IV: History of Medieval India – 1206 – 1707 CE	5	6
HP232CC2	Core Course V: Socio Cultural History of Tamil Nadu – 1565 – 1956 CE	5	6
HP232CC3	Core Course VI: Historiography and Historical Methods	5	6
HP232EC1 HP232EC2 HP232EC3	Elective III: a) History of Journalism b) International Migrations and Diasporic Studies c) History of Communication System in India	3	4
HP232EC4 HP232EC5 HP232EC6	Elective IV: a) Indian Constitution b) Environmental History of India c) Geographical History of India	3	4
HP232SE1	Skill Enhancement Course I: Research and Report Writing	2	4
	Total	23	30

Semester III

Course Code	Title of the Course	Credits	Hours / Week
HP233CC1	Core Course VII: Colonialism and Nationalism in India	5	6
HP233CC2	Core Course VIII: Intellectual History of India	5	6
HP233CC3	Core Course IX: Economic History of India since 1857 CE	5	6
HP233CC4	Core Course X: Contemporary India	4	6

HP233EC1	Elective V: a) Principles and Techniques of Archaeology	3	3
HP233EC2	b) Studies in Human Rights		
HP233EC3	c) Museology		
HP233SE1	Skill Enhancement Course II: Introduction to Epigraphy	2	3
HP233IA1	Internship/ Industrial Activity	2	-
	Total	26	30

Semester IV

Course Code	Title of the Course	Credits	Hours / Week
HP234CC1	Core Course XI: Peasant and Labour Movements in India	5	6
HP234CC2	Core Course XII: International Relations since 1945 CE	5	5
HP234EC1	Elective VI: a) Women in India through the Ages	3	4
HP234EC2	b) Science and Technology in India since 1947 CE		
HP234EC3	c) India and Her Neighbours		
HP234PW	Project	7	10
HP234SE1	Skill Enhancement Course III: Communication Strategies for Leadership Success	2	4
HP234EA1	Extension Activity	-	1
	Total	22	30
	TOTAL	91	120

Co – Curricular Courses

Semester	Code	Title of the Course	Credit
I & II	HE232LE1	Life Skill Training	1
II & IV	-	MOOC	1+1
II	SL232CE1	Community Engagement Course (CEC)	1
III & IV	HE234LE2	Life Skill Training	1
III	HP2323S1	Internship	1
III	HP233ST1	Summer Training Programme	
III	HP233FV1	Field Visit	
III	HP233FP1	Field Project	
I	HP231SV1	Specific Value-added Course	1
II & IV	HP232GV1/ HP234GV2	Generic Value-added Course	1+1
		Total	9

VAC

Semester	Course Code	Name of the Course	Total Hours
I	HP23VAC1	STUDY OF PALM LEAF MANUSCRIPTS	30
II	HP23VAC2	Preservation of Palm Leaf Manuscript	30

Examination Pattern

Each paper carries an internal component.

There is a passing minimum for external component.

A minimum of 50% in the external examination and an aggregate of 50% is required.

a. Part III - (Major/ Elective)

Ratio of Internal and 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
Assignment: (Model Making, Exhibition, Role Play, Seminar, Group Discussion, Class Test, Open Book Test etc. (Minimum three items per course should be included in the syllabus & teaching plan) (30 marks)	10
Total	25

Question Pattern

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

SEMESTER I

Core Course I: History of Ancient and Early Medieval India-Pre history 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 of Indian society and Religion.	K2
3.	Illustrate the contributions of Indian Religion	K3
4.	Compare the administrative system of different dynasties in Indi	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; Pre historic 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: Adich an allur–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; Satavahan as 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-Tsung’s “account of India.	21
V	Peninsular India: Tamil country up to 12th Century–Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India upto 12th century: Rashtrakutas, Prathikaras and Palas; Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact	21

Self-study	Unit – V: Peninsular India
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Text book

