

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS)**

**SALEM – 16**

**Reaccredited with 'B++' Grade by NAAC**

**Affiliated to Periyar University**



***PG & RESEARCH DEPARTMENT OF HISTORY***

**OUTCOME BASED SYLLABUS**

**M.A. HISTORY**

**For Students Admitted in 2023-2024 onwards**

***M.A.,***

# HISTORY

## Graduate Attributes

*The M.A., History graduate on completion of the programme would have acquired the following individual qualities, knowledge, skills, attitudes and values.*

<b>PO No.</b>	<b>Characteristic Attributes</b>	<b>Programme Outcomes</b> <i>On completion of the M.A. History programme the students will be able to:</i>
<b>PO 1</b>	<b>Disciplinary Knowledge</b>	Develop comprehensive knowledge and understanding of the discipline of History at the postgraduate level. Understand the various concepts and theories.
<b>PO 2</b>	<b>Communication Skills</b>	Communicate with clarity and fluency their in-depth understanding of the subject; express their ideas and views coherently.
<b>PO 3</b>	<b>Critical Thinking, Analytical Reasoning and Problem Solving</b>	Critically analyse, examine and evaluate the issues based on facts and evidences; apply one's learning to real life situations and generate new knowledge; analyse and synthesize data from a variety of sources; draw valid conclusions
<b>PO4</b>	<b>Information/digital literacy and Research-related skills</b>	Demonstrate ability to use ICT tools. Raise relevant questions, recognize cause and effect relationships, define problems, formulate hypotheses, ability to plan, execute and report the results.
<b>PO5</b>	<b>Multicultural Competence</b>	Understand various cultures, appreciate their values; acquire a global perspective to equip them to work in a multicultural environment.
<b>PO6</b>	<b>Moral and Ethical Awareness</b>	Approach and act on any issue from an ethical point of view, appreciate the multiple perspectives and respect human values.
<b>PO7</b>	<b>Leadership Qualities</b>	Exhibit leadership abilities in organizing the work by setting plans and execute them.
<b>PO8</b>	<b>Lifelong Learning</b>	Learn throughout life, adapting to changing times, technology and knowledge.

*Programme Specific Outcomes*

<b>S. No.</b>	<b>Programme Specific Outcomes</b> <i>The students on completion of M.A., History programme will be able to:</i>
<b>PSO – 1</b> <b>Domain Knowledge</b>	Explain the Meaning of History, identify the sources, and discuss the historical events and processes, the various concepts and theoretical approaches.
<b>PSO – 2</b> <b>Communication, Entrepreneurial and Employable Skills</b>	Communicate effectively and use ICT tools. Acquisition of entrepreneurial and employability skills
<b>PSO – 3</b> <b>Critical Thinking, Analytical Reasoning and Problem Solving</b>	Approach various issues with a critical and analytical mind for viable solutions. Evaluate the historical debates and issues.
<b>PSO – 4</b> <b>Contribution to Higher Learning</b>	Acquire the knowledge and skills to pursue higher studies in the domain.
<b>PSO – 5</b> <b>Contribution to Society</b>	Contribute to the development of society due to understanding of the historical roots and context of the various social, environmental, human rights, women's and other issues faced by humanity.

**SRI SARADA COLLEGE FOR WOMEN [AUTONOMOUS], SALEM-16.**  
**PG & RESEARCH DEPART OF HISTORY**  
**M.A HISTORY**  
**PROGRAMME STRUCTURE UNDER CBCS**  
**(For the students admitted in 2023-24 onwards)**  
**Total Credits: 92 + Extra Credits (Maximum 16)**  
**PG- HISTORY**

<b>SEMESTER I</b>				
<b>Part</b>	<b>Course Title</b>	<b>Code</b>	<b>Hours</b>	<b>Credits</b>
III	History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)	23PHICC1	7	5
III	Socio Cultural History Tamilnadu of up to 1565 CE	23PHICC2	7	5
III	History of World Civilizations (Excluding India)	23PHICC3	6	4
III	Indian Art and Architecture / Freedom Struggle in Tamil Nadu	23PHIDSEC1 / 23PHIDSEC1A	5	3
III	Administrative History of Tamilnadu / Cultural Heritage of India	23PHIDSEC2/ 23PHIDSEC2A	5	3
<b>Total</b>			<b>30</b>	<b>20</b>
Extra Skills	<ul style="list-style-type: none"> <li>• <i>Value Education</i></li> <li>• <i>Physical Fitness Practice</i></li> <li>• <i>Life Skills Promotion</i></li> <li>• <i>Productive Preparation for CSIR/SET/JRF- I (23PHISC1)</i></li> </ul> <p><i>(Self – study –1 Extra Credit)</i></p>			
<b>Extra Credits are given for extra skills and courses qualified in MOOC/NPTEL</b>				

