

HAJEE KARUTHA ROWTHER HOWDIA COLLEGE

(An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai.)

Re-Accredited with A++ Grade by NAAC (3rd Cycle)

Uthamapalayam - 625 533.



DEPARTMENT OF HISTORY

MASTER OF ARTS – HISTORY

SYLLABUS

Choice Based Credit System – CBCS

(As per TANSCH/ MKU Guidelines)

with

Outcome Based Education (OBE)

(with effect from Academic Year 2023 -2024 onwards)

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College Vision and Mission

Vision

Our vision is to provide the best type of higher education to all, especially to students hailing from minority Muslim community, rural agricultural families and other deprived, under privileged sections of the society, inculcating the sense of social responsibility in them. Our college is committed to produce talented, duty-bound citizens to take up the challenges of the changing times.

Mission

Our mission is to impart and inculcate social values, spirit of service and religious tolerance as envisioned by our beloved Founder President Hajee Karutha Rowther.

The Vision beckons..... the Mission continues forever.

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Department Vision and Mission

Vision

- To visualise Academic Excellence in teaching, research and Extension activities.
- To facilitate the students' skill in employability and intellectual curiosity through historical studies.
- To bring social transformation and public awareness through historical research.

Mission

- To strive and achieve excellent standards of quality education through a well-prepared curriculum with the latest developments to face future.
- To realise the sacrifice of the freedom struggle and protect its importance for future generations.
- To prepare the young students as dutiful citizens of India and place them in high positions.

M.A., HISTORY

Programme Outcomes

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

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

Programme Specific Outcomes

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

METHODS OF EVALUATION		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments / Snap Test / Quiz	
	Seminars	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
Total		100 Marks
METHODS OF ASSESSMENT		
Remembering (K1)	<ul style="list-style-type: none"> • The lowest level of questions require students to recall information from the course content • Knowledge questions usually require students to identify information in the textbook. 	
Understanding (K2)	<ul style="list-style-type: none"> • Understanding of facts and ideas by comprehending organizing, comparing, translating, interpreting and interpreting in their own words. • The questions go beyond simple recall and require students to combine data together 	
Application (K3)	<ul style="list-style-type: none"> • Students have to solve problems by using / applying a concept learned in the classroom. • Students must use their knowledge to determine an exact response. 	
Analyze (K4)	<ul style="list-style-type: none"> • Analyzing the question is one that asks the students to break down something into its component parts. • Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations. 	
Evaluate (K5)	<ul style="list-style-type: none"> • Evaluation requires an individual to make judgment on something. • Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem. • Students are engaged in decision-making and problem – solving. • Evaluation questions do not have single right answers. 	
Create (K6)	<ul style="list-style-type: none"> • The questions of this category challenge students to get engaged in creative and original thinking. • Developing original ideas and problem solving skills 	

M.A., HISTORY SYLLABUS

S.No.	Courses	Titles
1	Core 1	History of Ancient and Early Medieval India - Prehistory to 1206 Common Era C.E.
2	Core 2	Socio Cultural History of Tamil Nadu up to 1565 C.E.
3	Core 3	History of World Civilizations (Excluding India)
4/5	Elective 1/2	Freedom Struggle in Tamil Nadu / Indian Art and Architecture
6/7	Elective 3/4	Administrative History of Tamil Nadu / Cultural Heritage of India
8	Professional Competency Skill	Research and Report Writing
9	Core 4	History of Medieval India - 1206 - 1707 C.E.
10	Core 5	Socio Cultural History of Tamil Nadu - 1565 - 1956 C.E.
11	Core 6	Historiography and Historical Methods
12/13	Elective 5/6	History of Journalism / International Migrations and Diasporic Studies
14/15	Elective 7/8	Indian Constitution / Environmental History of India
16	Skill Enhancement Course 1	Introduction to Epigraphy
17	Core 7	Colonialism and Nationalism in India
18	Core 8	Intellectual History of India
19	Core 9	Economic History of India since 1857 C.E.
20/21	Elective 9/10	Principles and Techniques of Archaeology / Studies in Human Rights
22	Core Industry Module	Tourism in Tamilnadu
23	Skill Enhancement Course 2	Communication Strategies for Leadership Success
24	Core 10	Contemporary India
25	Core 11	Peasant and Labour Movements in India
26	Core 12	International Relations since 1945 C.E.
27/28	Elective 11/12	Women in India through the Ages / Science and Technology in India since 1947 C.E.
29	Skill Enhancement Course 3	Cargo and Logistics

Programme Scheme

Eligibility

Passed in B.A., History or any other Examination accepted by the Syndicate as Equivalent.