1. Chakravarthy, 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: From the Origin to A.D. 1300*, Penguin, Delhi.
4. Pillay, K.K., 1979, *Studies in Indian History: With Special Reference to Tamil Nadu*, Madras.
5. Sathianathan, 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. I*, 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

	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	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 upto 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– Saivasiddhantam and Virsaivism	21
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	Unit-IV : Art and Architecture under Pandyas
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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*, Manivasagar Pathipakam, Trichy.
5. Eraiyarsan, 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
AVER AGE	2	2.2	2.2	2	2	2	2.2	2.8	2.2	2	2	2.8

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 their 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 the Hittites and their greatness– The fall of empires and survival of Cultures	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

Self study	Unit- V: 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.

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- 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 -1: 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 student 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.
- 3.

4. Course Outcomes

5.

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 form in India.	K6

6.

7. **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: Jainabeds –Shravana belagola	15
III	Pallava Art: Rock Cut Cave Temples, Monolithic Temples- Structural Temples – Mahabalipuram - Nagara Style of Architecture: Lingaraja Temple (Bhubaneswar), 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
Self study	Unit- IV: Islamic Art	

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 BlackSwan, 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, *Temples of North India*, 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*, Lalit Kala Akademi, Chennai.

Web Resources

- <https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00hv/e.pdf>
1. <https://people.howstuffworks.com/culture-traditions/national-traditions/indian-tradition5.htm>
 2. <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 –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 Nadu.

Learning Objectives:

1. to examine the internal and external policies of the British in.
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

3. **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.SubramiayaIyer-V.O.Chidamabaram – Subramania Bharathi –Kadalur Anjaliammal-SoundaramAmmayar.-Revolutionary Movement tin 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	Unit- IV :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 Tamil Nadu, 1905-1914: Agitational Politics and State Coercion*, Oxford University Press, Chennai.
5. Venkatesan, G., 2011, *History of Indian Freedom Struggle*, V.C. Publications, Raja palayam.

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
1. <https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/>
2. https://en.wikipedia.org/wiki/Indian_independence_movement_in_Tamil_Nadu
3. https://www.brainkart.com/article/Freedom-Struggle-in-Tamil-Nadu_41689/
4. 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 –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

Unit s	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	UNIT-V: 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. Michael, 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.

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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

6. 3 – Strong, 2- Medium, 1- Low

SEMESTER I
Elective –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

Self study	UNIT- V: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 Narain Agrarwal 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.

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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*, Kusumanjali Prakashan, 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>
5. <https://www.holidify.com/pages/indian-traditions-and-culture-1331.html>

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

6. 3 – Strong, 2- Medium, 1- Low

SEMESTER I
Elective-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 impact since 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. Bhakthavathsalam -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 -Kalaingar M. Karunanithi-Slum clearance board-beggar rehabilitation scheme-Formation of Backward Class Commission- implementation of reservation policy - Salem Steel plant – ManuNeethi Thittam-Free electricity for farmers-property rights to women; creation of universities-33 percent reservation for women in local body elections- 30percent reservation for women in government jobs- Samathuvapuram scheme -Tide park- financial assistance for marriage of poor girls-increase of infrastructure- Industrial development	15
IV	AIADMK administration: MGR-Nutritious Meal scheme- educational forms-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

Self study	Unit- IV: AIADMK Administration
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Text book

1. Rajaram ,P., 1988, *The justice Party: A Historical Perspective, 1916-1937*, Poompozhil Publishers, Madras.
2. Venkatesan, G., 2011, *History of Modern Tamil nadu (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, *Administration 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, *A Lone Empress: A Portrait of Jayalalithaa*, Penguin Viking, New York.
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 Moralistic in Politics*, Macmillan Company of India, Delhi.
6. Krishnabai Nibbkar, 1996, *Trends in Tamilnadu politics during Emergency*, Bharatiya Vidya Bhavan, Mumbai.