<b>SEMESTER II</b>				
<b>PART</b>	<b>COURSES</b>	<b>CODE</b>	<b>HOURS</b>	<b>CREDIT</b>
III	History of Medieval India 1206 - 1707 CE	23PHICC4	6	5
III	Socio-Cultural History of Tamil Nadu 1565 - 1956 CE	23PHICC5	5	5
III	Historiography and Historical Methods	23PHICC6	5	4
III	History of Journalism / International Migrations and Diasporic Studies	23PHIDSEC3 / 23PHIDSEC3A	4	3
III	Indian Constitution / Environmental History of India	23PHIDSEC4 / 23PHIDSEC4A	4	3
III	Intellectual History of Tamil Nadu	23PHIEDC	4	2
III	Human Rights	23PHRSC	2	1
	<b>Total</b>		<b>30</b>	<b>23</b>
<b>Internship/Industrial Activity during the Summer Vacation After I Year</b>				
Extra Skills	<ul style="list-style-type: none"> <li>• <i>Value Education – 1 Extra Credit</i></li> <li>• <i>Physical Fitness Practice – 1 Extra Credit</i></li> <li>• <i>Life Skills Promotion – 1 Extra Credit</i></li> <li>• <i>Productive Preparation for NET/SET/JRF – II (23PHISC2) (Self-Study – 1 Extra Credit)</i></li> <li>• <i>Society Connect Activity – 1 Extra Credit</i></li> </ul>			

<b>Course Title</b>	<b>History of Ancient and Early Medieval India - Prehistory to 1206 CE</b>						
<b>Course Type</b>	Core Course 1	<b>Course Code</b>	23PHICC1				
<b>Year</b>	I	<b>Semester</b>	I				
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			6	1	0	0	7

### Learning Objectives

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

### UNIT I

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

### UNIT II

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

### UNIT III

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

### UNIT IV

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

### UNIT V

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

## Books for Study

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

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

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

## Suggested Readings

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

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

2016 Raychaudhuri, Hemchandra, *Political History of Ancient India*, Surjeet Publications,

New Delhi, 2014 Basham, A.L., *The Wonder that was India, Vol. 1*, Picador, New Delhi, 2004

## Web sources:

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

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

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

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

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

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

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

## CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**



<b>Course Title</b>	<b>Socio Cultural History of Tamil Nadu upto 1565 CE</b>						
<b>Course Type</b>	Core Course 2	<b>Course Code</b>	23PHICC2				
<b>Year</b>	I	<b>Semester</b>	I				
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			6	1	0	0	7

### Learning Objectives

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

### UNIT I

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

### UNIT II

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

### UNIT III

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

### UNIT IV

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

### UNIT V

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

### Books for Study

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

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

## Suggested Readings:

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

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

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

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

## Web sources

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

## Course Outcomes

CO 1 - detail the early history of Tamil Nadu

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

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

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

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

## CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

## CO Mapping with Programme Specific Outcomes

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

1. S-Strong(3)

M-Medium (2)

L-Low (1)

<b>Course Title</b>	<b>History of World Civilizations (Excluding India)</b>						
<b>Course Type</b>	Core Course 3	<b>Course Code</b>	23PHICC3				
<b>Year</b>	I	<b>Semester</b>	I				
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			5	1	0	0	6

## Learning Objectives

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

## UNIT I

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

## UNIT II

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

## UNIT III

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

## UNIT IV

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

## UNIT V

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

## LEARNING RESOURCES

### Text Books

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

### Reference Books

- 1 Judd, G.P, History of Civilization, Macmillan, New York, 1966.
- 2 Rebello , World Civilization – Ancient and Medieval, Part II, Mangalore, 1969.
- 3 Scarre C. and Brian Fagan, Ancient Civilizations, New Jersey: Pearson, 2008.
- 4 Finley M.I, Ancient Slavery: Modern Ideology, London: Chatto and Windus 1980.
- 5 Brunt P.A. , Social Conflicts in the Roman Republic, London: Chatto and Windus, 1971
- 6 Joshel P, Slavery in the Roman World. Cambridge, Cambridge University Press, 2010

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

### Web sources

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

### Course Outcomes

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

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

Course Title	Indian Art and Architecture						
Course Type	Elective Course 2	Course Code	23PHIDSEC1				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

### Learning Objectives

1. detail the art and architectural forms during the Harappan and Mauryan periods
2. explain the impact of Buddhism on art forms
3. discuss the evolution of art and architecture under Pallavas and the Cholas
4. highlight the features of Islamic architecture particularly under Mughlas
5. to point out the salient features of colonial architecture

#### UNIT I:

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

#### UNIT II:

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

#### UNIT III:

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

#### UNIT IV:

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

#### UNIT V:

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

## Learning Resources

### Recommended Books for Study

- Craven, Roy, A concise history of Indian Art, Thames and Hudson; London; 1976
- Hardy, Adam, The Indian Temple Architecture, Abhinav Publications, 2002
- Tomory, Edith, A History of Fine Art in India and the West, OrientBlackSwan; Reprinted edition (1989)

