

SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS)

SALEM – 16

Reaccredited with 'B++' Grade by NAAC

Affiliated to Periyar University



PG & RESEARCH DEPARTMENT OF HISTORY

SYLLABUS
M.A. HISTORY
(Semester - I, II, III)

For the students admitted from 2024 - 2026

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.

PO No.	Characteristic Attributes	Programme Outcomes <i>On completion of the M.A. History programme the students will be able to:</i>
PO 1	Disciplinary Knowledge	Develop comprehensive knowledge and understanding of the discipline of History at the postgraduate level. Understand the various concepts and theories.
PO 2	Communication Skills	Communicate with clarity and fluency their in-depth understanding of the subject; express their ideas and views coherently.
PO 3	Critical Thinking, Analytical Reasoning and Problem Solving	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
PO4	Information/digital literacy and Research-related skills	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.
PO5	Multicultural Competence	Understand various cultures, appreciate their values; acquire a global perspective to equip them to work in a multicultural environment.
PO6	Moral and Ethical Awareness	Approach and act on any issue from an ethical point of view, appreciate the multiple perspectives and respect human values.
PO7	Leadership Qualities	Exhibit leadership abilities in organizing the work by setting plans and execute them.
PO8	Lifelong Learning	Learn throughout life, adapting to changing times, technology and knowledge.

Programme Specific Outcomes

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

SEMESTER I				
Part	Course Title	Code	Hours	Credits
III	History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)	24PHICC1	7	5
III	Socio Cultural History Tamilnadu of up to 1565 CE	24PHICC2	7	5
III	History of World Civilizations (Excluding India)	24PHICC3	6	4
III	Indian Art and Architecture / Freedom Struggle in Tamil Nadu	24PHIDSEC1A/ 24PHIDSEC1B	5	3
III	Administrative History of Tamilnadu / Cultural Heritage of India	24PHIDSEC2A/ 24PHIDSEC2B	5	3
Total			30	20
Extra Skills	<ul style="list-style-type: none"> • <i>Value Education</i> • <i>Physical Fitness Practice</i> • <i>Life Skills Promotion</i> • <i>Productive Preparation for CSIR/SET/JRF- I (24PHISC1)</i> (Self – study –1 Extra Credit)			
Extra Credits are given for extra skills and courses qualified in MOOC/NPTEL				

SEMESTER II				
PART	COURSES	CODE	HOURS	CREDIT
III	History of Medieval India 1206 - 1707 CE	24PHICC4	6	5
III	Socio-Cultural History of Tamil Nadu 1565 - 1956 CE	24PHICC5	5	5
III	Historiography and Historical Methods	24PHICC6	5	4
III	History of Journalism / International Migrations and Diasporic Studies	24PHIDSEC3 / 24PHIDSEC3A	4	3
III	Indian Constitution / Environmental History of India	24PHIDSEC4 / 24PHIDSEC4A	4	3
III	Intellectual History of Tamil Nadu	24PHIEDC 1	4	2
III	Human Rights	24PHRSC	2	1
	Total		30	23
Internship/Industrial Activity during the Summer Vacation After I Year				
Extra Skills	<ul style="list-style-type: none"> • <i>Value Education – 1 Extra Credit</i> • <i>Physical Fitness Practice – 1 Extra Credit</i> • <i>Life Skills Promotion – 1 Extra Credit</i> • <i>Productive Preparation for NET/SET/JRF – II (23PHISC2) (Self-Study – 1 Extra Credit)</i> • <i>Society Connect Activity – 1 Extra Credit</i> 			

SEMESTER III					
PART		COURSES	CODE	HOURS	CREDIT
III	Core- 7	Colonialism and Nationalism in India	24PHICC7	6	5
III	Core- 8	Intellectual History of India	24PHICC8	6	5
III	Core- 9	Economic History of India since 1857 CE	24PHICC9	6	5
III	Core 10	Tourism in Tamil Nadu (Industry Module)	24PHIDSEC10	6	4
III	Elective	Principles and Techniques of Archaeology/Study on Numismatics	24PHIDSEC5A / 24PHIDSEC5B	3	3
III	EDC-II	Temple in Tamil Nadu	24PHIEDC2	3	2
III	Internship / Industrial Activity	Internship / <u>Industrial Activity</u>	This summer vacation	-	2
				30	26

Course Title	History of Ancient and Early Medieval India - Prehistory to 1206 CE						
Course Type	Core Course 1	Course Code	24PHICC1				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			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 12th Century*, Pearson, Delhi, 2009