For Programme Completion

A Candidate shall complete:

- Part III - Core papers in semesters I, II, III and IV respectively
- Part III - Elective papers in semesters I, II, III and IV respectively
- Part IV - Non- Major Elective papers in semester II and III respectively
- Part IV - Skill Enhancement Course papers in semester II, III and IV respectively
- Part V – Extension activity in semester IV respectively

Scheme of Examinations under Choice Based Credit System

Term End Examinations (TEE)	- 75 Marks
Continuous Internal Assessment Examinations (CIAE)	- 25 Marks
Total	- 100 Marks

Pattern of Continuous Internal Assessment Examinations (CIAE)

Average of Two Internal Tests (each 20 marks)	- 20 Marks
Seminar / Quiz	- 05 Marks
Total	- 25 Marks

Pattern of Term End Examinations

(Max. Marks: 75 / Time: 3 Hours)

External Examinations Question Paper Pattern

Section – A (10 X 1 = 10 Marks)

Answer ALL the questions.

- Question numbers 1 to 10
- Two questions from each unit
- Multiple choice questions and each question carries Four choices

Section – B (5 X 7 = 35 Marks)

Answer ALL the questions, choosing either a or b.

- Question numbers 11 to 15
- one question from each unit (either.... or.... type)
- Descriptive Type

Section – C (3 X 10 = 30 Marks)

- Answer ALL the questions, choosing either a or b.
- Question numbers 16 to 18
- Descriptive Type

Passing Marks

A Candidate passes the M.A., History degree by scoring a minimum of 50% of Marks (internal + external) in each course of the Programme. No minimum marks for internal assessment.

- Minimum 34 Marks (45%) for External Examination in Theory Courses.

MA History

M.A., HISTORY CURRICULUM							
COURSE TYPE	COURSE CODE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CIA	EXT
SEMESTER I							
Core 1	23PHICC11	History of Ancient and Early Medieval India – Prehistory to 1206 Common Era C.E.	7	5	3	25	75
Core 2	23PHICC12	Socio Cultural History of Tamil Nadu up to 1565 C.E.	7	5	3	25	75
Core 3	23PHICC13	History of World Civilizations (Excluding India)	6	4	3	25	75
Elective 1	23PHIDE11	Freedom Struggle in Tamil Nadu	5	3	3	25	75
Elective 2	23PHIGE11	Administrative History of Tamil Nadu	5	3	3	25	75
Total			30	20			

SEMESTER II								
Core 4	23PHICC21	History of Medieval India - 1206 - 1707 C.E.		6	5	3	25	75
Core 5	23PHICC22	Socio Cultural History of Tamil Nadu - 1565 - 1956 C.E.		6	5	3	25	75
Core 6	23PHICC23	Historiography and Historical Methods		6	4	3	25	75
Elective 3	23PHIDE21	History of Journalism		4	3	3	25	75
Elective 4	23PHIGE21	Environmental History of India		4	3	3	25	75
Skill Enhancement Course - 1 (NME)	23PHISE21	Introduction to Epigraphy		4	2	3	25	75
Total				30	22			

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PHICC11	History of Ancient and Early Medieval India - Prehistory to 1206 C.E.	Core	5	7	25	75	100