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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 – 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 form 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, economic 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 Art forms in India.	K2
2.	Detailed study of Art forms in Tamil Nadu.	K2
3.	Evaluate the unique ness aspects of everyart.	K5
4.	Analyze the socio -economic impact appened 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, PagadiVesham, Devarattam) –Folkartists–FolkTheatre– Therukoothu–PavaiKoothu–BhagavathaMela– Kuravanji Modern Theatre–Modern Streetplays– Theatre Artists	15
V	History of Cinema in Tamil Nadu–Silent Movies–Talkie Movies–Role of Cinema in politics–Popular Cin artists–Lyricists–Writers–Singers	15

Self study	Unit - IV : 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 MediaPvt. Ltd., Chennai.
2. Lakshmi Subramanian, *From the Tanjore Court to the Madras Music Academy*, OxfordUniversity Press, Madras.
3. Nanditha Krishna, 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. Rangaramanuja Iyengar, 1972, *History of SouthIndian(Carnatic)Music*, Vipanchi CulturalTrust, 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-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 administration, art and architecture during the Bahmini and Vijayanagar king doms.

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 Alaudd in Khalji and Muhammadb in Tughlaq	K5
3.	Analyze the religious and Deccan policy of Mughals.	K4
4.	Outline the advancements in art and architecture	K2
5.	Detail the facets of economic and socio-cultural life in Medieval India	K2

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

Units	Contents	No. of Hours
I	Establishment of the Delhi Sultanate: Qut budd in Aibak and Iltutmish- <i>Iqta</i> System-Centralised Monarchy: SultanaRaziya and Period of Instability-Age of Balban- <i>Chihalgani</i> - Theory of Kingship – Reorganisation of the Government-MongolThreat-Internal Restructuring and Territorial Expansion– Jalaluddin and Alaudd in Khalji”s approaches to the State– Changes among the ruling Classes –Conquest and Annexation.	18

II	Problems of a Centralized State: Ghiyasudd in and Muhammad bin Tughlaq–Administrative and Political Measures–Economic and Agrarian Reforms–Token Currency Transfer of Capital–Firoz Tughlaq–Economic forms–Military Expeditions–Impact of Sayyids and Lodis; Administration under the Delhi Sultanate	18
III	The Foundation of Mughal Empire: CentralAsian experience of Babur - India on the eve of Babur’s invasion– Struggle for empire inNorth India – Significance of the Afghan despotism–Rise of Sher ShahSur; Expansion and Consolidation – Political phase of Akbar; newimperial system and administration; the Mughal nobility, Mansab dari system–Jagirdarisystem–Nur JahanJunta–The Mughals and the North- Western frontier–Shah Jahan and his contribution.	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–Mughaladm inistration–Aurangzeb- the Imperialelite- Deccanwars–Riseof\ 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

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
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
AVERAGE	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 – 2000C.E.**

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.	Narrate the social condition during the Nayak period	K2
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.	Appreciate the Growth of Western Education	K4 & K5
5.	Narrate the social condition during the Nayak period	K2

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

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 transformation-socio- cultural impact of the Dravidian parties	18

Text book

Text book

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. Printworld (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
AVER AGE	2	3	3	2	2	2	2.8	3	2	2	2	3

3 – Strong, 2- Medium, 1- Lo

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.	Explain the meaning and scope of history	K2
2.	Outline the various theories and philosophical approaches to history	K2
3.	Undertake historical research	K2
4.	Analyze the contribution of western historians	K4
5.	Highlight the historical writings of important Indian historians	K4

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

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, RomilaThapar, Jadunath Sarkar, Bipan Chandra, Ranajit Guha, K.A. NilankantaSastri, R.SathianathaAyyar, S.Krishnaswami Ayyangar, C.S. Srinivasachari, K.K. Pillai	18

Self study	UNIT-IV: Development of Historical writing in the West
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Text book

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
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
AVER AGE	2	3	2.6	2.8	3	2.8	3	3	3	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER II
Elective –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 role of press in social awakening	K2
2.	Present the role of the press in the freedom movement the national level	K5
3.	Explain the government reaction to the role of the press	K2
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; **K6** – Create