Chakravarty, 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/theworldofindia/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

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

S-Strong(3)

M-Medium (2)

L-Low (1)

Course Title	Socio Cultural History of Tamil Nadu upto 1565 CE						
Course Type	Core Course 2	Course Code	24PHICC2				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			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)

Course Title	History of World Civilizations (Excluding India)						
Course Type	Core Course 3	Course Code	24PHICC3				
Year	I	Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives

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

UNIT I

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

S-Strong(3)

M-Medium (2)

L-Low (1)

Course Title	Indian Art and Architecture						
Course Type	Elective Course 2	Course Code	24PHIDSEC1				
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 India 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
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
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

S-Strong(3)

M-Medium (2)

L-Low

Course Title	Freedom Struggle in Tamil Nadu							
Course Type	Elective Course 1	Course Code	24PHIDSEC1A					
Year	I	Semester	I					
Credits	3	Hours	L	T	P	F	S	Total
			4	1	0	0	5	

Course Objectives

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

UNIT I

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

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.Subramiayalayer-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
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
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

S-Strong(3)

M-Medium (2)

L-Low (1)

Course Title	Administrative History of Tamil Nadu						
Course Type	Elective Course 3	Course Code	24PHIDSEC2				
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 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. 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

<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
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

S-Strong(3)

M-Medium (2)

L-Low (1)

Course Title	Cultural Heritage of India						
Course Type	Elective Course 4	Course Code	24PHIDSEC2A				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives:

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

LEARNING RESOURCES

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

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

S-Strong(3)

M-Medium (2)

L-Low (1)

Course Title	HISTORY OF MEDIEVAL INDIA 1206 – 1707 CE		
Course Type	Core 4	Course Code	24PHICC4
Year	I	Semester	II
Credits	5	Hours	6
Learning Objectives			
S. No.	The learning objectives are to impart:		
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 – Aurangazeb – 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
CO 1	3	3	2	3	3	3	2	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	2	3
CO 4	3	3	2	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	13	15	15	14	12	15
Average	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
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	2	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

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

Course Title	Socio-Cultural History of Tamil Nadu 1565 – 1956 C.E.		
Course Type	Core Course 5	Course Code	24PHICC5
Year	I	Semester	II
Credits	5	Hours	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, Poompozhi 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, Poompozhi 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
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**

	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

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

Course Title	Historiography and Historical Methods		
Course Type	Core Course 6	Course Code	24PHICC6
Year	I	Semester	II
Credits	4	Hours	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/124456789/79254/3/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
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

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

Course Title	History of Journalism		
Course Type	Elective3	Course Code	24PHIDSEC3
Year	I	Semester	II
Credits	3	Hours	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
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>

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

	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

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

Course Title	International Migrations and Diasporic Studies		
Course Type	Elective3	Course Code	24PHIDSEC3A
Year	I	Semester	II
Credits	3	Hours	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
2. https://www.researchgate.net/publication/260096281_Theories_and_Typologies_of_Migration_An_Overview_and_A_Primer

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**

	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

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

Course Title	Indian Constitution		
Course Type	Elective 4	Course Code	24PHIDSEC4
Year	I	Semester	II
Credits	3	Hours	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 Durga Das Basu, *Commentary on the Constitution of India*, Wadha & Company, 2000
2. Gautam Bhatia, *Transformative Constitution: A Radical Biography in Nine Acts*, Harper Collins India, 2019
3. Misra, B.R., *Economic Aspects of Indian Constitution*, Orient Longman, 1952

Web Sources:

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

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
2. https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_A_HISTORICAL_PERSPECTIVE
3. <https://www.jstor.org/stable/41949868>

Course Outcomes:

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

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

CO 3 –Evaluate the impact of British ecological imperialism.

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

CO 5- Examine the role of various movements

CO Mapping with Programme 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

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

Course Title	Environmental History of India		
Course Type	Elective4	Course Code	24PHIDSEC4A
Year	I	Semester	II
Credits	3	Hours	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.
MadhavGadgil and RamchandraGuha, *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
2. https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_A_HISTORICAL_PERSPECTIVE
3. <https://www.jstor.org/stable/41949868>

Course Outcomes:

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

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

CO 3 –Evaluate the impact of British ecological imperialism.