Learning Objectives		
L1	Explain the sources and the features of Pre and Proto history at the national and regional level.	
L2	Understanding of the social, political and economic life in the Vedic age and the post- Vedic polity and religion.	
L3	An account of Mauryan and Post- Mauryan period.	
L4	The chief features of the Age of Guptas and its legacy.	
L5	Knowledge of the history of the Peninsular India under various dynasties.	
UNIT	Contents	No. of Hours
I	Sources: Archaeological Sources – Literary Sources – Foreign Accounts; Prehistoric culture: Palaeolithic – Mesolithic – Neolithic –Distribution – Tools – Life of the people; Proto History – Harappan Civilization: Origin – Chronology – Extent – First Urbanization – Town Planning – Seals and Script – Trade Contacts ;Ancient Tamil Civilization: Adichanallur – Keeladi – Kondagai – Mayiladumparai – Sivagalai	21
II	Vedic Period: Debate on the original home of the Aryans –Life during Early Vedic Age – Transformation from Early Vedic to Later Vedic Period – Social - Political – Economic; Second Urbanization: Emergence of the Mahajanapadas – Formation of State: Republics and Monarchies – Rise of Urban Centres – Magadha: Haryankas – Sisunagas – Nandas; Intellectual Awakening: Rise of Buddhism and Jainism -their impact on society in India and Abroad; Persian and Macedonian Contacts – Alexander’s Invasion and its impact	21
III	The Mauryan Imperial State: Chandragupta Maurya and his political achievements - Ashoka, his edicts and his policy of Dhamma; Spread of Religion;Mauryan Administration: Kautilya and Arthasastra – Megasthenes; Economy – Mauryan Art and Architecture – Disintegration of the Mauryan Empire; Post Mauryan Political, Economic, Social and Cultural developments: Indo-Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions – Mahayana; Satavahanas of Andhra: their contribution to art and architecture	21
IV	Guptas – Polity and Administration – Patronage to Art, Architecture and Literature–Educational Institutions: Nalanda – Vikramashila – Valabhi; Huna Invasion and Decline; Vakatakas: Polity and Economy; Harsha: The assemblies at Prayag and Kanauj - Hiuen-Tsung’s account of India	21

V	Peninsular India: Tamil country up to 12th Century- Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas, Prathikaras and Palas; Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact	21
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Know the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization	K1,K2,K3,K4,K5
2	Know the various theories of origin of Aryans, and their socio-economic life	K1,K2,K3,K4,K5
3	Detail the polity, administration and religious policy of Mauryas and the origin and development of new religions	K1,K2,K3,K4,K5,K6
4	Give a detailed account of the Age of Guptas and Harsha's administration	K1,K2,K3,K4,K5,K6
5	Explain the history of Peninsular India under various dynasties	K1,K2,K3,K4,K5,K6
Textbooks		
1	Singh, Upinder, <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i> , Pearson, Delhi, 2009	
2	Chakravathy, Ranabir, <i>Exploring Early India up to c. A.D. 1300</i> , Primus Books, Delhi, 2016	
3	Thapar, Romila, <i>Early India: From the Origins to A.D. 1300</i> , Penguin, Delhi, 2003 (Tamil Translation)	
Reference Books		
1.	Kosambi, D.D., <i>The Culture and Civilization of Ancient India: An Historical Outline</i> , Vikas Pub. House Pvt. Ltd., Delhi, 1997	
2.	Kosambi, D.D., <i>An Introduction to the Study of Indian History</i> , Sage Publications, Delhi, 2016	
3.	Raychaudhuri, Hemchandra, <i>Political History of Ancient India</i> , Surjeet Publications, New Delhi, 2014	
Web Resources		
1.	https://sourcebooks.fordham.edu/india/indiasbook.asp	
2.	https://www.pbs.org/thestoryofindia/resources/websites/	
3.	https://archive.org/details/IndiaHistory	

Mapping with Programme Outcomes:

CO /PO	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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	2	3	2
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	2	3	2

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PHICC12	Socio Cultural History of Tamil Nadu up to 1565 C.E.	Core	5	7	25	75	100

Learning Objectives		
L1	Present the early history of Tamil Nadu.	
L2	Detail the history of Pallavas and their contribution.	
L3	Highlight the impact of the Chola ruler's administration.	
L4	Give an account of the history of Pandyas of Madurai.	
L5	Explain the society and culture under Madurai Sultanate and Vijaya Nagara rulers.	
UNIT	Contents	No. of Hours
I	Sources of the History of Tamil Nadu – Ancient Tamil Civilization - Sangam Literature – Concept of Tinai– Social and Economic life –Roman Trade Contacts and their impact – Religious life– Murugan and Korravai – Nadukal	21
II	Pallavas: Origin, history and contribution to South Indian culture –Socio-religious condition – Bhakti Movement and the State – Growth of Saiva and Vaishnava Traditions – Institution of Temple – Art and Architecture – Education: Ghatikas – Literature	21
III	Imperial Cholas: Socio- religious condition – Local Self Government and Village Autonomy – Landholding System and Society – Economic Life – Art and Architecture –Overseas expansion and cultural impact	21
IV	Pandyas of Madurai: Social Classes –Religion: Saivism and Vaishnavism – Art and Architecture: Later Pandyas, Marco Polo's Account – Society: Valangai and Idangai– Religion – Art and Architecture: Madurai <u>Meenakshi Temple</u> – Religion: Mathas – Saivasiddhantam and Virsaivism	21
V	Society and Culture under the Madurai Sultanate – Vijayanagar Empire – Krishnadeva Raya – Royal Patronage of Literature, Art and Architecture – Social Life – Position of Women	21
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Detail the early history of Tamil Nadu	K1,K2,K3,K4,K5
2	Give an account of the history of Pallavas and their contribution	K1,K2,K3,K4,K5

