FATIMA COLLEGE (AUTONOMOUS)

Re-Accredited with 'A++' Grade by NAAC (Cycle - IV)

Maryland, Madurai - 625 018, Tamil Nadu, India

NAME OF THE DEPARTMENT : HISTORY

NAME OF THE PROGRAMME : M.A

PROGRAMME CODE   : PSHI

ACADEMIC YEAR   : 2023-2024

(I M.A - TANSCHE, II M.A OBE)

Minutes

The Board of Studies meeting was convened for the PG Department Of History on 03.04.2023 at 2.00 p.m. in Fatima College Campus. The following members attended the meeting.

1. Dr. J. Saral Evangelin,
Head of the Department & The Chairman of the Board,
Department Of History,
Fatima College, Madurai.   3/4/23

External Members :

1. Dr. P. Balagurusamy,
Principal & Head,
Department of History,
G.T.N. Arts College (Autonomous),
Dindigul
[UNIVERSITY NOMINEE]   3/4/2023

2. Dr. S. Kannan,
Associate Professor,
Raja Dorasingam Government Arts College,
Sivagangai.   03/04/2023
[SUBJECT EXPERT]

3. Dr. A. Jesintha Vilveena, M.A., M.Phil, Ph.D.,
   Associate Professor,
   PG & Research Centre of History,
   Jayaraj Annapackiyam College for Women,
   Periyakulam, Theni   A. Jesintha
   [SUBJECT EXPERT]   3-4-2023

4. Dr. P. Mahendravel, B.Com., MBA.,
   Managing Director,
   Perrys Tours and Travels Private Limited,
   46/1, Kannadhaasan Main Road,   03/04/2023
   S.S. Colony, Bypass Road
   Madurai - 625 016
   [INDUSTRIALIST]

5. Dr. R. Praiya, M.A, M.Phil, Ph.D., NET,
   Assistant Professor,
   Mannar Thirumalai Naicker College, (Autonomous),   03/04/2023
   Madurai.
   [ALUMNA]

   Dean of Academic Affairs

   Dr. M. Meenakumari,
   Head & Assistant Professor,
   Department of Sociology and Social Work,   3/4/2023
   Fatima College, Madurai

   Internal Members :

1. Dr. W. Shyamala,
   Assistant Professor in History.   W. Shyamala 3/4/2023

2. Dr. M. Vijaya Shanthi,
   Assistant Professor in History.   M.Vijay~   3|4|23

3. Dr. P. Parameswari
   Assistant Professor in History.   P.~ 3|4|23

4. Dr. B. Poornima Sethupathi
   Assistant Professor in History.   B.Poornmati~ 3/4/23

5. Ms. S. Arunjunai Devi,
   Assistant Professor in History.   S. Arunjunai devi 3|4|23

6. Mrs. B. Aarthy Krishnan,
   Assistant Professor in History.   Aarthi 3|4|23

      The Board Of Studies meeting commenced with prayer. Dr. J. Saral Evangelin, the Chair Person of the Board welcomed the members.

1. ACTION TAKEN REPORT FOR 2022-2023.

S.NO.	Common Suggestions Offered in the Previous Board.	Action Taken for the Academic Year 2022-2023
1.	To add web sources for all courses	Web Sources are added for all the new courses.

CHANGE OF COURSE TITLE

S.No.	Old Course Code	New Course Code	Old Course Title	New Course Title	Need for Change
	Nil.				

NEW COURSES INTRODUCED.

S. No.	Course Code	Course Title	Relevance To* L	R	N	G	Scope for# Emp	Ent	SD.	Need for Introduction.
1.	22PG2H7	History of East Asia (From A.D 1900 To 1947 A.D)		✓		✓				To make the students to understand the history of East Asian Countries.

REVISED COURSES

S. No.	Course Code	Course Title	No. & Title of Units Revised with Revised Content	% of Revision	Need for Revision	Relevance To* L	R	N	G	Scope for# Emp	Ent	SD
1.	19PG1H1	Socio, Cultural History of Ancient India (upto A.D. 1206)	Unit I – Man and Environment to be removed, Impact of Geographical factors added in the Content.	5%	Content Explanation.		✓		✓			

S. No.	Course Code	Course Title	No. & Title of Units Revised with the Revised Content	% of Revision	Need for Revision	Relevance To*				Scope for#		
						L	R	N	G	Emp	Ent	SD
			Unit IV – Accounts of Hieung Tsang added.									
2.	19PG1H4	Women's Studies	1. Unit – I – Goals of Feminism replaced by waves. 2. Unit III – CDP & IRDP removed & Indian Women Association Young Women Christian Association – Women's India Association – The National Council of Women in India – added.	5%	Repetition of Contents				✓	✓		
3.	19PG2H5	Socio, Cultural History of Medieval India (From A.D. 1266 To 1707 A.D.)	1) Unit II – Unit 4 shuffled & Rural society – Petty Chieftains – village Officials – Cultivators – artisans – Position of women – Culture – System of education – added in Unit – II 2) Unit – III – Title Changed as Socio-Religious Movements & Bhakthi Movement & Sufism	10%	Appropriate Content under the title				✓		✓	

S. No.	Course Code	Course Title	No. & Titles Of Units Revised with the Revised Content	% of Rev sion	Need for Revision	Relevance To*				Scope for #			
						L	R	N	G	EmpEnt	SD		
			added in Unit III 3) Unit IV - Art and Culture of Vijayanagar Empire and Bahmani Kingdom added.										
4.	19PG3H10	Historio-graphy and Research Methodology	Unit V - Writing of Research Proposal - Plagiarism was added.	5%	The Students must know about Writing of the research Proposal & Plagiarism	✓✓							
5.	19PG3H12	Social Movements in Modern India.	Unit III - Removed the Concept of Feminism - AIWC - NCWI.	5%	Repetition of Contents in 19PG1H4 - Women Studies.	✓✓							
6.	19PG4H16	History Of Education in India.	Unit II - Education Under Deccan kingdome Vijaya-nagar and Bahmani kingdom removed.	5%	To reduce the Syllabus		✓		✓				

NEW COURSES INTRODUCED :-

CORE COURSES INTRODUCED (PART-A)

S. No.	Course Code	Course Title with Semester.	Relevance To*			Scope for #			Need for Introduction.
			L	R	N/G	Emp	Ent	SD	
1.		(Semester –I)		✓		✓			To understand the social, economic and religious Conditions of Ancient & Medieval India.
2.				✓			✓		To learn the ancient Culture and Heritage of Ancient TamilNadu
3.		(Semester I)		✓	✓				To enable the students to measure the progress of different Societies
4.		(Semester II)		✓		✓			To understand the establishment of Muslim rule & its impact on Indian Society
5.		(Semester II)		✓			✓		To make students understand the Nayaks, Marathas & British Rule in Tamil Nadu and the role of Tamil Nadu in Various Rebellions

S. No.	Course Code	Course Title with Semester	Relevance To* L R N G EmpEnt SD	Scope for #	Need for Introduction
					and the freedom struggle Movement.
6.					To learn the Contributions of Historians & the evolution of historical writing.

ELECTIVE COURSES INTRODUCED (PART-A)

S. No.	Generic/ Discipline Specific with Semester.	Course Code	Course Title	Relevance To* L R N G EmpEnt SD	Scope for #	Need for Introduction.
1.	Discipline Specific (Semester I)			✓ ✓		* To enable the students to know the Contribution of freedom fighters & role of Tamil Nadu in attaining Freedom. / * To impart knowledge on Various styles of Art and Architecture of India.
2.	Discipline Specific			✓ ✓		* To study the administration of

S. No.	Generic/Discipline specific with Semester.	Course Code	Course Title	Relevance To* L R N G	Scope for# Emp Ent SD	Need for Introduction.
	(Semester I)					TamilNadu since 20th Century / * To understand the importance of Royalty and its patronage on cultural transformation in India through ages.
3.	Generic (Semester II)		History for Competitive Exams	✓ ✓		To enable the students to know the important events in Indian History.
4.	Discipline Centric (Semester II)			✓ ✓		* To inculcate the knowledge of Indian Constitution. * To study the social and political backgro -und of the Environmental movements in India.

SKILL ENHANCEMENT / ABILITY ENHANCEMENT COURSE
(PART-B)

S. No.	SEC/ AECC with Semester	Course Code	Course Title	Relevance To*				Scope for#		Need for Introduction
				L	R	N	G	EmpEnt	SD	
1.	SEC - (Semester I)							✓	✓	To know the methods & importance of report writing & research proposals.
2.	SEC - (Semester II)							✓	✓	To understand the use of epigraphy in historical writing.

3. REVISION OF COURSES :-

REVISED COURSES

S. No	Course Code	Course Title	No. & Title of Units Revised with the Revised Content.	% of Revision	Need for Revision	Relevance To*				Scope for#	
						L	R	N	G	EmpEnt	SD
1.	19PG3H10	Historiography and Research Methodology	Unit IV - Sources for the study of Ancient, Medieval and Modern India could be removed.	10%	Repeated Content				✓	✓	

8. Course No.	Course Code	Course Title	No. & Title of Units Revised with the Revised Content	% of Revision	Need for Revision	Relevance To* L R N G	Scope for # Emp Ent SD
2.	19PG4HE4	Indian Archaeology	1). Unit IV – Nature of Tamil Epigraphs to be added. 2). Unit V – Punch Marked Coins and Pallavas to be added.	10%	Explanation needed for the Content.	✓ ✓	

4. DETAILS OF PROPOSED / SIGNED MOUs:

MOU with DHAN Foundation was renewed on March 14, 2022 for the next five Academic years between 2022 to 2027.

* L – Local
* R – Regional
* N – National
* G – Global

OTHER SUGGESTIONS	COMMENDATIONS
The Board recommended to remove few content in the papers Medieval India & Indian Constitution, as it is Vast.	The Board appreciated that syllabus have been designed meticulously to meet the requirements of Academia & Job market.
The Board recommended to add reference books for courses below, i). COURSE - History Of World Civilizations Book - "World Civilization" by Sattar ii) COURSE - Socio Cultural history of TamilNadu 0565-1956 CE Book - "TamilNadu-A real history" by Rajjaim.	The Board highly appreciated the Cooperation, hardwork & hospitality rendered by the department faculty.