### References

- Banerjee.J.N., Development of Hindu Iconography, MunshiramManoharlal; 3rd edition, 2002
- Coomaraswamy.A.K., History of Indian and Indonesian Art, Kessinger Publishing, LLC, 2003
- Deva, Krishna, Temples of North Indian National Book Trust, 2002
- Gupta.R.S., Iconography of the Buddhist, Hindu and Jain, Stosius Inc/Advent Books Division; Subsequent edition, 1980
- Sivaramamurthy.C., South Indian Bronzes, Lalit Kala Akademi, 1981
- Srinivasan.K.R., Temples of South India, National Book Trust; Fourth edition, 2010

### Web sources:

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

### Course Outcomes:

- CO 1** Explain the various forms of Indus and Mauryan Art.
- CO 2** Compare and contrast the Gandhara and Mathura Schools of Art.
- CO 3** Examine the similarities and differences between temple architectural styles.
- CO 4** Discuss the relation between the five pillars of Islam and Islamic architecture.
- CO 5** Appreciate the features of colonial architecture

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low**



<b>Course Title</b>	<b>Freedom Struggle in Tamil Nadu</b>							
<b>Course Type</b>	Elective Course 1	<b>Course Code</b>	23PHIDSEC1A					
<b>Year</b>	I	<b>Semester</b>	I					
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F</b>	<b>S</b>	<b>Total</b>
			4	1	0	0	5	

### Course Objectives

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

### UNIT I

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

### UNIT II

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

### UNIT III

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

### UNIT IV

Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.Subramiayaiyer- V.O. Chidambaram – Subramania Bharathi – Kadalur Anjaliammal- Soundaram Ammayar.

Revolutionary Movement in Tamil Nadu – Vanchinathan – Tirupur Kumaran - Subramania Siva-Neelakanta Brahmachari

### UNIT V

Impact of Gandhi –Role of Rajaji – Vedaranyam March – S. Satyamurthi  
Quit India Movement in Tamil Nadu –K.Kamaraj- Participation of Tamils in Indian National Army – Popular Participation of Tamils

## Learning Resources

### Recommended Books for Study

Rajayyan, K : Rise and fall of Poligars & South Indian Rebellion

Rajayyan, K. : South Indian Rebellion, The First War of Independence, 1800- 1801.

Rajayyan, K.: Tamil Nadu: A Real History

Rajendran, N.K.: The National Movement in Tamil Nadu, 1905-1914: Agitational Politics and State Coercion

G. Venkatesan, History of Indian Freedom Struggle

### Reference

Narasimhan V.K. : Kamaraj – A Study

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

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

### Web Sources:

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

### Course Outcomes:

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

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

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

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

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

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

Course Title	Administrative History of Tamil Nadu							
Course Type	Elective Course 3	Course Code	23PHIDSEC2					
Year	I	Semester	I					
Credits	3	Hours	L	T	P	F	S	Total
			4	1	0	0	5	

### Course objectives:

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

### Unit I

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

### Unit II

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

### Unit – III

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

### Unit- IV

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

### Unit V

Policies and programmes– economic- social and demographic impact

## **LEARNING RESOURCES**

### **Recommended Books**

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

Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)

Rajmohan Gandhi., Rajaji:A Life

Narasimhan.V.K., Kamaraj A Study

Sandhya Ravishankar.,Karunanidhi: A Life in Politics

Vasanthi., A Lone Empress:A Portrait of Jayalalitha

### **Reference**

**Subramanian.N History of Tamilnadu Vol.2**

### **Web Source**

[www.jetir.org](http://www.jetir.org)

<https://www.inc.in>

<https://dmk.in>

Course outcomes:

1. Appreciate the administration of Justice Party
2. Evaluate the Congress Administration
3. Interpret DMK administration
4. Compare AIADMK administration
5. Assess the impact of various administrations

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

<b>Course Title</b>	<b>Cultural Heritage of India</b>						
<b>Course Type</b>	Elective Course 4	<b>Course Code</b>	23PHIDSEC2A				
<b>Year</b>	I	<b>Semester</b>	I				
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			4	1	0	0	5

### Learning Objectives:

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

### UNIT I

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

### UNIT II

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

### UNIT III

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

### UNIT IV

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

### UNIT V

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

### LEARNING RESOURCES

- Luniya, B.N. : Evolution of Indian Culture  
Wolport, S. : Introduction to India  
Hussain, S.A. : The National Culture of India

Tomery, E. : History of Fine Arts in India and West  
 Basham, A.L. : The Wonder that was India  
 Brown, Percy : Indian Architecture – Buddhist and Hindu, Vol. I  
 Coomaraswamy, A.K.: History of Indian and Indonesian Art  
 Kramrish, Stella : Art of India  
 Poande, Susmita : Medieval Bhakti Movement