3	Highlight the impact of the Cholarulers's administration	K1,K2,K3,K4,K5,K6
4	Present an account of the history of Pandyas of Madurai	K1,K2,K3,K4,K5,K6
5	Explain the society and culture under Madurai Sultanate and Vijayanagara	K1,K2,K3,K4,K5,K6
Textbooks		
1	Karashima, Noboru, <i>A Concise History of South India: Issues and Interpretations</i> , OUP, New Delhi, 2014	
2	Subramanian, N., <i>Social and Cultural History of Tamilnad (upto 1336 A.D.)</i> , 2011	
Reference Books		
1.	Kanakasabhai,V., <i>The Tamils Eighteen Hundred Years Ago</i> , The South India SaivaSiddhantha Works Publishing Society, Tinnevely, 1956.	
2.	Pillay, K.K., <i>Historical Heritage of the Tamils</i> , MJP Publishers, Chennai, 2008	
3.	Sastri, K.A.Nilakanta, <i>The Colas</i> , University of Madras, Madras, 1955	
4.	Sastri, K.A.Nilakanta, <i>A History of South India: From Prehistoric Times to the Fall of Vijayanagar</i> , OUP, Chennai, 1997	
Web Resources		
1.	https://www.tn.gov.in/tamilnadustate	
2.	https://diksha.gov.in/tn/	

Mapping with Programme Outcomes:

CO /PO	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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

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

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PHICC13	History of World Civilizations (Excluding India)	Core	4	6	25	75	100

Learning Objectives		
L1	Explain the concepts of civilization and culture and brief history of pre-historic period.	
L2	Present different features of various ancient civilizations.	
L3	Explain the main West Asian civilizations.	
L4	compare the features of Chinese and Japanese civilizations.	
L5	study and compare Greek and Roman Civilizations.	
UNIT	Contents	No. of Hours
I	Introduction – Definition of Civilization – Comparison between Culture and Civilization – Origin and Growth of Civilizations – Pre – historic Culture – Palaeolithic and Neolithic period Culture – rivers, resources and civilizations	18
II	The role of environment – the invention of writing – Mesopotamian Civilization – Sumerian – Babylonian – Life under Hammurabi – the Kassite interlude – Egyptian and the Age of Pharaohs – the rise of the Hittites and their greatness – The fall of empires and survival of cultures	18
III	The evolution of Jewish religion – the power of Assyria – Assyrian rule and culture – Chaldean Babylonia – The rise of Persia – the coming of the Medes and Persians – Zarathustra – Persia’s World Empire.	18
IV	China’s Classical Age – the Zhou dynasty – Age of Confucius and his followers – the Qin unification – the glory of the Han Dynasty – contribution to the World – development of Art and Architecture – Religion and Science – Japanese Civilization and Culture – Maya, Aztec and Inca Civilizations	18
V	Greek Civilization – the Minoans and Mycenaeans – Homer- the Heroic Past – the Polis – Sparta – Athens – the Age of Pericles – the spread of Hellenic civilization – the Greeks and the opening of the East – Hellenic Religion, Science and philosophy – The Roman republic – the Pax Romana – Administration and expansion under Augustus	18
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Compare the concepts of civilization and culture and brief history of pre- historic period	K1,K2,K3,K4,K5