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

CO 5- Examine the role of various movements

CO Mapping with Programme 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

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

Course Title	Intellectual History of Tamil Nadu		
Course Type	EDC	Course Code	24PHIEDC1
Year	I	Semester	II
Credits	2	Hours	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,
4. Shanmugam and R.Vinayagamurthy, 1983. Thiru Vi.Ka., Oru Palkalaikazhakam (Tamil), Manivasagar Pathipakam, Chidambaram.
5. Sivagnanam, M.P., 1967. Vallalar Kanda Orumaipadu (Tamil), Inba Nilayam, Madras.

References

1. Hardgrave, R.L., 1965, The Dravidian Movement, Bombay,
2. Mahakavi Bharathi Centenary Souvenir, 1982. Annamalai University.
3. Phillips, C.H. and Wainwright, M.O. (eds.), 1976. Indian Society and the Beginning of Modernization, London.

4. Schweitzer and Albert, 1951. Indian Thought and its Development, Adam and Charles Black, London.

5. Teachers of Tamil Department, 1-979. Thirukkural Sinthanaikal (Tamil), Annamalai University.

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

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 2024
UNDER CHOICE BASED CREDIT SYSTEM

Course Title	Human Rights		
Course Type	Common Paper	Course Code	24PHRSC
Year	I	Semester	II
Credits	1	Hours	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

Human Rights :UNESCO, 1982
Desai A.R. :Violation of Democratic Rights in India, 1986
Panday :Constitutional Law
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 (24PHRSC)

QUESTION PAPER PATTERN FOR THE STUDENTS ADMITTED INTO I M.A. IN 2024

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)

CourseTitle	Colonialism and Nationalism in India						
CourseType	CoreCourse7	CourseCode	24PHICC7				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning objectives

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

UNIT I

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

UNIT II

Emergence of Nationalism in India: Manifestation of Discontent against British Rule –Poligar Revolt – South Indian Rebellion – Vellore Revolt of 1806 - Revolt of 1857 – PopularPre-nationalist movements: Peasant uprisings - Tribal Resistance Movements and the CivilRebellions - Causes, Nature, and Impact – Socio-ReligiousReform Movements: IdeologicalBase for the national movement -Predecessors of the Indian National Congress – Factorsleading to the origin of Indian National Movement

UNIT III

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

UNIT IV

Era of Mass Movements: Early political activities of Gandhi– Rowlatt Satyagraha - Non-Cooperation Movement - Swarajists - Simon Commission - Round Table Conferences – CivilDisobedience Movement and Repression - the Government of India Act, 1935 and Provincial Ministries - Growth of Socialist Ideas - Congress and World Affairs - Growth ofCommunalism.

Unit V

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

LEARNING RESOURCES

Recommended Readings

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

Chandra, Bipan, et. Al., ed., India’s Struggle for Independence, Penguin Random HouseIndia, New Delhi, 2016

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

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

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

References

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

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

Hasan, Mushirul, ed., India's Partition – Process Strategy and Mobilization, OUP, New Delhi, 1993

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

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

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

Web sources

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

Course Outcomes:

CO 1 – Evaluate the impact of British imperialism.

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

CO 3 – Compare the relative merits of different methods of anti-British struggle

CO 4 – Evaluate the Gandhian non-cooperation movement and its influence on the masses.

CO 5 – Explain the process of partition

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	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

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low(1)

CourseTitle	Intellectual History of India						
CourseType	CoreCourse8	CourseCode	24PHICC8				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Course Objectives

- CO 1 – Appreciate the intellectual contribution of socio-religious reformers.
- CO 2 – Evaluate the contributions of economic nationalists.
- CO 3 – .
- CO 4 – Examine the Gandhian views on political movements.
- CO 5- Appreciate the various contributions of prominent leaders

UNIT I

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

UNIT II

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

UNIT III

BalaGangadharTilak – AurobindoGhosh – SubramanyaBharati – M.A. Jinnah

UNIT IV

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

UNIT V

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

LEARNING RESOURCES

Recommended Books

- Guha, Ramachandra, Makers of Modern India, Harvard University Press, Harvard, 2013.
- Varma, V.P., Indian Political Thought, Vol. II, Laxmi Narayan Agarwal Educational Pub.,Agra, 1959
- Bhagwan, Vishnoo, Indian Political Thinkers,Atma Ram Pub., Lucknow, 1999

References

- C.P.Andrews : The Renaissance in India
- P.K.Gopalakrishnan : Development of Economic Ideas in India.
- V.Brodovo : Indian Philosophy of Modern Times
- Hanskohn : History of Nationalism in the East
- C.Y.Chintamani : Indian Politics Since the Mutiny
- Mujumdar.R.C. : History of Political Thought from Mohan to Dayananda.