1. Dr. J. Saral Evangelin   *(signature)* 3/4/23
   Head of the Department & Chairperson Of the Board.

External Members:

2. Dr. P. Balagurusamy,   *(signature)* 3/4/2023
   (University Nominee)
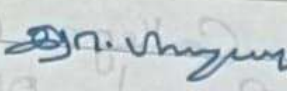
3. Dr. S. Kannan   *(signature)*
   (Subject Expert)   03/04/2023

4. Dr. A. Jesintha Vilveena   *(signature)*
   (Subject Expert)   A. Jesintha 8-4-2023
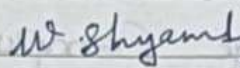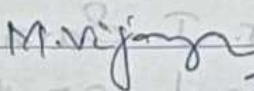
5. Dr. P. Mahendravel   *(signature)*
   (Industrialist)   03/04/2023
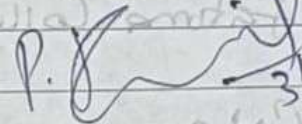
6. Dr. R. Praiya
   (Alumna)   03/04/2023
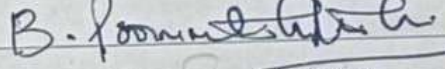
7. Dr. M. Meena kumari
   Dean of Academic Affairs.   3/4/2023
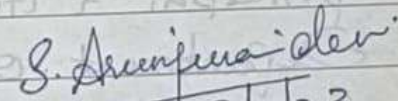
Internal Members :-
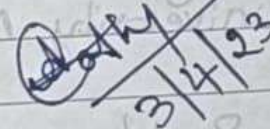
Dr. W. Shyamala   W. Shyam 3/4/2023
Assistant Professor in History
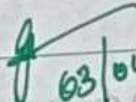
Dr. M. Vijaya Shanthi   M. Vijay T.
Assistant Professor in History   3/4/23

Dr. P. Parameswari   P.   3/4/23
Assistant Professor in History

Dr. B. Poornima Sethupathi   B. Poornima Sethu
Assistant Professor in History   3/4/23

Ms. S. Arunjunai Devi   S. Arunjunai devi
Assistant Professor in History   3/4/23

Mrs. B. Aarthy Krishnan   Aarthi 3/4/23
Assistant Professor in History.   3/4/23

                          03/04/2023

VISION OF THE DEPARTMENT

The Department of History envisions to impart holistic education by giving preference to rural, generation, economically backward, physically challenged women and produce highly competent readers and writers of History.

MISSION OF THE DEPARTMENT

- To prepare the students to be the responsible citizens of India
- To enhance the chance of employability in order to make women empowered
- To nurture the students to become future administrators.
- To develop independent and critical thinking

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

PEO 1	Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and committed researchers who would be desirous for the "more" in all aspects
PEO 2	They will be efficient individual and team performers who would deliver excellent professional service exhibiting progress, flexibility, transparency, accountability and in taking initiatives in their professional work
PEO 3	The graduates will be effective managers of all sorts of real – life and professional circumstances, making ethical decisions, pursuing excellence within the time framework and demonstrating apt leadership skills
PEO 4	They will engage locally and globally evincing social and environmental stewardship demonstrating civic responsibilities and employing right skills at the right moment.

GRADUATE ATTRIBUTES (GA)

Fatima College empowers her women graduates holistically. A Fatimite achieves all-round empowerment by acquiring Social, Professional and Ethical competencies. A graduate would sustain and nurture the following attributes:

I. SOCIAL COMPETENCE	
GA 1	Deep disciplinary expertise with a wide range of academic and digital literacy
GA 2	Hone creativity, passion for innovation and aspire excellence
GA 3	Enthusiasm towards emancipation and empowerment of humanity
GA 4	Potentials of being independent
GA 5	Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research
GA 6	Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms
GA 7	Communicative competence with civic, professional and cyber dignity and decorum
GA 8	Integrity respecting the diversity and pluralism in societies, cultures and religions
GA 9	All – inclusive skill - sets to interpret, analyse and solve social and environmental issues in diverse environments
GA 10	Self-awareness that would enable them to recognise their uniqueness through continuous self-assessment in order to face and make changes building their strengths and improving on their weaknesses
GA 11	Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals
GA 12	Dexterity in self-management to control their selves in attaining the kind of life that they dream for
GA 13	Resilience to rise up instantly from their intimidating setbacks

GA 14	Virtuosity to use their personal and intellectual autonomy in being life-long learners
GA 15	Digital learning and research attributes
GA 16	Cyber security competence reflecting compassion, care and concern towards the marginalised
GA 17	Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario

	II. PROFESSIONAL COMPETENCE
GA 18	Optimism, flexibility and diligence that would make them professionally competent
GA 19	Prowess to be successful entrepreneurs and employees of trans-national societies
GA 20	Excellence in Local and Global Job Markets
GA 21	Effectiveness in Time Management
GA 22	Efficiency in taking up Initiatives
GA 23	Eagerness to deliver excellent service
GA 24	Managerial Skills to Identify, Commend and tap Potentials

	III. ETHICAL COMPETENCE
GA 25	Integrity and discipline in bringing stability leading a systematic life promoting good human behaviour to build better society
GA 26	Honesty in words and deeds
GA 27	Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life
GA 28	Social and Environmental Stewardship

GA 29	Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience
GA 30	Right life skills at the right moment

PROGRAMME OUTCOMES (PO)

The Learners will be able to

PO 1	Gain in-depth knowledge to understand, analyse and apply it to develop subject competency
PO 2	Criticize historical, cultural, social, political, economic, literary concepts and perspectives that shape the world.
PO 3	Enhance creative, critical, media, entrepreneurial and social skills consequently becoming socially responsible citizens.
PO 4	Acquire research skills and pursue higher studies and research
PO 5	Foresee the historical, socio-cultural, economic and literary changes and challenges.
PO 6	Synthesize ideas from various disciplines and enhance problem solving, analytical skills and apply them for their professional roles.
PO 7	Identify and asses Societal challenges women's issues in specific, in the local, regional, national, global levels and explore solutions.

PROGRAMME SPECIFIC OUTCOMES (PSO)

On completion of M.A History programme, the graduates would be able to

PSO 1	Students will demonstrate knowledge of the chronology, major events, personalities and turning points in the history of India, World and International Relations.
PSO 2	Students shall acquire knowledge of key historical concepts and politics of past and present and shall be able to predict future
PSO 3	Students shall be able to produce well researched written work that engages with both primary and secondary sources and construct original historical arguments based on primary source.
PSO 4	Students shall be equipped to compete in competitive exams which will enhance the chance of employability in order to make them empowered.
PSO 5	Students shall be able to develop an ability to convey verbally their thesis research and relevant historiography and theory.

FATIMA COLLEGE (AUTONOMOUS), MADURAI-18
DEPARTMENT OF HISTORY

MAJOR CORE – 66 CREDITS

PROGRAMME CODE: PSHI

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	23PG1H1	History of Ancient and Early Medieval India – Up to 1206 CE	6	5	40	60	100
2.		23PG1H2	Socio-Cultural History of Tamil Nadu up to 1565 CE	6	5	40	60	100
3.		23PG1H3	History of World Civilizations (Excluding India)	6	4	40	60	100
4.	II	23PG2H4	History of Medieval India - 1206 - 1707 CE	6	5	40	60	100
5.		23PG2H5	Socio-Cultural History of Tamil Nadu - 1565 - 2000 CE	6	5	40	60	100
6.		23PG2H6	Historiography and Historical Methods	6	4	40	60	100
7.	III	19PG3H9	Constitutional Development and Freedom Struggle in India (From A.D 1773 To 1947 A.D)	6	4	40	60	100
8.		19PG3H10	Historiography and Research Methodology	6	4	40	60	100
9.		19PG3H11	History of the USA (From A. D. 1776 To 1865 A.D).	6	5	40	60	100

S.No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
10.		19PG3H12	Social Movements in Modern India	6	5	40	60	100
11.	IV	19PG4H13	Contemporary Issues in India (From A. D. 1950 To 2014 A.D)	6	5	40	60	100
12.		19PG4H14	International Relations (From A.D. 1945 To 2000 A.D)	6	5	40	60	100
13.		19PG4H15	History of the USA (From A.D. 1865 To 1993 A. D).	6	5	40	60	100
14.		19PG4H16	History of Education in India	6	5	40	60	100
			Total	**84**	**66**			

MAJOR ELECTIVE / EXTRA DEPARTMENTAL COURSE / INTERNSHIP/ PROJECT - 29 CREDITS

S.No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
1.		23PG1HE1 / 23PG1HE2	Freedom Struggle in Tamil Nadu / Indian Art and Architecture	5	3	40	60	100
2.	I	23PG1HE3 / 23PG1HE4	Administrative History of Tamil Nadu / Cultural Heritage of India	5	3	40	60	100
3.		23PG1HAE	Research and Report Writing (Ability Enhancement Course - EDC)	2	1	40	60	100
4.	II	23PG2HE5/ 23PG2HE6	History of Journalism / International Migrations and Diasporic Studies	5	3	40	60	100

5.		23PG2HE7 / 23PG2HE8	Indian Constitution / Environmental History of India	5	3	40	60	100
6.		23PG2HAE	Introduction to Epigraphy (Ability Enhancement Course - EDC)	4	2	40	60	100
7.	III	19PG3HE1/ 19PG3HE2	Heritage Tourism/ Intellectual History of India in the 20thCentury.	4	4	40	60	100
8.		19PG3HSI	Internship/Summer Project*	-	3	40	60	100
9.	IV	19PG4HE3/ 19PG4HE4	Tourism Marketing and Management/ Indian Archaeology	4	4	40	60	100
10.		19PG4HPR	Project	-	3	40	60	100
			TOTAL	**34**	**29**			

OFF-CLASS PROGRAMMES

ADD-ON COURSES

COURSE CODE	COURSES	HRS.	CREDITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA MKS	ESE MKS	TOTAL MARKS
19PAD2SS	**SOFT SKILLS**	40	3	I	40	60	100
19PAD2CA	**COMPUTER APPLICATIONS** Desktop Publishing	40	4	II	40	60	100

9

COURSE CODE	COURSES	HRS.	CREDITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA MKS	ESE MKS	TOTAL MARKS
19PAD4CV	**COMPREHENSIVE VIVA** (Question bank to be prepared for all the courses by the respective course teachers)	-	2	IV	-	-	100
19PAD4RC	**READING CULTURE**	10	1	I-IV	-	-	-
	TOTAL		**10**				