2	Understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations	K1,K2,K3,K4,K5
3	Study about origin and growth of river valley civilizations	K1,K2,K3,K4,K5,K6
4	Describe the features of Chinese and Japanese civilizations	K1,K2,K3,K4,K5,K6
5	Explain the contributions of Greek and Roman civilizations	K1,K2,K3,K4,K5,K6
Textbooks		
1	Swain J.E , A History of World Civilization, Eurasia Publishing House, New Delhi, 1938.	
2	Will Durant, The Story of Civilization I and II (Simon and Schuster, New York, 1966)	
3	Gokale, B.K, Introduction to Western Civilization, S.Chand& Company, New Delhi, 1999.	
4	Hayes C.J, History of Western Civilization, Macmillan, New York, 1967.	
5	Manoj Sharma, History of World Civilization, Anmol Publication Pvt.Ltd, New Delhi, 2005.	
Reference Books		
1.	Judd, G.P, History of Civilization, Macmillan, New York, 1966.	
2.	Rebello , World Civilization – Ancient and Medieval, Part II, Mangalore, 1969.	
3.	Scarre C. and Brian Fagan, Ancient Civilizations, New Jersey: Pearson, 2008.	
4.	Finley M.I, Ancient Slavery: Modern Ideology, London: Chatto and Windus 1980.	
5.	Brunt P.A. , Social Conflicts in the Roman Republic, London: Chatto and Windus, 1971	
6.	Joshel P, Slavery in the Roman World. Cambridge, Cambridge University Press, 2010	
7.	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	

Mapping with Programme Outcomes:

CO /PO	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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	2	3	2
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	2	3	2

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PHIDE11	Freedom Struggle in Tamil Nadu	Elective	3	5	25	75	100

Learning Objectives		
L1	To present the early resistance to colonial rule.	
L2	To detail the factors for the emergence of national consciousness and the role of socio- political organisations.	
L3	To explain the activities of Indian National Congress in Tamil Nadu under various rulers; also the role of national press.	
L4	To detail the activities of moderate and revolutionary leaders and the impact of Gandhi.	
L5	To point out the role of Tamil Nadu in the latter phase of the freedom struggle.	
UNIT	Contents	No. of Hours
I	Poligar Revolt – PuliThevan – Veera Pandiya Kattabomman – Velu Nachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact	15
II	Emergence of Nationalist Consciousness –Socio - Political Organizations – Madras Native Association – –Madras Mahajana Sabha- Impact of Gandhi Visit Tamilnadu	15
III	Press and Nationalism -- The 'Hindu', Swadesamitran, New India, Dinamani, India (edited by Bharathi), Swarajya- ; Salem Desabhimani - - Desabhaktan - Sooryodhayam- - Vijaya-Chakravardhini- Bala Bharatham- Nava Sakthi- SwantiraSangu-	15
IV	Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.Subramiayalyer - V.O. Chidamabaram – Subramania Bharathi – Kadalur Anjaliammal- SoundaramAmmayar. Revolutionary Movement in Tamil Nadu – Vanchinathan– TirupurKumaran - Subramania Siva- NeelakantaBrahmmachari	15
V	Impact of Gandhi –Role of Rajaji – Vedaranyam March – S. Satyamurthi Quit India Movement in Tamil Nadu –K.Kamaraj- Participation of Tamils in Indian National Army – Popular Participation of Tamils	15
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Appreciate the contribution of early resistance against British rule in Tamil Nadu.	K1,K2,K3,K4,K5
2	Describe the role of organizations in increasing nationalist consciousness.	K1,K2,K3,K4,K5
3	Assess the role of press in Tamil Nadu towards the nationalist cause.	K1,K2,K3,K4,K5,K6

4	Evaluate the contribution of various leaders of India's freedom struggle.	K1,K2,K3,K4,K5,K6
5	Understand the role of Tamil Nadu in the final phase of the freedom struggle	K1,K2,K3,K4,K5,K6
Textbooks		
1	Rajayyan, K : Rise and fall of Poligars& South Indian Rebellion	
2	Rajayyan, K. : South Indian Rebellion, The First War of Independence,1800-1801.	
3	Rajayyan, K.: Tamil Nadu: A Real History	
4	Rajendran, N.K.: The National Movement in Tamil Nadu, 1905-1914: Agitational Politics and State Coercion	
5	G. Venkatesan, History of Indian Freedom Struggle	
Reference Books		
1.	Narasimhan V.K. : Kamaraj – A Study	
2.	Sundarajan, Saroja. : March to Freedom in Madras Presidency, 1885-1915.	
3.	Suntharalingam, R. : Politics and Nationalist Awakening in South India,1852-1891.	
Web Resources		
1.	https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs Vol 5 06 03 2019.pdf	
2.	https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/	