**Web sources:**

<https://indiaculture.gov.in>

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

<http://www.intach.org>

<https://www.exoticindiaart.com>

**Course Outcomes:**

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

**CO Mapping with Programme Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**



<b>Course Title</b>	<b>HISTORY OF MEDIEVAL INDIA 1206 – 1707 CE</b>		
<b>Course Type</b>	Core 4	<b>Course Code</b>	23PHICC4
<b>Year</b>	I	<b>Semester</b>	II
<b>Credits</b>	5	<b>Hours</b>	6
<b>Learning Objectives</b>			
<b>S. No.</b>	<b>The learning objectives are to impart:</b>		
1	Understanding about the genesis of the Sultanate rule in India and its early rulers		
2	Appreciation of the administration of Tuglaqs, Sayyids and Lodis and the impact of Bhakti Movement		
3	Knowledge about the founding and conquests of the Mughal rulers		
4	Art and architecture and administrative policies during the Mughals		
5	The administration, art and architecture during Bahmini and Vijayanagar kingdoms		

### **UNIT I**

Establishment of Sultanate Rule in India – Slave Dynasty – Qutb-uddin-Aibak – Iltutmish–Sultana Raziya – Balban – Khilji Dynasty – JalaluddinKhilji – AlauddinKhilji – Malik Kafur’s Invasion

### **UNIT II**

Tughlaq Dynasty – Mohammed-bin-Tughlaq – Feroz Shah Tughlaq – Sayyids and Lodis –Administrative System under Delhi Sultanate – Bhakti Movement – Sufi Movement

### **UNIT III**

Advent of Mughals – Babur – Humayun – Sher Shah Administration- conquests of Akbar

Mughal administration- Mughal Art and Architecture

### **UNIT IV**

Jehangir –Chain of Justice- Shah Jahan – Aurangzeb – Rise of the Marathas – Life and Career of Shivaji – Shivaji’s Administration

### **UNIT V**

Bahmini Kingdom – Vijayanagar Empire – Administration – Art and Architecture-Position of Women in Medieval Period

## LEARNING RESOURCES

### Recommended Books

1. Ashirbadi Lal Srivastava, *History of India 1000 A.D. to 1707 A.D.*, Shiva Lal Agarwala, Agra, 1964
2. J.L. Mehta, *Advanced Study in the History of Medieval India, Vol II: Mughal Empire(1526 – 1707 A.D.)*, Sterling Pub., New Delhi, 2019
3. J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. I(1000 – 1526 A.D.)*, Sterling Pub., New Delhi, 2019
4. J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 2019
5. L.P. Sharma, *History of Medieval India, 1000-1740 A.D.*, Konark Pub. Pvt. Ltd., New Delhi, 1997
6. Satish Chandra, *History of Medieval India*, Orient Blackswan, New Delhi, 2017

### 7. References

8. A.B.M. Habibullah, *The Foundation of Muslim Rule in India*, Central Book Depot, 1967
9. Ashirbadi Lal Srivastava, *The Mughal Empire, 1526-1803 A.D.*, Shiva Lal Agarwala, Agra, 1969
10. Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005
11. Mohammad Habib and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.
12. R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974
13. Satish Chandra, *Medieval India, Part I & II*, New Delhi, NCERT, 1971

### Web Resources

<https://archive.org/details/MedievalIndiaFromContemporarySources>

<https://selfstudyhistory.com/medieval-indian-history/>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe the foundation of the Delhi Sultanate and its early dynasties	K1
CO 2	Elucidate the administration of the Delhi Sultanate and appreciate the Bhakthi and Sufi Movements	K2
CO 3	Discuss the genesis and the conquest of the Mughals	K2
CO 4	Outline the art and architecture and administration of the Mughals	K1
CO 5	Illustrate the administration, art and architecture during the Bahmini and Vijayanagar kingdoms	K4

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	3	3	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3	3	2	3
<b>CO 4</b>	3	3	2	3	3	2	2	3
<b>CO 5</b>	3	3	3	3	3	3	3	3
<b>Total</b>	15	15	13	15	15	14	12	15
<b>Average</b>	3	3	2.6	3	3	2.8	2.4	3

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

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	14	15	15
<b>Average</b>	3	3	2.8	3	3

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

<b>Course Title</b>	<b>Socio-Cultural History of Tamil Nadu 1565 – 1956 C.E.</b>		
<b>Course Type</b>	Core Course 5	<b>Course Code</b>	23PHICC5
<b>Year</b>	I	<b>Semester</b>	II
<b>Credits</b>	5	<b>Hours</b>	5