EXTRA CREDIT COURSES

COURSE CODE	COURSES	HRS.	CREDITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA MKS	ESE MKS	TOTAL MARKS
21MSW1SLPGH1	RURAL DEVELOPMENT	-	2	I	40	60	100
19PGSLH1	GANDHIAN THOUGHT	-	2	IV	40	60	100
	MOOC COURSES / International Certified online Courses(Department Specific Courses/any other courses) *	-	Minimum 2 Credits	I – IV	-	-	

	Students can opt other than the listed course from UGC-SWAYAM /UGC /CEC						

Off Class Programmes

- **Value Added Certificate Course**
  - o 22UGVACH1 - Teaching Techniques and Methods
- **Summer Internship:**
  - o Duration-1 month (2nd Week of May to 2nd week of June-before college reopens)
- **Project:**
  - o Off class
  - o Evaluation components-Report writing + Viva Voce (Internal Marks-40) + External Marks 60
- **EDC:**
  - o Syllabus should be offered for two different batches of students from other than the parent department in Sem-I & Sem-II

I M.A HISTORY

SEMESTER I

For those who joined in 2023 onwards

ROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG1H1	HISTORY OF ANCIENT AND EARLY MEDIEVAL INDIA - UP TO 1206 CE	MAJOR CORE	6	5

COURSE DESCRIPTION

This course covers Socio-Cultural history of Ancient India from pre-historic period to Arab conquest.

COURSE OBJECTIVES

- Explain the sources and the features of Pre and Protohistory at the national and regional level
- Understanding ofthe social, political, and economic life in the Vedic age and the post-Vedic polity and religion
- Compile an account of the Mauryan and Post- Mauryan period
- To understand the chief features of the Age of Guptas and its legacy
- To acquire Knowledgeofthe history of Peninsular India under various dynasties

UNIT - I
Pre-History and Harappan Civilization: [15 Hrs]
Sources – Archaeological Sources – Literary Sources – Foreign Accounts – Prehistoric culture: Palaeolithic – Mesolithic – Neolithic – Tools – Life of the people; Harappan Civilization – Origin – Chronology – Extent – First Urbanization – Town Planning – Seals and Script – Trade Contacts

UNIT –II [20 Hrs]
Vedic Age and Mahajanapathas:
Vedic Period – Debate on the original home of the Aryans –Life during Early Vedic Age – 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 [20 Hrs]

Age of Mauryas:

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 – 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.

UNIT –IV [20 Hrs]

Guptas and Khushans:

Guptas – Polity and Administration – 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 [15 Hrs]

Regional Kingdoms and Arab Conquest:

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

LEARNING RESOURCES

Recommended Books

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

References

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 Resources:

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

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 Pre-History and Harappan Civilization				
1.1	Sources and prehistory	1	Chalk & Talk	Black Board, PPT
1.2	Sources and proto history- Sources for the study of Ancient India	1	Chalk & Talk	LCD
1.3	Archaeological & Literary	1	Lecture	On line
1.4	Impact of Geographical factors	1	Lecture	Black Board
1.5	Palaeolithic age, Mesolithic age	1	Discussion	Google classroom
1.6	Chalcolithic age	1	Discussion	Black Board
1.7	Neolithic age, Iron age	2	Group Discussion	E-Content
1.8	Harappan Civilization	3	Discussion	Black Board
1.9	Town Planning	2	Lecture	PPT
1.10	Seals and Script – Trade Contacts	2	Documentary Film	LCD
UNIT -2 Vedic Age and Mahajanapathas				
2.1	Vedic period	3	Blended Learning	Green Board Charts, Map
2.2	Migrations and Settlements	2	Chalk & Talk	Green Board
2.3	Religious and Philosophical ideas	2	Flipped Learning	Text Books
2.4	Rituals and practices	2	Blended Learning	Materials
2.5	Period of Mahajanapadas	1	Lecture	Google classroom
2.6	Rise of urban centres	1	Chalk & Talk	Black Board
2.7	Trade routes	1	Lecture	Map
2.8	Introduction of coinage	2	Chalk & Talk	Black Board
2.9	Magadha – Haryankas –	2	Discussion	Map

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	Sisunagas – Nandas			
2.10	Spread of Jainism	2	Chalk & Talk	Black Board
2.11	Spread of Buddhism	2		
UNIT -3 Age of Mauryas				
3.1	Rise of Mauryan Empire	2	Documentary Film	LCD
3.2	Contemporary society	2	Blended Learning	Smart Board
3.3	Society	3	Chalk & Talk	Black Board, LCD
3.4	Economy	2	Lecture	PPT & White board
3.5	Art	1	Lecture	Smart Board
3.6	Architecture	1	Lecture	Pictures, Black Board
3.7	Sculpture	2	Discussion	Google classroom
3.8	Post Mauryan period	2	Lecture	PPT
3.9	Socio – Religious conditions during the period of the Sathavahanas	2	Discussion	Black Board
3.10	Economic and cultural conditions during the period of the Sathavahanas	2	Chalk & Talk	Black Board
3.11	Religious condition under the Kushanas	1	Discussion	Pictures
UNIT -4 Guptas and Khushans				
4.1	Guptas	2	Lecture	Green Board Charts
4.2	Polity and Administration	2	Chalk & Talk	Black Board
4.3	Educational Institutions	2	Flipped Learning	E- Content
4.4	Nalanda	2	Lecture	Google classroom

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
4.5	Vikramashila	1	Blended Learning	Online
4.6	Valabhi	2	Documentary	Online
4.7	Huna Invasion and Decline	1	Lecture	E- Content
4.8	Vakatakas– Polity and Economy	3	Chalk & Talk	Black Board
4.9	Harsha	3	Lecture	PPT
4.10	The assemblies at Prayag and Kanauj	1	Chalk & Talk	Black Board
4.11	Hiuen-Tsung's account of India	1	Group Discussion	PPT
UNIT - Regional Kingdoms and Arab Conquest				
5.1	Chalukyas	2	Chalk & Talk	Black Board
5.2	Rise of Regional Kingdoms in Northern India up to 12th century	2	Chalk & Talk	LCD
5.3	Rashtrakutas	2	Lecture	PPT & White board
5.4	Prathikaras	1	Lecture	Smart Board
5.5	Palas	1	Lecture	Pictures, Black Board
5.6	Arab conquest of Sind	2	Discussion	Google classroom
5.7	Campaigns of Mahmud of Ghazni	2	Documentary	LCD

CIA	
Scholastic	**35**
Non Scholastic	**5**
	40

5.8	Muhammad Ghori	2	Discussion	Black Board
5.9	impact	1	Discussion	Black Board

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- **PG CIA Components**

			No's		
C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	2 *	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Seminar	1	-	5 Mks
C6	-	Attendance		-	5 Mks

The best out of two will be taken into account

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)

I M.A. HISTORY
SEMESTER –I
For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG1H2	Socio Cultural History of Tamil Nadu upto1565 CE	MAJOR CORE	6	5

COURSE DESCRIPTION

This course covers a period of pre-historic Tamil Nadu to 1565 A.D. This course comprises the study of man's past including society, religion, material culture, various ancient Tamil dynasties, and their contribution to society and culture. It throws insight into the cultural patterns and traditions of the inhabitants and the transitions after the Muslim epoch and Vijayanagar rule.

COURSE OBJECTIVES

- To analyze the Culture of Ancient Tamil Nadu.

- To study the skills of Pallava Art and Architecture.

- To compare and contrast the achievement of the Pandyas and Cholas.

- To highlight the mingling of culture and development of new styles of art and architecture under Delhi Sultanate and Vijayanagar.

UNITS
UNIT – I   [15 Hrs]
Age of Sangam:

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

UNIT – II   [20 Hrs]
Age of the 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 –Education –Ghatikas – Literature

UNIT – III   [20 Hrs]

Imperial Cholas:

Socio-religious condition – Local Self Government and Village Autonomy – Landholding System and Society – Economic Life–Overseas Expansion and cultural impact

UNIT – IV [20 Hrs]
Pandyas:

Social Classes –Religion – Accounts of Marco Polo and Wassaf – Saivism and Vaishnavism – Art and Architecture –Pillaiyar Patti – KazhuguMalai– Society – Valangai and Idangai–Madurai Meenakshi Temple – Religion: Mathas – Saivasiddhantam and Virsaivism.

UNIT –V [15 Hrs]
Madurai Sultanate and Vijayanagar Empire:

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

LEARNING RESOURCES

Recommended Books

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*

References

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

DinakaranA.J., *The Second Pandyan Empire*, 1987.

Rajayyan, K.: *Tamil Nadu: A Real History,*Ratna Publications, 2005.

Dr.Manoranjithamoni, *History of Tamil Nadu -Upto 1565 A.D.,* Dave Beryl Publications, 2nd Edition, Tirunelveli, 2019.