Beniprasad : The Hindu – Muslim Questions

H.C.E.Zacharias : Renascent India

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

.

Web sources

1. [https://books.google.com/books/about/Makers_of_Modern_India.html?id=.](https://books.google.com/books/about/Makers_of_Modern_India.html?id=)
2. https://www.researchgate.net/publication/291936187_An_intellectual_history_for_India

Course Outcomes.

CO 1 – understand the evolution of intellectual history of India

CO 2 – Evaluate the contributions of economic nationalists.

CO 3 – Appreciate the contribution of radical thinkers

CO 4 – Assess the role of social thinkers

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

COM aping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	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)

COMapping with programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO 4	PSO 5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low(1)

CourseTitle	Economic History of India since 1857 CE						
CourseType	CoreCourse9	CourseCode	24PHICC9				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Tot al
			5	1	0	0	6

Learning Objectives:

- 1 –Examine the agrarian condition and the impact of commercialization of agriculture.
- 2 –Assess the impact of international linkages on the growth of industries in colonial India.
- 3 – Explain the trade and monetary policy of colonial India.
- 4 – Examine the development of various transportinfrastructure and the growth of cities
- 5- Critique the ideas of the economic nationalists

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

LEARNING RESOURCES

Recommended Books

- Desai, S.S.M., et. Al., Economic History of India, Himalaya Pub. House, 2010
Dutt, R.C., The Economic History of India, Vols. I & II, Publications Division, New Delhi, 2006
Dutt, R.P., India Today, Read Books, 2008
Roy, Tirthankar, The Economic History of India, 1857-1947, OUP India, New Delhi, 2010
Singh, V.B., Economic History of India, 1857-1956, Allied Pub. Pvt. Ltd., New Delhi, 1965

References

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

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

Web sources

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

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

Course Outcomes:

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

CO 2 –Assess the impact of international linkages on the growth of industries in colonialIndia.

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

CO 4 –Examine the development of various transport systems.

CO 5- Critique the ideas of the economic nationalist

COMappingwithProgrammeOutcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	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)

COMappingwithProgrammeSpecificOutcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low(1)

CourseTitle	Tourism inTamil Nadu (Industry Module)							
CourseType	Core Course10	CourseCode	24PHIDSEC10					
Year	II	Semester	III					
Credits	4	Hours	L	T	P	F	S	Tot
			5	1	0	0	0	6

Learning Objectives:

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

Tourism Industry in Tamil Nadu – Hotels – Resorts – Accommodation for Students andTravellers – Employment Opportunities - entrepreneurial opportunitiesin Tourism Industry –Tourist Guides – Chauffeurs – Interpreter

LEARNING RESOURCES

Recommended Books

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

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

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

References

Citizen’s Charter, Tourism Department, Government of Tamil Nadu, 2002

Enchanting Tamil Nadu, Tamil Nadu Tourism, September 2005

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

Web Sources

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

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

Course Outcomes:

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

COMappingwithProgrammeOutcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	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)

COMappingwith ProgrammeSpecificOutcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low(1)

CourseTitle	Principles and Techniques of Archaeology							
CourseType	ElectiveCourse	CourseCode	24PHIDSEC5A					
Year	I	Semester	I					
Credits	3	Hours	L	T	P	F	S	Total
			2	1	0	0	3	

Learning Objectives:

1 –Explain the meaning of archaeology and the importance of its relations with allied Disciplines.

2 –Describe the development of archaeology in India and the West.

3 –Describe the methods and techniques of excavation.

4 –List the Archaeological study centres

5 –Classify the excavated materials and explain the methods of interpretation

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

LEARNING RESOURCES

Recommended Books

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

Rajan.K : Archaeology: Principles and Methods

References

Atkinson.R.J.C : Field Archaeology, 2nd edn

Barker Philip : Understanding Archaeological Excavation

Fleming.S. : Dating in Archaeology

Renfrew, C and Bhan : “Archaeology”

Robert.f.Heizer(ed.,) : The Archaeologist at Work: A source Book in Archaeological

Method and Interpretation

Roy.Sourindranath :The Story of Indian Archaeology

Renfrew, C &Paul Bahn : Archaeology: Theories, Methods and Practicals

Web Sources

1.<https://www.britannica.com/science/archaeology>

2.<https://asi.nic.in>

Course Outcomes:

CO 1 –understand the meaning of archaeology and the importance of its relations with allied Disciplines.