**Learning Objectives:**

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

## LEARNING RESOURCES

### Recommended Books

1. Irschick, Eugene F., Tamil Revivalism in the 1930s, Cre-A, Madras, 1986
2. Jagadeesan, P, Marriage and Social Legislations in Tamil Nadu, Elatchaiappan Pub., 1990
3. Murugesan, Mangala N.K., Self-Respect Movement in Tamil Nadu, 1920-40, Koodal Pub., Madurai, 1981
4. Rajaraman, P., Justice Party: A Historical Perspective, 1916-37, Poompozhil Publishers, Madras, 1988
5. Rangaswamy, M., Tamil Nationalism, Hema Pub., Chennai, 2006
6. Sastri, V.S. Ramasamy, The Tamils, The People, Their History and Culture in 5 Volumes, Cosmo Pub., New Delhi, 2002
7. Singaravelu, S., Social Life of the Tamils, Dept. of Indian Studies, Kuala Lumpur
8. Subramaniam, P. Social History of the Tamils, 1707 – 1947, D.K. Printworld (P) Ltd., New Delhi, 1996
9. Swaminathan, S., Karunanidhi, Man of Destiny, Affiliated East-West Press Pvt. Ltd., New Delhi, 1974

### References

1. K.A.N.Sastri : The Pandyan Kingdom (London.1929)
2. Kalidos.R : History and Culture of Tamils (From Prehistoric Times to Present rule)  
KrishnaswamyDr.A. : The Tamil country under Vijayanagar
3. Rajaraman, P., Chennai through the Ages, Poompozhil Pub., Chennai, 1997. RajayyanDr.K : History of Tamil Nadu (1565 – 1982)
4. Sathianatheir.R. : History of Nayaks of Madurai Subramanian N : History of Tamil Nadu Vol.II The culture and History of the Tamils , 1964
5. Varghese JeyarajS : Socio Economic History of Tamil Nadu

### Web Sources:

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

**Course Outcomes:****CO 1** –Narrate the social condition during the Nayak period**CO 2** –Evaluate the contributions of Marathas to the culture of the Tamil region**CO 3** –Analyse the Contribution of Sethupathis of Ramnad to Tamil society.**CO 4** – Appreciate the Growth of Western Education**CO 5** – assess the contribution of Dravidian movement to social transformation**CO Mapping with Programme Outcomes**

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

**S-Strong (3) M-Medium (2) L-Low (1)****CO Mapping with Programme Specific Outcomes**

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

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

<b>Course Title</b>	<b>Historiography and Historical Methods</b>		
<b>Course Type</b>	Core Course 6	<b>Course Code</b>	23PHICC6
<b>Year</b>	I	<b>Semester</b>	II
<b>Credits</b>	4	<b>Hours</b>	5

### **Learning Objectives:**

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

### **UNIT I**

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

### **UNIT II**

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

### **UNIT III**

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

### **UNIT IV**

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

### **UNIT V**

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

### **LEARNING RESOURCES**

#### **Recommended Books**

1. Ali, Sheik, *History: Its Theory and Method*, Laxmi Publications, 2019 Carr, E.H., *What is History?*, Penguin Books Ltd., New Delhi, 2018.

2. Manikam, S., *On History & Historiography*, Padumam Publishers, Madurai
3. Rajayyan, K., *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982
4. Sreedharan, E., *A Textbook of Historiography: 500 BC to AD 2000*, Orient Longman, New Delhi, 2004

### References

1. Bloch, Marc, *The Historian's Craft*, Aakar Books, Delhi, 2017 Collingwood, R.G., *The Idea of History*, OUP, Delhi, 1994
2. Dray, W.H., *Philosophy of History*, Prentice-Hall, New Jersey, 1964
3. Jenkins, Keith, *Why History? Ethics and Postmodernity*, Routledge, London, 1999
4. Sen, S.P., *Historians and Historiography in Modern India*, Institute of Historical Studies, Calcutta, 1973
5. Sreedharan, E., *A Manual of Historical Research Methodology*, Centre for South Indian Studies, Trivandrum, 2007
6. Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of History*, Routledge, New York, 2015
7. Webster, John C.B., *Studying History*, Primus Books, Delhi, 2019

### Web sources:

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

### Course Outcome

**CO 1** - Explain the meaning and scope of history

**CO 2** –Outline the various theories and philosophical approaches to history

**CO 3** –Undertake historical research

**CO 4** - Analyse the contribution of western historians

**CO 5**- Highlight the historical writings of important Indian historians



### CO Mapping with Programme Outcomes

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

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

### CO Mapping with Programme Specific Outcomes

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

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

<b>Course Title</b>	<b>History of Journalism</b>		
<b>Course Type</b>	Elective3	<b>Course Code</b>	23PHIDSEC3
<b>Year</b>	I	<b>Semester</b>	II
<b>Credits</b>	3	<b>Hours</b>	4