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 Possibility 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 -Kalaingar	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	Unit-V: 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* (4th edition), 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, Cengage 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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
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-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 student 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.	K2
2.	Outline the position of Indian diaspora worldwide.	K2
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; **K6** - Create

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 – Globalization 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

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-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.	Differentiate the various types of Communication system	K4
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; K6 - Create

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 over view 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	Unit -V :New Media
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Text books

1. Seetharaman, K.S., 1991, *Communication and Culture- A World View*, Mc Graw Hill, New Delhi.
2. Mc Quail, Dennis and Steven Windhal, 1981, *Communication Models*, Longman Publication, New York.
3. David, K.S. Berlo, Rinehart, 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_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 – 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.	Compare and contrast the rights and duties of Citizens and Aliens.	K2 & K4
3.	Evaluate the nature of Indian federalism and the rationale for emergency provisions.	K5
4.	Describe the powers and functions of the various units of the government.	K2
5.	Explain the structure at the state level	K2

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

Unit	Contents	No.Of Hours
I	Historical background-Sources of the Indian Constitution-Preamble-citizenship	12
II	Fundamental Rights–Directive Principles of State Policy– Fundamental Duties-important amendments to the Constitution	12
III	Indian Federalism: 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 lawmaking–Speaker–Parliamentary Committees– Supreme Court of India: Composition, powers and functions	12
V	State Government: Role of the Governor- State Legislature–Cabinet- High Courts	12

Self study	Unit –V: State Government
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Text book

1. AustinGranville,1999, *The Indian Constitution: Cornerstone of A Nation*, OxfordUniversity Press, UK.
2. Agarwal,R.C., 1996, *Constitutional Development and National Movement of India*,S.Chand&Co,Delhi.
3. Durgadas 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,*PoliticsandEthicsoftheIndianConstitution*, OxfordUniversity Press, New Delhi.
2. DurgaDasBasu, 2000, *Commentary on the Constitution of India*, Wadha & Company, Delhi.
3. GautamBhatia,2019, *Transformative Constitution, A Radical Biography in Nine Acts*: HarperCollins India, New Delhi.
4. Misra,B.R., 1952,*EconomicAspectsofIndianConstitution*, Orient Longman, Calcutta.
5. Pylee, Moolamattom Varkey, 1994, *India's Constitution*, R. Chand & Company, NewDelhi.

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 OUTCOMESAND 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

6. 3 – Strong, 2- Medium, 1- Low

SEMESTER II
Elective - 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.	Trace the impact of ecosystems from ahistorical perspective.	K4
3.	evaluate the impact of British ecological imperialism.	K5
4.	Examine the impact of various environmental movements in India	K4
5.	Examine the role of various movements	K5

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

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 BacchaoAndolan – Silent Valley Movement – Jungle BachaoAndolan.	12

Self study	Unit- I : Habitats in Human history, Eco-systems, Forest policy
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Text book

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_IN_DIA_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	PO 7	PSO1	PSO 2	PSO 3	PSO 4	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
Elective - 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.	To understand the Geographical history of India.	K2
2.	To analyze the varieties of soil resources, present in India.	K4
3.	to evaluate the topographical system of India.	K5
4.	To estimate the cultural contribution in India.	K5 & K6
5.	To illustrate the development of Human beings in the particular geographical condition of India.	K2

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

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	Unit- I :Climate, soil types
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Text book

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
HP23SEC1	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.	To tell the importance of report Writing	K1
2.	To analyze the method of research writing	K4
3.	To explain the methods of writing research proposals	K2
4.	To evaluate the importance of ethics in research	K5
5.	To highlight the best practices	K4

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

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	Unit -III :Writings project proposals
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Text book

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 WRITING RESEARCH REPORT](https://www.researchgate.net/publication/325546150_WRITING_RESEARCH_REPORT)
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

6. 3 – Strong, 2- Medium, 1- Low

SEMESTER I
Value Added Course
M.A History

Study of Palm Leaf Manuscripts Course Code: HP23VAC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP23VAC1	1	-	-	-	1	0	30	25	75	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	CL
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
Value Added Course
M.A History

Preservation of Palm Leaf Manuscripts Course Code: HP23VAC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP23VAC2	1	-	-	-	1	0	30	25	75	100

Pre-requisite:

The students should have basic knowledge about the preservation of Palm Leaf manuscripts.