CO 2 –Describe the evolution of archaeology

CO 3 –Describe the methods and techniques of excavation.

CO 4 –List the Archaeological study centres

CO 5 –ability to interpret the artefacts

COMappingwithProgrammeOutcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	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)

COMappingwithProgrammeSpecificOutcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low(1)

CourseTitle	Study of Numismatics							
CourseType	ElectiveCourse10	CourseCode	24PHIDSEC5B					
Year	II	Semester	III					
Credits	3	Hours	L	T	P	F	S	Total
			2	1	0	0	3	

Objectives:

1-The course aimed to introduce the currency system of ancient India and acquaint the development in the coinage.

2-The basic thrust of this course is to establish the relevance and significance of NumismaticStudies in ancient Indian history.

3-Beginning with the antiquity of coins, early Indian coinage, coins of Indo-Greeks, Śakas andKusanas , features of Sātavāhana and Gupta coins are discussed.

4-The coins of the Chola, , Vijayanagara dynasties and also coins of Delhi sultanates, MughalEmperors , British and modern currency system are dealt in detail.

UNIT- I

Importance of the study of Coins – Origin and Evolution of Coinage Early Indian Coins – PunchMarked Coins

UNIT-II

Coins of Foreign Invaders – Indo-Greeks – Romans and the Kushans

UNIT-III

Coins of the Maurya, Gupta, Satavahana, Chalukya and Cholas

UNIT -IV

Coinage of the Vijayanagaras – Coins of the sultanates of Delhi – Coins of the Mughal Emperors

UNIT-V

Coins and Currency system under British and Post Independence

Course Outcome

- 1.Students will be able to identify and decipher the coins.
- 2.They will also be able to understand the socio-political background that accure through theCoinage of that time; thus getting holistic picture of economic and monetary system prevalent in ancient and medieval India

SUGGESTED READINGS:

Chattopadhyaya, B., - The Age of Kushanas– A Numismatic Study

Chattopadhyaya, B.D., - Coins and Coinage in South India, New Delhi, 1977.

COMappingwithProgrammeOutcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	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)

COMappingwithProgrammeSpecificOutcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low(1)

EDC-II

CourseTitle	Temples in India						
CourseType	EDC	CourseCode	24PHIEDC2				
Year	II	Semester	III				
Credits	2	Hours	L	T	P	FS	Total
			2	1	0	0	3

Unit-I**ArupadaiVeedugal**

Palani – PazhamudirCholai - Tiruchendur - Tiruthani - Tirupparakundram -Swami malai – Mariyamman Temple Samayapuram.

Unit - II**Saiva Temples**

Thillai Nataraja Temple, Chidambaram- Meenakshi Amman Temple, Madurai - Ramanathaswamy Temple, Rameswaram–Arunachaleswarar Temple, Tiruvannamalai.

Unit - III**Vainava Temples**

Sri Ranganathaswamy Temple, Srirangam - Parthasarathy Temple, Tiruvallikeni - Andal Temple, Srivilliputhoor – Srivaikuntanathan Perumal Temple, Srivaikuntam

Unit- IV**Jain Temples**

Trilokyanatha Temple, Kanchipuram - Jina Kanchi Jain Math, Mel Sithamur - Chitharal Jain Temple - Gingee Jain temple.

Unit- V**Bhuddist Temples**

Mangala Buddha Vihar, Villupuram – Madurai – Kanchipuram-Nagapattinam – Uraiyur- Kaveripattinam.

Reference Books

Chandramoorthi.M. 2016, Tamilnadu Sivalayangal (Thokuthi-1), Manivasakar Padippagam, Chennai.
Chandramouli.C., 2003, Temples of Tamilnadu Volume-1, Controller of Publications, University of California.

Chitra Madhavan, Dr., Vishnu Temples of South India.

Seeni. Venkatasamy. Mayilai., 2007, Bouthamum Thamilum, 2007, Samanamum Thamilum, Pavaipublications, Chennai

Surendar Sahai – Temples of South India. M.A. Chandramurthy – Temples of Tamilnadu – 2 Volume.

K.A. Nilakanda Sastri – A History of South India. Bala Sarma – Temples of Tamilnadu – Tamil.

C. Vasanthi – Temples arts in Tamilnadu – Tamil.

COMappingwithProgrammeOutcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	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)

COMappingwithProgrammeSpecificOutcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low(1)