Mapping with Programme Outcomes:

CO /PO	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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	2	3	2
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	2	3	2

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PHIGE11	Administrative History of Tamil Nadu	Elective	3	5	25	75	100

Learning Objectives		
L1	To highlight the achievements of Congress rule.	
L2	To explain the major achievements of governments after 1967.	
L3	To point out working of governments under AIADMK party.	
L4	To highlight the cumulative impact since independence.	
L5	To examine the administration of Justice party.	
UNIT	Contents	No. of Hours
I	Justice Party- A.Subbarayulu Reddiyar- Raja of Panangal- P.Subburayan – Raja of Bobbili - achievements- reservation- Communal GO- creation of staff selection board- right to vote for women- regulation of temples- mid –day meal scheme	15
II	Congress rule: C.Rajagoplachari - K. Kamaraj - M.Bhakhathsavalam - achievements: free mid day meal scheme- opening of new schools- Increase in irrigation facilities- industrial growth	15
III	DMK administration-C.N Annnadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C -Kalaingar M Karunanithi-Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission- implementation of reservation policy - Salem Steel plant.Manu NeethiThittam- Free electricity for farmers- property rights to women; creation of universities-33 percent reservation for women in local body elections-30percent reservation for women in government jobs- Samathuvapuram scheme-- Tidel park- financial assistance for marriage of poor girls- increase of infrastructure-Industrial development	15
IV	AIADMK administration: MGR-Nutritious Meal scheme- educational reforms -introduction of Plus Two in Higher Secondary schools- Krishna water project-establishment of new universities-Tamil University at Tanjore-Mother Teresa university at kodaikkanal- J.Jayalalitha -welfare measures- AmmaUnavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rain water harvesting	15
V	Policies and programmes– economic- social and demographic impact	15
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	

1	Appreciate the administration of Justice Party	K1,K2,K3,K4,K5
2	Evaluate the Congress Administration	K1,K2,K3,K4,K5
3	Interpret DMK administration	K1,K2,K3,K4,K5,K6
4	Compare AIADMK administration	K1,K2,K3,K4,K5,K6
5	Assess the impact of various administrations	K1,K2,K3,K4,K5,K6
Textbooks		
1	Rajaram .P The justice Party:A Historical Perspective,1916-1937	
2	Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)	
3	Rajmohan Gandhi., Rajaji:A Life	
4	Narasimhan.V.K., Kamaraj A Study	
5	SandhyaRavishankar.,Karunanidhi: A Life in Politics	
6	Vasanthi., A Lone Empress:A Portrait of Jayalalitha	
Reference Books		
1.	Subramanian.N History of Tamilnadu Vol.2	
Web Resources		
1.	www.jetir.org	
2.	https://www.inc.in	
3.	https://dmk.in	

Mapping with Programme Outcomes:

CO /PO	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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	2	3	2
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	2	3	2

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PHICC21	History of Medieval India, 1206 - 1707 C.E.	Core	5	6	25	75	100