**Learning objectives:**

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

Government and the press: reaction and regulation –Press laws

**UNIT IV**

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

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

**LEARNING RESOURCES**

Recommended Books

1. Nadig Krishna Murthy : Indian Journalism, Mysore University Press
2. . R. Parthasarathi: Modern Journalism in India. Sterling Publishers.
3. J. V. SeshagiriRao. Studies in the history of journalism
4. MohitMoitra: A History of Indian Journalism; National Book Agency.
5. J. Natarajan: History of Indian Journalism; Publication Division

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

**Web sources:**

1. [https://www.publicationsdivision.nic.in/index.php?route=product/product&product\\_id=2150](https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150)
2. [https://www.epw.in/system/files/pdf/1955\\_7/11/the\\_story\\_of\\_the\\_indian\\_press.pdf](https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf)
3. <https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growth-of-press-in-india/21000143>

**Course Outcomes**

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

**CO Mapping with Programme Outcomes**

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

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

**CO Mapping with Programme Specific Outcomes**

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

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

<b>Course Title</b>	<b>International Migrations and Diasporic Studies</b>		
<b>Course Type</b>	Elective3	<b>Course Code</b>	23PHIDSEC3A
<b>Year</b>	I	<b>Semester</b>	II
<b>Credits</b>	3	<b>Hours</b>	4

### **Learning Objectives:**

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

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

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

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

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

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

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

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

Religion and Caste – Language and Culture – Institutions and Associations

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

Sending Country's Perspective – Receiving Country's Perspective

### **LEARNING RESOURCES**

#### **Recommended Books**

1. Stephen Castles and Mark J. Miller. 1998. *The Age of Migration: International Populations Movements in the Modern World*. London: Macmillan.
2. Ajaya Kumar Sahoo and BrijMaharaj (eds.), *Sociology of Diaspora: A Reader*, New Delhi: Rawat Publications.
3. Cohen, Robin 1997. *Global Diaspora: An Introduction*. London: UCL Press. EleonoreKofman, Annie Phizacklea, ParvatiRaghuram, Rosemary Sales. 2000. *Gender and*

4. *International Migration in Europe: Employment, Welfare and Politics*. London:Routledge. Vertovec, Steven and Robin Cohen (eds.). 1999. *Migration, Diaspora and Transnationalism*. London: Edward Elgar. [Introduction]
5. Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). 1990. *South Asian Overseas: Migration and Ethnicity*. Cambridge University press: Cambridge.

### References

1. Lal, Brij V., Peter Reeves and Rajesh Rai (eds.). 2007. *The Encyclopedia of the Indian Diaspora*. Singapore: Editions Didier Millet
2. Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge.
3. Raghuram, Parvati, Ajaya Kumar Sahoo, BrijMaharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications.
4. Bhatia, Sunil. 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*. New York: New York University Press.
5. Puwar, N. and Raghuram, P. (eds.). 2003. *South Asian Women in the Diaspora*. Oxford: Berg.
6. Rayaprol, Aparna. 1997. *Negotiating Identities: Women in the Indian Diaspora*. New Delhi: Oxford.
7. Safran, William, Ajaya Kumar Sahoo and Brij V. Lal (eds.). 2008. *Transnational Migrations: The Indian Diaspora*. New Delhi: Routledge Publications. [Chapter1,3,5]
8. Khadria, Binod. 1999. *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage Publications.
9. Ministry of External Affairs. 2001. *Report of the High Level Committee on Indian Diaspora*. New Delhi: Indian Council of World Affairs.

### Web sources:

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

**Course Outcomes:**

**CO 1** –Explain the theories of international migrations and diaspora

**CO 2** –Outline the position of Indian diaspora worldwide

**CO 3** –Examine the issues of identity among the Indian diaspora

**CO 4** –Evaluate the Indian policies towards diaspora

**CO 5** – understand the perspectives and policies of receiving countries

**CO Mapping with Programme Outcomes**

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

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

**CO Mapping with Programme Specific Outcomes**

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

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

<b>Course Title</b>	<b>Indian Constitution</b>		
<b>Course Type</b>	Elective 4	<b>Course Code</b>	23PHIDSEC4
<b>Year</b>	I	<b>Semester</b>	II
<b>Credits</b>	3	<b>Hours</b>	4

### Learning Objectives:

1 –Explain the historical background of the Indian Constitution.

2 –Compare and contrast the fundamental rights, directive principles of state policy and fundamental duties.

3 –Evaluate the nature of Indian federalism and the rationale for emergency provisions.