Web Resources

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

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Modu le No.	Topic	No. of Lectures	Teaching pedagogy	Teaching Aids
Unit -1Pre historic and Sangam Tamilnadu				
1.1	Pre Historic age in Tamil Nadu – Sources	2	Chalk & Talk	Black Board
1.2	Five Fold Regions and Occupations	2	Chalk & Talk	Black Board
1.3	Tamil Kingdoms - Social And Economic Conditions	3	Lecture	PPT & Black Board
1.4	Sangam Literature – society- Religion – Education	4	Chalk & Talk	Black Board
1.5	Kalabras – Influence of Jainism and Buddhism.	4	Chalk & Talk	Black Board
Unit -2 Age of Pallavas and Bhakthi Movement				
2.1	Origin of the Pallavas; Sources	4	Lecture	Black Board
2.2	Pallavas administration - Social and Economic conditions	5	Lecture	PPT & Black Board
2.3	Art and architecture	5	Lecture	PPT &Black Board
2.4	Literature and Education	2	Lecture	Black Board
2.5	Bhakti Movement – growth of Education.	4	Lecture	Black Board
Unit -3Imperial Cholas				
3.1	Sources	2	Lecture	Black Board
3.2	Rajaraja I and Rajendra I - Administration	6	Chalk & Talk	Black Board
3.3	Social and Economic condition - Religion – growth of Literature	4	Chalk & Talk	Black Board
3.4	Art and Architecture	5	Lecture	Black Board/PPT
3.5	Trade and Commerce.	3	Chalk & Talk	Black Board

Unit -4	First Pandyan Empire and Second Pandian Empire			
4.1	Sources – Foreign accounts	4	Lecture	Black Board
4.2	Social conditions	4	Chalk & Talk	Black Board
4.3	Economic conditions	3	Lecture	Black Board
4.4	Art and Architecture	6	Lecture	Black Board/PPT
4.5	Impact of Muslim rule in Tamil Nadu and Culture.	3	Lecture	PPT
Unit -5	Vijayanagar period			
5.1	Tamil country under Vijayanagar – Sources	2	Lecture	Black Board
5.2	Social Condition – Economy	3	Chalk & Talk	Black Board
5.3	Art and Architecture	5	Lecture	PPT / Google Class room
5.4	Nayankara System – Trade and Commerce	3	Chalk & Talk	Black Board
5.5	Cultural contributions of Vijayanaga Tamil Country.	2	Chalk & Talk	Black Board

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
10	10	5	5	5	5	40	60	100

- **PG CIA Components**

  No's

  C1 - Test (CIA 1)   1   -   10 Mks

  C2 - Test (CIA 2)   1   -   10 Mks

  C3 - Assignment   2 * -   5 Mks

  C4 - Open Book Test/PPT   2 * -   5 Mks

  C5 - Seminar   1   -   5 Mks

  C6 - Attendance   -   5 Mks

The best out of two will be taken into account

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Assess the Socio-Economic condition of pre-historic and Sangam Tamil Nadu.	K2	PSO1& PSO2
CO 2	Evaluate the architectural skills of Pallavas.	K2	PSO3
CO 3	Discuss the socio-economical status of Imperial Cholas.	K3	PSO5
CO 4	Compare Socio-Economic condition of Early Pandyas and Later Pandyas.	K4	PSO2
CO 5	Explain the cultural contributions of the	K5	PSO4

	Vijayanagar kingdom to Tamil Country.		

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2
CO2	2	2	3	2	2
CO3	2	2	2	2	3
CO4	2	3	2	2	2
CO5	2	2	2	3	2

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
♦ Weakly Correlated -**1**
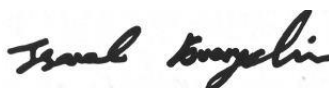
Mapping COs Consistency with POs

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	3	2	2	2	2	2
CO3	2	2	3	2	2	2	2
CO4	2	2	2	1	2	2	2
CO5	2	2	2	2	3	2	2

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
♦ Weakly Correlated -**1**

COURSE DESIGNER:

Dr.J.SaralEvangelin

Dr.M.Vijaya Shanthi

**Forwarded By
HOD'S Signature& Name**

I M.A. HISTORY
SEMESTER –I
For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG1H3	History of World Civilizations (Excluding India)	MAJOR CORE	6	4

COURSE DESCRIPTION

This course is designed to provide the students with the skills and knowledge to understand the major concepts, characteristics, events and people in the world. To be aware of the importance of the river valley civilization, culture, religion and its impact.

COURSE OBJECTIVES

- Explain the concepts of Civilization and Culture and a brief history of the pre-historic period.
- Elucidate features of various ancient Civilizations.
- Explain the main West Asian Civilizations.
- Compare the features of Chinese and Japanese Civilizations.
- Study and compare Greek and Roman Civilizations.

UNITS
UNIT –I   [15 Hrs]
Concept and Pre-Historic Culture:

Introduction – Definition of Civilization – Concepts of Culture and Civilization – Origin and Growth– Pre–historic Culture – Palaeolithic and Neolithic period– Rivers and Civilizations

UNIT –II   [20 Hrs]
Mesopotamian and Egyptian Civilization:

The invention of writing – Mesopotamian Civilization – Sumerian –Babylonian – Life under Hammurabi –Kassite interlude – Egyptian and Age of Pharaohs – Rise of Hittites and their greatness – Fall of empires and survival of cultures

UNIT –III   [15 Hrs]
Persian Civilization:

The evolution of Jewish religion – Assyrian rule and culture – Chaldean Babylonia – Rise of Persia – Coming of the Medes and Persians – Zarathustra – Persia's World Empire

UNIT –IV   [20 Hrs]

Chinese and Japanese Civilizations:

China's Classical Age –Zhou Dynasty – Age of Confucius –Qin Unification – Glory of the Han Dynasty – Development of Art and Architecture – Religion and Science – Japanese Civilization and Culture – Maya, Aztec, and Inca Civilizations

UNIT –V   [20 Hrs]

Greek and Roman Civilization:
Greek Civilization –Minoans and Mycenaeans – Homer– the Heroic Past –Polis – Sparta – Athens –Age of Pericles – Spread of Hellenic Civilization –Hellenic Religion, Science and Philosophy –Roman Republic – Pax Romana – Administration and Expansion under Augustus.

LEARNING RESOURCES

Recommended 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   Gokhale, 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.

References

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 Resources

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

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Teaching pedagogy	Teaching Aids
Unit - 1				
1.1	Introduction – Definition of Civilization	4	Chalk & Talk	Black Board
1.2	Concepts of Culture and Civilization	2	Chalk & Talk	Black Board
1.3	Origin and Growth	3	Lecture	PPT & Black Board
1.4	Pre–historic Culture, Palaeolithic and Neolithic period–	4	Chalk & Talk	Black Board
1.5	Rivers and Civilizations	2	Chalk & Talk	Black Board
Unit -2				
2.1	The invention of writing	4	Lecture	Black Board
2.2	Mesopotamian Civilization	5	Lecture	PPT & Black Board
2.3	Sumerian –Babylonian – Life under Hammurabi	5	Lecture	PPT &Black Board
2.4	Kassite interlude – Egyptian and Age of Pharaohs	2	Lecture	Black Board
2.5	Rise of Hittites and their greatness – Fall of empires and survival of cultures	4	Lecture	Black Board
Unit -3				
3.1	The evolution of Jewish religion	2	Lecture	Black Board
3.2	Assyrian rule and culture	3	Chalk & Talk	Black Board

3.3	Chaldean Babylonia – Rise of Persia	4	Chalk & Talk	Black Board
3.4	Coming of the Medes and Persians	3	Lecture	Black Board/PPT
3.5	Zarathustra – Persia's World Empire	3	Chalk & Talk	Black Board
Unit -4				
4.1	China's Classical Age	4	Lecture	Black Board
4.2	Zhou Dynasty – Age of Confucius	4	Chalk & Talk	Black Board
4.3	Qin Unification – Glory of the Han Dynasty	3	Lecture	Black Board
4.4	Development of Art and Architecture Religion and Science	6	Lecture	Black Board/PPT
4.5	Japanese Civilization and Culture , Maya, Aztec, and Inca Civilizations	3	Lecture	PPT
Unit -5				
5.1	Greek Civilization –Minoans and Mycenaeans	4	Lecture	Black Board
5.2	Homer– the Heroic Past –Polis – Sparta – Athens	4	Chalk & Talk	Black Board
5.3	Age of Pericles – Spread of Hellenic Civilization	4	Lecture	PPT / Google Class room
5.4	Hellenic Religion, Science and Philosophy	4	Chalk & Talk	Black Board
5.5	Roman Republic – Pax, Romana Administration and Expansion under Augustus.	4	Chalk & Talk	Black Board

CIA	
Scholastic	**35**

Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- **PG CIA Components**

   No's

   C1 - Test (CIA 1) 1 - 10 Mks

   C2 - Test (CIA 2) 1 - 10 Mks

   C3 - Assignment 2 * - 5 Mks

   C4 - Open Book Test/PPT 2 * - 5 Mks

   C5 - Seminar 1 - 5 Mks

   C6 - Attendance - 5 Mks

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	compare the concepts of civilization and culture and brief history of pre- historic period	K2	PSO1& PSO2

CO 2	Understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations	K2	PSO3
CO 3	study about origin and growth of river valley civilizations	K3	PSO5
CO 4	describe the features of Chinese and Japanese civilizations	K4	PSO2
CO 5	explain the contributions of Greek and Roman civilizations	K5	PSO4

Mapping COs Consistency with PSOs

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
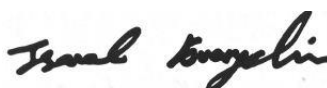
	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6
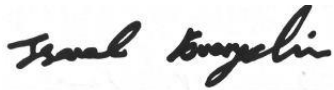
S-Strong(3)   M-Medium (2)   L-Low (1)

COURSE DESIGNER:

Dr.J.SaralEvangelin

Forwarded By
HOD'S Signature& Name

Dr.J.Saral Evangelin

I M.A. HISTORY
SEMESTER –I
For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG1HE1	Freedom Struggle in Tamil Nadu	Elective Course	5	3

COURSE DESCRIPTION

This course throws light on state various pioneering rebellions of Indian freedom struggle along with the analysis of state and society under Company's rule and independent India, Tamilnadu in particular.

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 organizations
3. To explain the activities of the Indian National Congress in Tamil Nadu and the role of the 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   **[15 Hrs]**
Early Resistance:
Poligar Revolt – Puli Thevan – Veera PandiyaKattabomman – VeluNachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact

UNIT –II[15 Hrs]
The Emergence of Nationalism:
The Emergence of Nationalist Consciousness – Socio, Political Organizations – Madras Native Association – Madras Mahajana Sabha - Impact of Gandhi's Visits onTamilnadu

UNIT –III   **[15 Hrs]**
Role of Press:
Press and Nationalism –- The Hindu, Swadesamitran, New India, Dinamani, India (edited by Bharathi), Swarajya - Salem Desabhimani– Desabhaktan-

Sooryodhayam- - Vijaya- Chakravardhini- Bala Bharatham- Nava Sakthi-SwantiraSangu

UNIT –IV   [15 Hrs]
Revolutionaries:

Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.SubramiayaIyer-V.O.Chidamabaram – Subramania Bharathi – KadalurAnjaliammal- SoundaramAmmayar – Revolutionaries –Vanchinathan – Tirupur Kumaran - Subramania Siva- NeelakantaBrahmmachari

UNIT –V   [15 Hrs]
Popular Participation:

Vedaranyam March – S.Satyamurthi– Quit India Movement in Tamil Nadu – Participation of Tamils in Indian National Army.