Learning Objectives		
L1	Examine the establishment of centralized monarchy.	
L2	Evaluate the contributions of Alauddin Khalji and Muhammad bin Tughlaq.	
L3	Analyse the Mughal religious and Deccan policy.	
L4	Outline the advancements in art and architecture.	
L5	Explain the economic and socio-cultural life in medieval India.	
UNIT	Contents	No. of Hours
I	Establishment of the Delhi Sultanate: Qutbuddin Aibak and Iltutmish -- <i>Iqta</i> System - Centralised Monarchy: Sultana Raziya and Period of Instability -Age of Balban- <i>Chihalgani</i> - Theory of Kingship –Reorganisation of the Government - Mongol Threat - Internal Restructuring and Territorial Expansion –Jalaluddin and AlauddinKhalji’s approaches to the State – Changes among the ruling Classes –Conquest and Annexation.	18
II	Problems of a Centralized State: Ghiyasuddin and Muhammad bin Tughlaq– Administrative and Political Measures – Economic and Agrarian Reforms – Token Currency Transfer of Capital- FirozTughlaq- Economic reforms- Military Expeditions - Impact of Sayyids and Lodis; Administration under the Delhi Sultanate	18
III	The Foundation of Mughal Empire: Central Asian experience of Babur - India on the eve of Babur’s invasion– Struggle for empire in North India – Significance of the Afghan despotism-Rise of Sher Shah Sur; Expansion and Consolidation – Political phase of Akbar; new imperial system and administration; the Mughal nobility, Mansabdari system- Jagirdari system– NurJahan Junta – The Mughals and the North-Western frontier – Shah Jahan and his contribution.	18
IV	Ideology and State in Mughal India: Akbar’s imperial agenda - Suhl-i-kul – Akbar’s religion - Din 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.	18
V	Economic and Socio-Cultural Life in Medieval India: Economy: Agricultural Production, Village Society and the Revenue System – Trade-- relations with the Europeans-Society- Ruling Classes, Merchants, Artisans and Slaves – Caste, Customs and Women – Religious Ideas and Beliefs- The Sufi Movement– The Bhakti Movement in North India – Culture- Architecture – Literature – Fine Arts – Music.	18

Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Understand the establishment of centralized monarchy	K1,K2,K3,K4,K5
2	Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq	K1,K2,K3,K4,K5
3	Analyse the religious and Deccan policy of Mughals .	K1,K2,K3,K4,K5,K6
4	Outline the advancements in art and architecture	K1,K2,K3,K4,K5,K6
5	Detail the facets of economic and socio-cultural life in Medieval India	K1,K2,K3,K4,K5,K6
Textbooks		
1	Chand, Tara, <i>Influence of Islam on Indian Culture</i> , Indian Press, 1954.	
2	Chandra, Satish, <i>Medieval India: From Sultanat to the Mughals</i> , Har-Anand Pub., Delhi, 1998.	
3	Habib, Mohammad and K.A. Nizami, <i>Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)</i> , People's Publishing House, Delhi, 1970.	
4	Mehta, J.L., <i>Advanced Study in the History of Medieval India, 1000 – 1526 A.D.</i> , Sterling Pub., New Delhi, 1986	
5	Mehta, J.L., <i>Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture</i> , Sterling Pub., New Delhi, 1990	
6	Raychaudhuri, TapanandIrfanHabib, ed., <i>The Cambridge EconomicHistory of India, Vol. I: c. 1200 – c. 1750</i> , Cambridge University Press, London, 1982.	
Reference Books		
1.	Ali, Athar. M., <i>Mughal India, Studies in Polity, Ideas, Society and Culture</i> , OUP, New Delhi, 2007	
2.	Chandra, Satish, <i>Essays on Medieval Indian History</i> , OUP, New Delhi, 2005	
3.	Habib, Mohammed and IrfanHabib, ed., <i>Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times</i> , OUP, New Delhi, 2016	
4.	Habibullah, A.B.M., <i>The Foundation of Muslim Rule in India</i> , Central Book Depot, 1967	
5.	Hasan, NurulS., <i>Religion State and Society in Medieval India</i> , OUP, New Delhi, 2008	
6.	Nigam, S.B.P., <i>Nobility under the Sultans of Delhi</i> , MunshiramManoharlal, New Delhi, 1968	
7.	Pandey, A.B., <i>Early Medieval India</i> , Central Book Depot, 1976	
8.	Qureshi, <i>Administration of the Mughal Empire</i> , Low Price Publications, 1990.	
9.	Qureshi, <i>Administration of the Sultanate of Delhi</i> , 1942.	
Web Resources		
1.	https://core.ac.uk.in	
2.	https://studoc.com	
3.	https://indiaolddays.com	

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

Strong-3

Medium-2

Low-1

Level of Correlation between PSO's and CO's

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	2	3	2
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	2	3	2

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PHICC22	Socio Cultural History of Tamil Nadu, 1565 - 1956 C.E.	Core	5	6	25	75	100