4 –Describe the powers and functions of the various units of the government. 5- Evaluate the nature of the State constitutional machinery and its functions

### UNIT I

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

### UNIT II

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

### UNIT III

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

### UNIT IV

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

### UNIT V

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

### LEARNING RESOURCES

#### Recommended Books

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

## References

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

## Web Sources:

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

## Learning Objectives:

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

### Unit I

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

### Unit II

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

### Unit III

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

### Unit IV

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

### Unit V

Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada BacchaoAndolan – Silent Valley Movement – Jungle BachaoAndolan –



## LEARNING RESOURCES

### Recommended Books

1. Irfan Habib, *Man and Environment: Vol-36: Ecological History of India*, New Delhi: Tulika Books, 2011
2. Donald Hughes.J., *What is Environmental History?*, Polity Press: Cambridge, U.K. 2006.  
Madhav Gadgil and Ramchandra Guha, *The Fissured Land: An Ecological History of India*  
3. OUP: Berkeley and Los Angeles, California, USA 1992
4. Mahesh Rangarajan and K Sivaramakrishnan, ed., *India's Environmental History: From Ancient Times to the Colonial Period Vol 1*, Permanent Black: Ranikhet, India, 2012
5. *Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 1-14. Cambridge: Cambridge University Press, 1988.
6. Ramachandra, Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya* OUP, 1989
7. Donald Worster. "Doing Environmental History." In *The Ends of the Earth: Perspectives on*

### References

1. Christopher Hill, *South Asia: An Environmental History*, ABC-CLIO, Inc: California, US, 2008
2. Crosby, Alfred. "Ecological Imperialism: The Overseas Migration of Western Europeans as biological phenomenon." In *The Ends of the Earth: Perspectives on Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 103-17. Cambridge: Cambridge University Press, 1988.
3. David L Gosling, *Religion and Ecology in India and South East Asia*, Routledge: London, U.K.,
4. Guha, Ramachandra, *Environmentalism: A Global History*, OUP, New Delhi, 2000.
5. Guha, Ramachandra and J. Martinez-Alier, *Varieties of Environmentalism: Essays - North and South*, OUP, New Delhi, 1998.
6. Joakim, Radkau, *Nature and Power: Global History of the Environment*, Cambridge University Press, New York, USA, 2008
7. Keith, Smith, *Environmental Hazards*, Routledge, New York, 1996.

### Web sources:

1. [https://www.mids.ac.in/assets/doc/WP\\_203.pdf](https://www.mids.ac.in/assets/doc/WP_203.pdf)
2. [https://www.researchgate.net/publication/343547680\\_ENVIRONMENT\\_IN\\_EARLY\\_INDIA\\_A\\_HISTORICAL\\_PERSPECTIVE](https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_A_HISTORICAL_PERSPECTIVE)
3. <https://www.jstor.org/stable/41949868>

### Course Outcomes:

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

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

**CO 3** –Evaluate the impact of British ecological imperialism.

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

**CO 5**- Examine the role of various movements

**CO Mapping with Programme Outcomes**

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

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

**CO Mapping with Programme Specific Outcomes**

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

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

<b>Course Title</b>	<b>Environmental History of India</b>		
<b>Course Type</b>	Elective4	<b>Course Code</b>	23PHIDSEC4A
<b>Year</b>	I	<b>Semester</b>	II
<b>Credits</b>	3	<b>Hours</b>	4

**Learning Objectives:**

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

**Unit I**

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

**Unit II**

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

**Unit III**

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

**Unit IV**

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

**Unit V**

Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada BacchaoAndolan – Silent Valley Movement – Jungle BachaoAndolan –

## LEARNING RESOURCES

### Recommended Books

1. IrfanHabib, *Man and Environment: Vol-36: Ecological History of India*, New Delhi: Tulika Books, 2011
2. Donald Hughes.J., *What is Environmental History?*, Polity Press: Cambridge, U.K. 2006.
3. MadhavGadgil and RamchandraGuha, *The Fissured Land: An Ecological History of India* OUP: Berkeley and Los Angeles, California, USA 1992
4. Mahesh Rangarajan and K Sivaramakrishnan, ed., *India's Environmental History: From Ancient Times to the Colonial Period Vol 1*, Permanent Black: Ranikhet, India, 2012
5. *Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 1-14. Cambridge: Cambridge University Press, 1988.
6. Ramachandra,Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya* OUP,1989
7. Donald Worster .“*Doing Environmental History.*” In *The Ends of the Earth: Perspectives on*

### References

1. Christopher Hill, *South Asia: An Environmental History*, ABC-CLIO, Inc: California, US, 2008
2. Crosby, Alfred. “*Ecological Imperialism: The Overseas Migration of Western Europeans as biological phenomenon.*” In *The Ends of the Earth: Perspectives on Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 103-17. Cambridge: Cambridge University Press, 1988.
3. David L Gosling, *Religion and Ecology in India and South East Asia*, Routledge: London, U.K.,
4. Guha, Ramachandra, *Environmentalism: A Global History*, OUP, New Delhi, 2000.
5. Guha, Ramachandra and J. Martinez-Alier, *Varieties of Environmentalism: Essays - North and South*, OUP, New Delhi, 1998.
6. Joakim,Radkau, *Nature and Power: Global History of the Environment*, Cambridge University Press, New York, USA, 2008
7. Keith, Smith, *Environmental Hazards*, Routledge, New York, 1996.