Learning Objectives:

1. To appraise the preservative skills of the ancient Indians and the knowledge of storing materials.
2. To apply the ancient insect repellents in the conservation of Palm Leaf Manuscripts.

CO	Upon completion of their course the students will be able to	CL
CO-1	Recall the preservation methods of Palm Leaf Manuscripts	K1
CO-2	Describe the storage methods of Manuscripts	K5
CO-3	Adopt the biological methods of control of insects in Palm Leaf manuscripts	K6
CO-4	Differentiate the Indigenous insect repellents used for Palm Leaf Manuscripts	K4

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

Units	Contents	No. of Hours
I	Preventive methods and Conservation: Cleaning- Guarding- Proper Thread for binding- Covering with cloth- Boxing- Oiling	6
II	Storage: Building- Cupboard- Periodical Checking	6
III	Biological Control: Insect Repellent- Fungus Repellent- Fumigation	6
IV	Indigenous Insect Repellents: Neam Leaves- Neem Seed, Tobacco, Camphor- Black Cumin- Sweet Flag- Snake Slough	6
V	Saraswathi Mahal Library: Administration – Preservation of Palm Leaf Manuscripts	6

Text Books:

1. Padma Kumar, P.K., Sreekumar, V.B., V.V., & Renuka, C. (2003). *Palm Leaves as writing material: History and methods of Processing in Kerala*. PALMS, 47.
2. Kumar, D.U., Sreekumar, G.V., Athvankar, U.A. (2009). *Traditional Writing system in Southern India – Palm Leaf manuscripts*. Design Thoughts.
3. Agrawal, Om Prakash.(1984). *Conservation of Manuscripts and Paintings of South-East Asia*, London: Butterworths & Co. Ltd.
4. Salomon, Richard., (1998). *Indian Epigraphy*, New Delhi, Munshiram Manoharlal Publishers Pvt.Ltd.
5. Pillai, Subramania, S.(2019). *Tourism in Tamil Nadu: Growth and Development*. MJP Publisher.

References:

1. “*Tamil Chuvadigal: Unnmaiyyum Namathu Kadamaiyyum (Part 1)*”, Published by Neelakandan Nagarajan Researcher Tamil Manuscripts, International Institute of Tamil Studies, Tharamani, Chennai, Tamil Nadu, India, on 8 July 2019.
2. “*Tamil Chuvadigal: Unnmaiyyum Namathu Kadamaiyyum (Part 2)*”, Published by Neelakandan Nagarajan Researcher Tamil Manuscripts, International Institute of Tamil Studies, Tharamani, Chennai, Tamil Nadu, India, on 14 July 2020.
3. Jarusawat, P., & Cox, A.M. (2023). *Community driven care of Lanna Palm-Leaf manuscripts*. IFLA Journal.
4. “*Ola Leaf Manuscripts*”, Published by Opportunity Sri Lanka.com on 4 December 2013.
5. “*How to make the Palm Leaf Manuscripts*”, Published by Palm Leaf Manuscript Study & Research Library of Kelaniya on 20 July 2016.

Web Resources:

1. https://www.academia.edu/33860979/PALM_LEAF_MANUSCRIPT_CONSERVATION
2. <https://www.google.com/url?q=https://indiaculture.gov.in/thanjavur-mah-serfojis-saraswathi-mahal-library>
3. <https://www.tnarch.gov.in/reference-links>
4. <https://en.m.wikipedia.org/wiki/>
5. <https://tngov.in.palmleaf>



Employability



Entrepreneurship