LEARNING RESOURCES

Recommended Books

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,*V.C.Publications,Rajapalayam, 2012.

References

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 Resources:

1. https://www.indiaculture.nic.in/sites/default/files/pdf/MartyrsVol_5_06_03_2019.pdf
2. https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/

CIA	
Scholastic	**35**

Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- **PG CIA Components**

  No's

C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	2 *	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Seminar	1	-	5 Mks
C6	-	Attendance		-	5 Mks

  The best out of two will be taken into account

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 leaderstos 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)

I M.A HISTORY
SEMESTER –I
For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSHI	23PG1HE2	Indian Art and Architecture	Elective Course	5	3

COURSE DESCRIPTION

This course focuses on the growth of art and architecture of India under different period and ruler. This course deals with different style art form in India.

COURSE OBJECTIVES

- Detail the art and architectural forms during the Harappan and Mauryan periods.
- Explain the impact of Buddhism on art forms.
- Discuss the evolution of art and architecture under Pallavas and the Cholas.
- Highlight the features of Islamic architecture particularly under Mughals.
- To point out the salient features of colonial architecture.

UNITS
UNIT I Early Art forms   [15 Hrs]

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

UNIT II :Buddhist and Jaina Art: [15 Hrs]

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: Temple Architecture: [15 Hrs]

Pallava Art – Rock Cut Cave Temples, Monolithic Temples – Structural Temples – Mahabalipuram– Nagara Style of Architecture – Sun Temple(Konarak)– Dravida Style of Architecture –Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram –Vesara Style of Architecture –Chennakesava Temple(Belur)

.

UNIT IV Islamic Art: [15 Hrs]
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: [15 Hrs]
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

Reference Books:
Recommended Books

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

ParthaMittar, *Indian Art*, OUP Publication, India, 2001.

Web Resources

1. https://ia600406.us.archive.org/25/items/indianarchitectu00have/indian architectu00have.pdf
2. https://ignca.gov.in/Asi_data/18060.pdf
3. https://www.culturalindia.net/indian-architecture/colonial-architecture.html

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1 **Early Art forms**				
1.1	Pre-Historic Art	3	Chalk & Talk	Black Board
1.2	Harappan Art – Sculptures – Stone and Metal	4	Chalk & Talk	LCD
1.3	Harappan Architecture – Fortification, Public Buildings	3	Lecture	PPT & White board
1.4	Mauryan Art – Chaityas – Viharas	3	Lecture	PPT
1.5	Stupas – Asokan Pillars	2	Lecture, Videos	LCD
Unit -2 **Buddhist and Jaina Art**				
2.1	Hinayana Phase of Buddhist Art – Mahayana Phase of Art	3	Lecture	Black board
2.2	Gandhara School of Art – Mathura School of Art–	3	Chalk & Talk	Green Board
2.3	Amaravathi School of Art– Gupta Art and Architectur	4	Flipped Learning	PPT
2.4	Ajanta and Ellora – Jaina Art	3	Blended Learning	PPT
2.5	Jaina beds – Shravanabelagola	2	Chalk & Talk	Black Board
Unit -3 **Temple Architecture:**				
3.1	Pallava Art – Rock Cut Cave Temples, Monolithic Temples	3	Chalk & Talk	Black Board, Map
3.2	Structural Temples – Mahabalipuram– Nagara Style of Architecture	4	Chalk & Talk	LCD
3.3	Sun Temple(Konarak)– Dravida Style of Architecture –	3	Lecture	PPT & White board
3.4	Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram	2	Blended Learning	PPT

3.5	Vesara Style of Architecture – ChennakesavaTemple(Belur)	2	Chalk & Talk	Black Board
Unit -4 **Islamic Art**				
4.1	Islamic Art – Five Pillars of Islam,Mosques	2	Chalk & Talk	Black Board
4.2	Mausoleums, Palace complexes, Gardens – Quawwat-ul-Islam Mosque	2	Chalk & Talk	LCD
4.3	Qutub Minar– Mughal Art and Architecture	4	Lecture,	PPT &White board, LCD
4.4	Humayun's Tomb – Fatehpur Sikri –	3	Lecture	Black Board
4.5	Red Fort – Taj Mahal – Mughal Paintings	4	Lecture	Black Board
Unit -5 **Colonial Architecture**				
5.1	Colonial Architecture: Forts – St.George Fort, Chennai	5	Chalk & Talk	Black Board
5.2	Indo-Saracenic Architecture – ChatrapatiShivaji Terminal, Mumbai	3	Chalk & Talk	LCD
5.3	Victoria Memorial, Kolkata – Amir Mahal	3	Lecture	PPT & White board
5.4	Senate House, University of Madras, Chennai	4	Lecture	Smart Board

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- **PG CIA Components**

  No's

C1	-	Test (CIA 1)	1	- 10 Mks
C2	-	Test (CIA 2)	1	- 10 Mks
C3	-	Assignment	2 *	- 5 Mks
C4	-	Open Book Test/PPT	2 *	- 5 Mks
C5	-	Seminar	1	- 5 Mks
C6	-	Attendance		- 5 Mks

  The best out of two will be taken into account

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Explain the prehistoric art forms in India.	K6	PSO4
CO 2	Evaluate the important of buddha and jain art and architecture	K5	PSO1
CO 3	Assess the different temple structure in south India	K4	PSO2
CO 4	Discuss about the different art and architecture of Islamic art form. .	K2	PS03
CO 5	Analyse the colonial architecture in India	K6	PS04

Mapping COs Consistency with PSOs

CO/PSO	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	3	2
CO2	3	2	2	2	2
CO3	2	2	2	2	2
CO4	2	2	3	2	2
CO5	2	2	2	2	2

Note: ♦ Strongly Correlated – **3**   ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

Mapping of C0s with POs

CO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	3	2	2	2	2	2
CO3	2	2	2	3	2	2	2
CO4	2	2	2	2	3	2	2
CO5	2	2	2	2	2	2	3

Note: ♦ Strongly Correlated – **3**   ♦ Moderately Correlated – **2**

SEMESTER –I

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	23PG1HE3	Administrative History of Tamil Nadu	Elective Course	5	3

COURSE DESCRIPTION

This course gives political background of the history of Tamilnadu. It focuses on the role played by the political leaders for the growth of administration of Tamilnadu and major party which lead to the achievements of government.

COURSE OBJECTIVES

1. To examine the administration of the Justice party.
2. To highlight the achievements of Congress rule.
3. To explain the major achievements of governments after 1967.
4. To highlight the cumulative impact since independence.
5. To encourage students to do research on current politics.

UNITS

Unit - I   Justice Party   [15 Hrs]

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   [15 Hrs]

C.Rajagoplachari– K. Kamaraj – M.Bhakhathsavalam– Administrative Reforms– Free mid-day meal scheme– Opening of New schools– Increase in irrigation facilities– Industrial growth.

Unit – III   DMK Administration[15 Hrs]

C.N Annadurai– 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 Education and Scholarship - Free electricity for farmers– property rightsto women – Creation of Universities– Reservation for women in government jobs and local bodies – UzhavarSandhai - SamathuvapuramScheme–

TidelPark- Financial Assistance for the marriage of poor girls- Increase of infrastructure– Industrial development - Taxation Policy.

Unit- IV   AIADMK Administration   [15 Hrs]

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– Cradle Baby Scheme– Free Laptop for Students–Infrastructure Development– Rainwater Harvesting – Establishment of Women Police Stations – Amma Unavagam.

Unit –V   Current Administration   [15 Hrs]

Policies and Programmes – Edapadi K. Palani Swami –M.K Stalin.

LEARNING RESOURCES

Recommended Books

Rajaram. P, *The JusticeParty: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*

References

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

K. Rajayyan, *History of Tamil Nadu, 1565 to 1982,* Raj Publishers, 1982

Web Resources

www.jetir.org

https://www.inc.in

https://dmk.in

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1				
1.1	Introduction to Administration	3	Chalk & Talk	Black Board

1.2	Justice Party	3	Chalk & Talk	Black Board
1.3	History and growth of Justice party, Raja of Panangal , A.SubbarayuluReddiyar	3	Lecture	PPT & White board
1.4	Raja of Bobbili, Achievements– Reservation, Right to Vote for Women	3	Lecture	Smart Board
1.5	Regulation of temples, Mid-day meal scheme	3	Lecture	PPT
Unit -2				
2.1	Congress Rule, C.Rajagoplachari, K. Kamaraj, M.Bhakhathsavalam	3	Lecture	Black Board
2.2	Free mid, day meal scheme	3	Chalk & Talk	Black Board
2.3	Opening of New schools, Increase in irrigation facilities	3	Lecture	Black Board
2.4	Increase in irrigation facilities	3	Lecture	Black Board
2.5	Industrial growth.	3	Discussion	Google class room
Unit -3 **Revolutionary Movement in India and Abroad**				
3.1	DMK Administration	3	Lecture	Black Board
3.2	C.N Annadurai– Renaming of Madras state as Tamil Nadu	2	Chalk & Talk	Black Board
3.3	Two language policy– Free education for all till P.U.C	4	Lecture	Black Board
3.4	Kalaignar M Karunanithi– Slum Clearance Board	3	Lecture	Black Board
3.5	Reservation for women in government jobs and local bodies	3	Lecture	Black Board/PPT
Unit -4 **Gandhiyan Era**				

4.1	AIADMK Administration	1	Lecture	Black Board
4.2	MGR– Nutritious Meal scheme–Educational reforms –Introduction of Plus Two in Higher Secondary schools	2	Chalk & Talk	Black Board
4.3	Krishna water project–establishment of new universities–Tamil University at Tanjore	3	Lecture	Black Board
4.4	Rainwater Harvesting	3	Lecture	Black Board
4.5	Establishment of Women Police Stations	3	Lecture	Black Board
4.6	Amma Unavagam	3	Discussion	Black Board
Unit -5	**Indian Independence**			
5.1	Current Administration	3	Lecture	Black Board
5.2	Policies	1	Chalk & Talk	Black Board
5.3	Programmes	3	Lecture	Black Board
5.4	Edapadi K. Palani Swami	2	Discussion	Google class room
5.5	M.K Stalin	3	Lecture	Black Board
5.6	M.K Stalin	3	Blended Learning	Text Books /Materials