### Web sources:

1. [https://www.mids.ac.in/assets/doc/WP\\_203.pdf](https://www.mids.ac.in/assets/doc/WP_203.pdf)
2. [https://www.researchgate.net/publication/343547680\\_ENVIRONMENT\\_IN\\_EARLY\\_INDIA\\_A\\_HISTORICAL\\_PERSPECTIVE](https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_A_HISTORICAL_PERSPECTIVE)
3. <https://www.jstor.org/stable/41949868>

**Course Outcomes:**

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

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

**CO 3 –Evaluate** the impact of British ecological imperialism.

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

**CO 5-** Examine the role of various movements

**CO Mapping with Programme Outcomes**

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

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

**CO Mapping with Programme Specific Outcomes**

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

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

<b>Course Title</b>	<b>Intellectual History of Tamil Nadu</b>		
<b>Course Type</b>	EDC	<b>Course Code</b>	23PHIEDC
<b>Year</b>	I	<b>Semester</b>	II
<b>Credits</b>	2	<b>Hours</b>	4

### **Objectives:**

1. To make the students to know the contribution of the intellectuals to Tamil society.
2. To secure for the personality development of the students.

### **Unit-I: Importance of Intellectual History and Sangam Age**

Modernization Process in Tamilnadu The impact of Intellectuals on Modernization - Emergence of Social Reforms - Sangam Literature - Sangam Society Thirukkural.

Unit-II : Role of Religion for Modernisation.

Theosophical Society - Annie Besant - Christian Missionary Activities.

### **Unit-111: Role of Tamil Scholars for Modernization**

Tamil Renaissance - Sundarampillai - Thiru Vi. Ka - Maraimalai Adigal Pure Tamil Movement.

### **Unit - IV: Role of Freedom Fighters for Modernization**

Bharathi - V.O.C. - Subramanya Siva -Bharathidasan.

### **Unit-V: Social Reform Movements**

Sanmarga Movement - Vallalar - Self Respect Movement - Justice Party Dravidian movement - E.V.R. & C.A.Annadurai - Swami Sahajananda.

### **Text Books**

1. Anaimuthu, V., 1974. Thoughts of Periyar B. V.R., 3 vols., Thinker's Forum, Trichy.
2. Irschick and Eugene, F., 1986. Tamil Revivalism in 1930 s Cre-A Publication, Madras.
3. Kundrakudi Adigalar, 1981, Thiruvalluvar, Annamalai University,
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### **References**

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**CO Mapping with Programme Outcomes**

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

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

**CO Mapping with Programme Specific Outcomes**

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

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

**FIRST YEAR - SEMESTER II**  
**COMMON COURSE– HUMAN RIGHTS**  
**SYLLABUS FOR THE STUDENTS ADMITTED INTO I M.A. IN 2023**  
**UNDER CHOICE BASED CREDIT SYSTEM**

<b>Course Title</b>	<b>Human Rights</b>		
<b>Course Type</b>	Common Paper	<b>Course Code</b>	<b>23PHRSC</b>
<b>Year</b>	I	<b>Semester</b>	II
<b>Credits</b>	1	<b>Hours</b>	2

**UNIT – I (Hours: 6)**

Human rights – definition – characteristics of human rights – classification of rights – the universal declaration of human rights – International covenants on economic, social and cultural rights.

**UNIT – II (Hours: 6)**

Constitutional guarantee on human rights – Fundamental Rights part III of the Constitution –Directive Principles part IV of the constitution.

**UNIT – III (Hours: 6)**

Civil and political rights – Right to work, right to personal freedom, right to freedom of expression, right to property, right to education, right to equality, right to religion, right to form association and union right to family, right to contract, right to constitutional remedies, right to contest in election, right to hold public Office, right to petition, right to criticize government.

**UNIT – IV (Hours: 6)**

Economic Rights: Right to work, Right to adequate wages, right to reasonable hours of work, right to self-government in industry

**UNIT – V (Hours: 6)**

Women’s Rights : Right to inheritance, Right to divorce, Right to remarry, Right to employment and career advancement.

**REFERENCE**

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Human Rights :A Selected Bibliography, US / S.  
Singh KS :Indian Social Institution, 1983



**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**

**AFFILIATED TO PERIYAR UNIVERSITY**

**PG AND RESEARCH DEPARTMENT OF HISTORY**

**FIRST YEAR - SEMESTER II**

**COMMON COURSE-HUMAN RIGHTS (23PHRSC)**

**QUESTION PAPER PATTERN FOR THE STUDENTS ADMITTED INTO I M.A. IN 2023**

**UNDER CHOICE BASED CREDIT SYSTEM**

**Total Marks: 70**

**Part A**

**I. Answer ALL questions**

**(70\*1=70)**

70 Multiple Choice Questions (From all five units)