CIA	
Scholastic	**35**
Non Scholastic	**5**
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	**C2**	**C3**	**C4**	**C5**	**C6**	**CIA**	**ESE**	**Total**
10	**10**	**5**	**5**	**5**	**5**	**40**	**60**	**100**

- **PG CIA Components**

   No's

C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	2 *	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Seminar	1	-	5 Mks
C6	-	Attendance		-	5 Mks

   The best out of two will be taken into account

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Illustrate the administration of the Justice party.	K2	PSO2&PSO4
CO 2	Compile the achievements of Congress rule	K6	PSO1
CO 3	Analyze the major achievements of governments after 1967	K4	PSO2&PS03

CO 4	Evaluate the cumulative impact since independence	K5	PS03
CO 5	Recall the policies and programme by chief ministries of Tamilnadu	K2	PS01&PS04,PSO5

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-
CO3	-	-	3	-	-	-	-
CO4	-	-	3	-	-	-	-
CO5	-	-	-	-	3	-	-

Note:

♦ Strongly Correlated – **3**   ♦ Moderately Correlated – **2**   ♦ Weakly Correlated -**1**

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	3	2	-	-
CO2	3	-	-	-	-
CO3	-	3	2	-	-
CO4	-	-	3	-	-
CO5	3	2	-	-	2

Note: ♦ Strongly Correlated – **3**   ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

COURSE DESIGNER:

1. **B.Poornimasethupathi**

Forwarded By

HOD'S Signature

& Name

DR.J.SARAL EVANGELIN

I M.A. HISTORY

SEMESTER –I

For those who joined in 2023 onwards

ROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG1HE4	CULTURAL HERITAGE OF INDIA	ELECTIVE COURSE	5	3

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   **[15 Hrs]**

Meaning of Culture, Heritage:

Linkages- Dynamism – Evolution and continuities – Indian Culture in the Harappan and Vedic Ages

UNIT –II   **[15 Hrs]**

Religious fermentin the Sixth century B.C:

Jainism and Buddhism and their Impact on Art, Architecture, and Literature

UNIT –III   **[15 Hrs]**

Indian Art and Architecture:

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

UNIT –IV   **[15 Hrs]**

The Advent of Islam and the Sufi Movement:

The emergence of new forms and motifs in Indian Art and Architecture – Literature during theMedieval period

UNIT –V [15 Hrs]

Colonial Rule and the Westernisation of Culture:

The amalgamation of the old and new Art forms– Education and the enduring legacy of the colonial rule – Impact of Western Literature.

LEARNING RESOURCES

References

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*, Bhakti Movement*

Web Resources:

https://indiaculture.gov.in
https://www.india.gov.in
http://www.intach.org
https://www.exoticindiaart.com

CIA	
Scholastic	**35**
Non Scholastic	**5**
	40

EVALUATION PATTERN

SCHOLASTIC	NON - SCHOLASTIC	MARKS

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- **PG CIA Components**

  No's

  C1 - Test (CIA 1) 1 - 10 Mks

  C2 - Test (CIA 2) 1 - 10 Mks

  C3 - Assignment 2 * - 5 Mks

  C4 - Open Book Test/PPT 2 * - 5 Mks

  C5 - Seminar 1 - 5 Mks

  C6 - Attendance - 5 Mks

  The best out of two will be taken into account

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)**

I M.A. HISTORY
SEMESTER –I
For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	23PG1HAE	RESEARCH AND REPORT WRITING	ABILITY ENHANCEMENT COURSE (EDC)	2	1

COURSE DESCRIPTION

This course covers the methods of Research and Report Writing. It exposes the stages of the research methodology. This course comprises the method of writing Research proposals and ethics in Research.

COURSE OBJECTIVES

- Explain the importance of report writing
- Point out the method of research writing
- Explain the methods of writing research proposals
- Point out the importance of ethics in research
- Highlight the best practices

UNITS

Unit - I   (6Hrs.)
Introduction:
Significance and Requirements of Report Writing – Various kinds of Reports and its presentations.

Unit - II   (6Hrs.)
Research Writing:
Types of Research Papers, Structure of research papers – Research goals – Abstract writing – Methodology.

Unit - III   (6Hrs.)
Report Writing:
Writings project proposals – Lecture notes – Progress reports – Utilization reports – Scientific Reports – Analyse One Government report from the Library

Unit – IV   (6Hrs.)
Ethics and Research:
Fabrication- Plagiarism – Plagiarism detection tools – Misrepresentation

Unit –V   (6Hrs.)
Best Practices:

Formulating the focus of the research – Possess and develop cultural knowledge – Importance of socially beneficial research.

LEARNING RESOURCES
Recommended Books

1. *A Step-by-Step Guide to Writing Academic Papers* by Anne Whitaker September 2009
2. *On Writing a Thesis* by C P Ravikumar, IETE Journal of Education, 2000
3. *Microsoft Office 2016*, by Joan Lambert and Curtis Frye, Microsoft Press, Washington 98052-6399
4. *LATEX for Beginners*, Edition 5, March 2014 Document Reference: 3722-2014
5. *Essential LATEX ++, Jon Warbrick with additions* by David Carlisle, Michel Goossens, Sebastian Rahtz, Adrian Clark January 1994

Web Resources

1. http://www.library.cornell.edu/resrch/citmanage/mla

2. https://files.eric.ed.gov/fulltext/EJ1196755.pdf

http://ndl.ethernet.edu.et/bitstream/123456789/79399/4/Unit%206%20-%20Research%20Ethics%20and%20Plagiarism.pdf

Levels	C1 T1 10 Mks.	C2 T2 10 Mks.	C3 Seminar 5 Mks.	C4 Assignment 5 Mks	C5 OBT/PPT 5 Mks	Total Scholastic Marks 35 Mks.	Non Scholastic Marks C6 5 Mks.	CIA Total 40Mks.	% of Assessment
K2	**4**	**4**	**-**	**-**	**-**	**8**	**-**	**8**	20 %
K3	**2**	**2**	**-**	**5**	**-**	**9**	**-**	**9**	22.5 %
K4	**2**	**2**	**-**	**-**	**5**	**9**	**-**	**9**	22.5 %
K5	**2**	**2**	**5**	**-**	**-**	**9**	**-**	**9**	22.5 %
Non Scholastic	**-**	**-**	**-**	**-**	**-**		**5**	**5**	12.5 %

Tota l	10	10	5	5	5	35	5	40	100 %

CIA

Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- **PG CIA Components**

  Nos

  C1 - Test (CIA 1)   1 - 10 Mks

  C2 - Test (CIA 2)   1 - 10 Mks

  C3 - Assignment   2 * - 5 Mks

  C4 - Open Book Test/PPT   2 * - 5 Mks

  C5 - Seminar   1 - 5 Mks

  C6 - Attendance   - 5 Mks

  The best out of two will be taken into account

COURSE OUTCOMES

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

1. To tell the importance of report writing
2. To name the method of research writing
3. To explain the methods of writing research proposals

4. To relate to the importance of ethics in research
5. To highlight the best practices

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)**
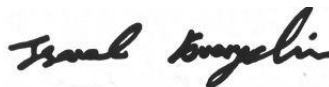
CO Mapping with Programme Specific Outcomes

	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)**

Dr.J.SaralEvangelin

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I M.A.HISTORY
SEMESTER –II
For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	23PG2H4	History of Medieval India - 1206 - 1707 CE	MAJOR CORE	6	5

COURSE DESCRIPTION

This course emphasizes the impact of Delhi Sultanate and Mughals on Indian society. It covers the Bhakthi movement and contribution of Saints to revive the Hinduism and Islam. It focuses the development of education, literature, art and architecture during medieval India.

COURSE OBJECTIVES

- To develop an understanding of India's diverse social structures of family, kinship, gender and marriage;
- To get insight into the history and cultural practices of religions, such as Sufism, Sikhism and Islam;
- To know the impact of Mughal rule on Indian society.
- To train the students to face the competitive examinations.

UNITS

UNIT –I [15 Hrs]
Rule of the Delhi Sultanate (Slaves and Khiljis):
Qutb-ud-din Aibak- Iltutmish –*Iqta* System– Centralised Monarchy – Sultana Raziya– Balban- *Chihalgani*– Theory of Kingship– Mongol Threat – Jalaluddin Khilji – AlauddinKhalji –Conquest and Annexation

UNIT –II [20 Hrs]
Administration under the Delhi Sultanate (Tughlaqs, Sayyids and Lodis):
GhiyasuddinTughlaq – Muhammad-bin Tughlaq– Administrative and Political Measures – Economic and Agrarian Reforms– Firoz Tughlaq– Economic reforms- Military Expeditions – Rule of Sayyids and Lodis– Administration under the Delhi Sultanate

UNIT –III [20 Hrs]
The Mughal Empire:
Babur – India on the eve of Babur's invasion–Sher Shah Sur – Expansion and Consolidation– Political phase of Akbar –New imperial system and administration; Mansabdari system– Jagirdari system– Nur Jahan Junta – The Mughals and the North-Western frontier – Shah Jahan and his contribution.

UNIT –IV [20 Hrs]
Ideology and State in Mughal India:
Akbar's imperial agenda – Suhl-i-kul – Akbar's religion – Din-i-ilahi– Aurangzeb's relation with religious groups and institutions.– Mughal-Rajput Relations – Mughal administration–Aurangzeb – The Imperial elite– Deccan wars– Rise of Marathas under Shivaji– Popular revolts within the Mughal empire – Decline of the Mughal empire.

UNIT –V [15 Hrs]
Economic and Socio-Cultural Life in Medieval India:
Economy – Agricultural Production, Village Society and the Revenue System – Trade –– Relations with the Europeans-Society– Ruling Classes, Merchants, Artisans, and Slaves – Caste, Customs, and Women – Religious Ideas and Beliefs– The Sufi Movement– The Bhakti Movement in North India – Culture – Architecture – Literature – Fine Arts – Music.

LEARNING RESOURCES

Recommended Books

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

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

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

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

Mehta, J.L., *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture,* Sterling Pub., New Delhi, 1990

Raychaudhuri, Tapanand Irfan Habib, ed., *The Cambridge EconomicHistory of India, Vol. I: c. 1200 – c. 1750,* Cambridge University Press, London, 1982.

References

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

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

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

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

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

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

Pandey, A.B., *Early Medieval India*, Central Book Depot, 1976

Qureshi, *Administration of the Mughal Empire,* Low Price Publications, 1990.

Qureshi, *Administration of the Sultanate of Delhi,* 1942.

Web Resources

https://core.ac.uk.in

https://studoc.com

https://indiaolddays.com

CIA	
Scholastic	**35**
Non Scholastic	**5**
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	**C2**	**C3**	**C4**	**C5**	**C6**	**CIA**	**ESE**	**Total**
10	**10**	**5**	**5**	**5**	**5**	**40**	**60**	**100**

- **PG CIA Components**

  No's

			No's		
C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	2 *	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Seminar	1	-	5 Mks
C6	-	Attendance		-	5 Mks

The best out of two will be taken into account

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	understand the establishment of centralized monarchy	K5	PSO1
CO 2	Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq	K2	PSO1
CO 3	Analyse the religious and Deccan policy of Mughals	K4	PSO5
CO 4	Outline the advancements in art and architecture	K5	PSO2&PSO1
CO 5	detail the facets of economic and socio-cultural life in Medieval India	K6	PSO4& PSO2

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 DESIGNER:

Dr.M.Vijaya Shanthi

Forwarded By

HOD'S

Signature& Name

Dr.J.Saral Evangelin

I M.A HISTORY

SEMESTER –II

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG2H5	SOCIO-CULTURAL HISTORY OF TAMIL NADU - 1565 - 2000 CE	MAJOR CORE	6	5

COURSE DESCRIPTION

This course covers period of Nayak's rule to the Company rule. This course throws light on state various pioneering rebellions of Indian freedom struggle along with the analysis of state and society under Company's rule and independent India, Tamilnadu in particular.

COURSE OBJECTIVES

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

UNIT –I   **[15 Hrs]**

Nayak Kingdoms of Tamil Nadu:

The Nayaks of Madurai– 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   **[20 Hrs]**

Tamil Nadu under Marathas:

Society: Caste System – Status of Women – Achievements of Raja Serfoji II – Literature under the rule of Tanjore Marathas – Saraswathi Mahal Library – Development of Art and Architecture under the Marathas

UNIT –III   **[20 Hrs]**

Sethupathis of Ramnad & Religious Movements:

Society – Cultural contribution – Administration of the Nawabs – Village administration – Famines and Diseases – Status of Women – Economic and Religious life –Saivism –AyyaVaikundar - St.Ramalinga- Vaishnavism – the Schism

UNIT –IV [20 Hrs]

Social Reform Movement:

Social Impact of the Europeans - 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

UNIT –V [15 Hrs]

Western Education:

Role of Christian Missionaries– Policy of the East India Company – Introduction of Western Education – Government Education – Professional and Technical Education– Female Education.

LEARNING RESOURCES

Recommended Books

Irschick, Eugene F., *Tamil Revivalism in the 1930s*, Cre-A, Madras, 1986

Jagadeesan, P, *Marriage and Social Legislations in Tamil Nadu*, Elatchaiappan Pub., 1990

Murugesan, Mangala N.K., *Self-Respect Movement in Tamil Nadu*, 1920-40, Koodal Pub., Madurai, 1981

Rajaraman, P., *Justice Party: A Historical Perspective, 1916-37*, Poompozhil Publishers, Madras, 1988

Rangaswamy, M., *Tamil Nationalism*, Hema Pub., Chennai, 2006

Sastri, V.S. Ramasamy, *The Tamils, The People, Their History and Culture in 5 Volumes*, Cosmo Pub., New Delhi, 2002

Singaravelu, S., *Social Life of the Tamils*, Dept. of Indian Studies, Kuala Lumpur

Subramaniam, P. *Social History of the Tamils, 1707 – 1947,* D.K. Printworld (P) Ltd., New Delhi, 1996

Swaminathan, S., Karunanidhi, *Man of Destiny*, Affiliated East-West Press Pvt. Ltd., New Delhi, 1974

References

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

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

Krishnaswamy Dr.A.: *The Tamil country under Vijayanagar*

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

RajayyanDr.K*: History of Tamil Nadu (1565 – 1982)*

Sathianatheir. R.: *History of Nayaks of Madurai*

Subramanian N: *History of Tamil Nadu Vol.II*

The Culture and History of the Tamils, 1964

Varghese Jeyaraj S*: Socio-Economic History of Tamil Nadu*

Web Resources

1. https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu_djvu.txt
2. https://www.tnarch.gov.in/Library%20BOOk%20PDF/The%20Cultural%20Heritage%20of%20Tamilnadu.pdf

CIA	
Scholastic	**35**
Non Scholastic	**5**
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- **PG CIA Components**

  No's

C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	2 *	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Seminar	1	-	5 Mks
C6	-	Attendance		-	5 Mks

  The best out of two will be taken into account

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Narrate the social condition during the Nayak period	K2	PSO1
CO 2	Evaluate the contributions of Marathas to the culture of the Tamil region	K4	PSO3
CO 3	Analyse the Contribution of Sethupathis of Ramnad to Tamil society.	K2	PSO5
CO 4	Appreciate the Growth of Western Education	K5	PSO2
CO 5	**Assess** the contribution of Dravidian movement to social transformation	K4	PSO2

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 DESIGNER:

Dr.P.Parameswari

Forwarded By
HOD'S Signature& Name

Dr.J.Saral Evangeline

I M.A.HISTORY

SEMESTER –II

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	23PG2H6	HISTORIOGRAPHY AND HISTORICAL METHODS	MAJOR CORE	6	4

COURSE DESCRIPTION

This course is designed for the future history major or minor who is taking the leap from learning specific histories to thinking more broadly and methodically about studying the past

COURSE OBJECTIVES

- To undergo in depth study of history its meaning, scope and philosophy.
- To understand historians and his ideas.
- To identify and evaluate an historical thesis or interpretation
- To facilitate the students know about methodology which will help them to pursue research in future.
- To inculcate them to know the recent trends in historical research.

UNITS

UNIT –I [15 Hrs]
Basic Concepts of History:

Meaning, Nature, and Scope of History – Kinds of History and Allied Subjects – Lessons of History; Uses and Abuses of History

UNIT –II [15 Hrs]
Philosophy of History:
Philosophy of History – Marxist Interpretation of History – Annales Paradigm – Subaltern History – Subjectivity and Objectivity

UNIT –III [20 Hrs]
Research Methods:
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 [20 Hrs]

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

UNIT V   **[20 Hrs]**
Historians of India
Historians of India – V.A. Smith, D.D.Kosambi, Romila Thapar, JadunathSarkar,Bipan Chandra, K.A.NilankantaSastri, R.SathianathaAyyar, S.KrishnaswamiAyyangar, C.S. Srinivasachari, K.K.Pillai

LEARNING RESOURCES

Recommended Books

Ali, Sheik, *History: Its Theory and Method*, Laxmi Publications, 2019

Carr, E.H., *What is History,* Penguin Books Ltd., New Delhi, 2018.

Manikam, S., *On History & Historiography,* Padumam Publishers, Madurai

Rajayyan, K, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982

Sreedharan, E., *A Textbook of Historiography: 500 BC to AD 2000*, Orient Longman, New Delhi, 2004

References

Bloch, Marc, *The Historian's Craft,* Aakar Books, Delhi, 2017

Collingwood, R.G., *The Idea of History,* OUP, Delhi, 1994

Dray, W.H., *Philosophy of History*, Prentice-Hall, New Jersey, 1964

Jenkins, Keith, *Why History? Ethics and Postmodernity,* Routledge, London, 1999

Sen, S.P., *Historians and Historiography in Modern India*, Institute of Historical Studies, Calcutta, 1973

Sreedharan, E., *A Manual of Historical Research Methodology,* Centre for South Indian Studies, Trivandrum, 2007

Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of History,* Routledge, New York, 2015

Webster, John C.B., *Studying History,* Primus Books, Delhi, 2019

Web Resources

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

2. http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History--%20Research%20Methology%20in%20writing%20steps.pdf

https://www.britannica.com/biographies/history/history

CIA	
Scholastic	**35**
Non Scholastic	**5**
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	**C2**	**C3**	**C4**	**C5**	**C6**	**CIA**	**ESE**	**Total**
10	**10**	**5**	**5**	**5**	**5**	**40**	**60**	**100**

- **PG CIA Components**

  No's

  C1 - Test (CIA 1) 1 - 10 Mks

  C2 - Test (CIA 2) 1 - 10 Mks

  C3 - Assignment 2 * - 5 Mks

  C4 - Open Book Test/PPT 2 * - 5 Mks

  C5 - Seminar 1 - 5 Mks

  C6 - Attendance - 5 Mks

  The best out of two will be taken into account

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Explain the meaning and scope of history	K2	PSO1
CO 2	Outline the various theories and philosophical approaches to history	K4	PSO3
CO 3	Undertake historical research	K2	PSO5
CO 4	Analyse the contribution of western historians	K5	PSO2
CO 5	Highlight the historical writings of important Indian historians	K4	PSO2

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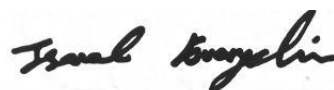
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

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

COURSE DESIGNER:

Dr.P.Parameswari

Forwarded By
HOD'S Signature& Name

Dr.J.Saral Evangeline

I M.A.HISTORY

SEMESTER –II

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	23PG2HE5	HISTORY OF JOURNALISM	ELECTIVE	5	3

COURSE DESCRIPTION

This course emphasizes the history of Jounalism and its evolution. It focuses the development of Journals in India and the government reaction to the role of the press.

COURSE OBJECTIVES

- To explain the origins and the role of press in social awakening
- To present the role of the press in the freedom movement
- To explain the government reaction to the role of the press
- To present the role of prominent personalities for the growth of journalism
- To explain the contribution of various newspapers

UNITS

UNIT1   **[15 Hrs]**

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   **[15 Hrs]**

 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   **[15 Hrs]**

Government and the press: reaction and regulation –Press laws

Unit IV   **[15 Hrs]**

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 [15 Hrs]

Contribution of Important News Papers: AmritBazarPatrika, The Times of India – The Hindu; Contemporary News Papers in Tamil- Dinamani- DhinaThanthi- 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:

https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150

https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf

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

CIA	
Scholastic	**35**
Non Scholastic	**5**
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- **PG CIA Components**

			No's		
C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	2 *	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Seminar	1	-	5 Mks
C6	-	Attendance		-	5 Mks

The best out of two will be taken into account

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Explain the origins and the and role of press in social awakening	K5	PSO1
CO 2	Present the role of the press in the freedom movement at the national level	K2	PSO1

CO 3	Explain the government reaction to the role of the press	K4	PSO5
CO 4	Assess the role of prominent personalities for the growth of journalism	K5	PSO2&PSO1
CO 5	Understand the contribution of various newspapers	K6	PSO4& PSO2

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)**

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

COURSE DESIGNER:

Dr.B.Poornimasethupathi

Dr.B.Poornimasethupathi

Forwarded By

HOD'S Signature& Name
Dr.J.Saral Evangelin

Dr.B.Poornimasethupathi

I M.A. HISTORY

SEMESTER –II

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG2HE6	INTERNATIONAL MIGRATIONS AND DIASPORIC STUDIES	MAJOR CORE	5	3

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 [15 Hrs]
Theories of International Migrations – History of International Migration – Ethnicity and Gender in International Migrations

UNIT II: Theories of Diaspora [15 Hrs]
Definitions and Theories of Diaspora – Major Diasporas: Jewish, African, Chinese and Indian – Globalisation and Diaspora

UNIT III: The Indian Diaspora: A Survey [15 Hrs]
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 [15 Hrs]
Religion and Caste – Language and Culture – Institutions and Associations

UNIT V: Indian Diaspora and Policy Perspective [15 Hrs]
Sending Country's Perspective – Receiving Country's Perspective

LEARNING RESOURCES

Recommended Books

Stephen Castles and Mark J. Miller. 1998. *The Age of Migration: International Populations*

Movements in the Modern World. London: Macmillan.

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

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

EleonoreKofman, Annie Phizacklea, ParvatiRaghuram, Rosemary Sales. 2000. *Gender and*

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]

Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). 1990. *South Asian Overseas: Migration and Ethnicity.* Cambridge University press: Cambridge.

References

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

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

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

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

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

Rayaprol, Aparna. 1997. *Negotiating Identities: Women in the Indian Diaspora.* New Delhi: Oxford.

Safran, William, Ajaya Kumar Sahoo and Brij V. Lal (eds.). 2008. Transnational Migrations: The Indian Diaspora. New Delhi: Routledge Publications. [Chapter1,3,5]

Khadria, Binod. 1999. *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain.* New Delhi: Sage Publications.

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

3. https://www.mea.gov.in/images/pdf/1-executive-summary.pdf

CIA	
Scholastic	**35**
Non Scholastic	**5**
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	**C2**	**C3**	**C4**	**C5**	**C6**	**CIA**	**ESE**	**Total**
10	**10**	**5**	**5**	**5**	**5**	**40**	**60**	**100**

- **PG CIA Components**

    No's

C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	2 *	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Seminar	1	-	5 Mks
C6	-	Attendance		-	5 Mks

    The best out of two will be taken into account

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)

I M.A. HISTORY

SEMESTER –II

For those who joined in 2023 onwards

ROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG2HE7	INDIAN CONSTITUTION	ELECTIVE	5	3

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   **[15 Hrs]**

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

UNIT II   **[15 Hrs]**

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

UNIT III   **[15 Hrs]**

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

UNIT IV   **[15 Hrs]**

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   **[15 Hrs]**

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

LEARNING RESOURCES

Recommended Books

Austin Granville, The Indian Constitution: Cornerstone of A Nation,Oxford University Press,1999

Agarwal, R.C. Constitutional Development and National Movement of India, S. Chand & Co. 1996

Durga Das Basu,An Introduction to Indian Constitution,Wadha& Company, 2001

Shukla, V.N, The Constitution of India, Eastern Book Company,1977

5. Khanna, V.N, Constitution and Government of India, S. Chand & Co., 1981

References

Bhargava Rajeev, *Politics and Ethics of the Indian Constitution*, Oxford University,2009

Durga Das Basu, *Commentary on the Constitution of India*,Wadha& Company,2000

Gautam Bhatia, *Transformative Constitution: A Radical Biography in Nine Acts*, Harper Collins India, 2019

Misra, B.R., *Economic Aspects of Indian Constitution*, Orient Longman,1952

Web Sources:

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

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- **PG CIA Components**

  No's

  C1 - Test (CIA 1)   1   -   10 Mks

  C2 - Test (CIA 2)   1   -   10 Mks

  C3 - Assignment   2 *   -   5 Mks

  C4 - Open Book Test/PPT   2 *   -   5 Mks

  C5 - Seminar   1   -   5 Mks

  C6 - Attendance   -   5 Mks

  The best out of two will be taken into account

Course Outcomes:

CO 1 –understand the historical background of the Indian Constitution.
CO 2 –Compare and contrast basic features of the constitution
CO 3 –Evaluate the nature of Indian federalism and the rationale for emergency provisions.
CO 4 –Describe the powers and functions of the various units of the government.
CO 5.- Explain the structure at the state level

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)

I M.A. HISTORY

SEMESTER –II

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG2HE8	ENVIRONMENTAL HISTORY OF INDIA	ELECTIVE COURSE	5	3

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 environmental movements.

Unit I   **[15 Hrs]**
Introduction to Environmental History
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   **[15 Hrs]**
Eco systems in History
Prehistoric Environment in India – Role of Climate in Indus Valley Civilization – Forest in Ancient India –Deforestation in the Vedic Period – Eco-Systems of the Sangam Age in South India – Asoka And Ecology – Mughals and Hunting.

Unit III   **[15 Hrs]**
Ecological Imperialism
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   **[15 Hrs]**
Environmental Policy
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 [15 Hrs]
Environmental Movements
Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada BacchaoAndolan – Silent Valley Movement – Jungle BachaoAndolan

LEARNING RESOURCES

Recommended Books

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

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

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

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

Modern Environmental History, edited by Donald Worster and Alfred Crosby, 1-14. Cambridge: Cambridge University Press, 1988.

Ramachandra,Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya* OUP,1989

Donald Worster, "*Doing Environmental History.*" In *The Ends of the Earth: Perspectives on*

References

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

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

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

Guha, Ramachandra, *Environmentalism: A Global History*, OUP, New Delhi, 2000.

Guha,Ramachandra and J. Martinez-Alier, *Varieties of Environmentalism: Essays - North and South,* OUP, New Delhi, 1998.

Joakim,Radkau, *Nature and Power: Global History of the Environment*, Cambridge UniversityPress, New York, USA, 2008

Keith, Smith, *Environmental Hazards*, Routledge, New York, 1996.

Web Resources

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

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- **PG CIA Components**

  No's

  C1 - Test (CIA 1)   1   -   10 Mks

  C2 - Test (CIA 2)   1   -   10 Mks

  C3 - Assignment   2 * -   5 Mks

  C4 - Open Book Test/PPT   2 * -   5 Mks

  C5 - Seminar   1   -   5 Mks

  C6 - Attendance   -   5 Mks

  The best out of two will be taken into account

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)**

I M.A. HISTORY

SEMESTER – II

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSHI	23PG2HAE	INTRODUCTION TO EPIGRAPHY	SKILL ENHANCEMENT COURSE	4	2

Learning Objectives:

1. Define epigraphy and explain its significance.
2. Identify the varieties of materials used.
3. Explain the types of inscriptions.
4. Trace the origin of writing in South India.
5. Explain the use of inscriptions as historical sources.

UNIT –I   **[12 Hrs]**

Basics of Epigraphy:

Definition –Importance of epigraphy for Reconstructing history – Format of Inscription – Authenticity - Eras

Unit- II   **[12 Hrs]**

Nature of the Writing Materials:

Stone – Metal – Clay – Terracotta – Pottery – Wood – Papyrus - Parchment

Unit –III   **[12 Hrs]**

Types of Inscriptions:

Political– Social – Economic Inscriptions–Cultural – Literary - Religious

UNIT –IV   **[12 Hrs]**

Scripts in Ancient India and Tamil Nadu:

Origin of Writing -Indus Script and its decipherment – Brahmi and Kharosthi Script, Origin of Writing in Tamil Nadu -Tamili **-** Tamil Brahmi – Vattezhuthu – Grantha Script – Scripts in Tamil Nadu

UNIT-V   **[12 Hrs]**

Inscriptions as Historical Source Material:

Inscriptions of Indus Civilization- Asokan Pillar Inscriptions– Inscriptions of Gupta period – Inscriptions in Tamil Nadu – Tamil Brahmi– Mangulam – Jambai – Pughalur– Sittannavasal.

LEARNING RESOURCES

Recommended Books

Buhler,George, *Indian Paleography*, Indian Studies Past and Present; Calcutta; 1959

Dani.A.H*, Indian Paleography,*MunshiramManoharlal Publishers; 3 edition,2011.

Sivaramamurthy. C., *Indian Epigraphy and South Indian Scripts*, Bulletin of the Madras Government Museum,1952.

Rajan.K, *Epigraphy* (*Kalvetteyil* (T), Mano Pathipagam, 2007.

Santhalingam.C, *Art of Epigraphy (Kalvettukalai(T)*

Web Resources

1. https://www.britannica.com/topic/epigraphy
2. https://www.researchgate.net/publication/338197502_Inscriptions_As_A_ Source_of_History
3. https://asi.nic.in/Ancient_India/Ancient_India_Volume_9/article_9.pdf

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
10	10	5	5	5	5	40	60	100

- **PG CIA Components**

   No's

   C1 - Test (CIA 1) 1 - 10 Mks

   C2 - Test (CIA 2) 1 - 10 Mks

   C3 - Assignment 2 * - 5 Mks

   C4 - Open Book Test/PPT 2 * - 5 Mks

   C5 - Seminar 1 - 5 Mks

   C6 - Attendance - 5 Mks

   *The best out of two will be taken into account

Course Outcomes:

CO 1 –Define epigraphy and explain its significance.
CO 2 - Identify the varieties of materials used
CO 3 – explain the types of inscriptions
CO 4- trace the origin of writing in outh India
CO 5 - explain the use of inscriptions as historical source

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)**