Learning Objectives		
L1	Narrate the social condition during the Nayak period.	
L2	Describe the contributions of Marathas to the culture of the Tamil region.	
L3	Analyse the Contribution of Sethupathis of Ramnad to Tamil society.	
L4	Appreciate the Growth of Western Education.	
L5	Examine the contribution of Dravidian movement to social transformation.	
UNIT	Contents	No. of Hours
I	The Nayaks of Madurai – Thirumalai Nayak – the Nayaks of Senji – The Nayaks of Tanjore – social and cultural condition under the Nayaks – contribution of Nayaks to art and architecture and Tamil culture.	18
II	Tamilagam under Marathas – Society: caste system – status women – achievements of Raja Serfoji – Literature under the rule of Tanjore Marathas – Saraswathi Mahal Library – Development of Art and Architecture under the Marathas.	18
III	The Marava country and the Sethupathis of Ramnad – society - cultural contribution; Administration of the Nawabs – village administration – society – famines and diseases – status of women – economic and religious life – Social Impact of the Europeans; Religion: Saivism: St. Ramalinga- Vaishnavism: the Schism	18
IV	Christianity: Policy of the Company - growth and impact - Introduction of Western education – Government education - Professional and Technical education– Female education.	18
V	Emergence of Administrative and Professional Elites – Justice Party and Non-Brahmin Movement – E.V.R, a social reformer – Self Respect Movement - Contribution of Dravidian Movement to social transformation- socio- cultural impact of the Dravidian parties	18
Course Outcomes		
CO	On completion of this course, students will	Knowledge Level
1	Narrate the social condition during the Nayak period	K1,K2,K3,K4,K5
2	Evaluate the contributions of Marathas to the culture of the Tamil region	K1,K2,K3,K4,K5
3	Analyse the Contribution of Sethupathis of Ramnad to Tamil society.	K1,K2,K3,K4,K5,K6
4	Appreciate the Growth of Western Education	K1,K2,K3,K4,K5,K6

5	Assess the contribution of Dravidian movement to social transformation	K1,K2,K3,K4,K5,K6
Textbooks		
1	Irschick, Eugene F., Tamil Revivalism in the 1930s, Cre-A, Madras, 1986	
2	Jagadeesan, P, Marriage and Social Legislations in Tamil Nadu, Elatchaiappan Pub., 1990	
3	Murugesan, Mangala N.K., Self-Respect Movement in Tamil Nadu, 1920-40, Koodal Pub., Madurai, 1981	
4	Rajaraman, P., Justice Party: A Historical Perspective, 1916-37, Poompozhil Publishers, Madras, 1988	
5	Rangaswamy, M., Tamil Nationalism, Hema Pub., Chennai, 2006	
6	Sastri, V.S. Ramasamy, The Tamils, The People, Their History and Culture in 5 Volumes, Cosmo Pub., New Delhi, 2002	
7	Singaravelu, S., Social Life of the Tamils, Dept. of Indian Studies, Kuala Lumpur	
8	Subramaniam, P. Social History of the Tamils, 1707 – 1947, D.K. Printworld (P) Ltd., New Delhi, 1996	
9	Swaminathan, S., Karunanidhi, Man of Destiny, Affiliated East-West Press Pvt. Ltd., New Delhi, 1974	
Reference Books		
1.	K.A.N.Sastri : The Pandyan Kingdom (London.1929)	
2.	Kalidos.R : History and Culture of Tamils (From Prehistoric Times to Present rule)	
3.	KrishnaswamyDr.A. : The Tamil country under Vijayanagar	
4.	Rajaraman, P., Chennai through the Ages, Poompozhil Pub., Chennai, 1997.	
5.	RajayyanDr.K : History of Tamil Nadu (1565 – 1982)	
6.	Sathianatheir.R. : History of Nayaks of Madurai	
7.	Subramanian N : History of Tamil Nadu Vol.II	
8.	The culture and History of the Tamils , 1964	
9.	Varghese JeyarajS : 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	

Mapping with Programme Outcomes:

CO /PO	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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	2	3	2
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	2	3	2

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PHICC23	Historiography and Historical Methods	Core	4	6	25	75	100

Learning Objectives		
L1	To explain the concepts related to history and its relationship with other disciplines.	
L2	To discuss various philosophies and interpretations of history.	
L3	To explain the processes and procedures involved in the conduct of historical research.	
L4	To examine the evolution of historical writing in the West.	
L5	To examine the contribution of various historians to the development of Indian historiography.	
UNIT	Contents	No. of Hours
I	Meaning, Nature, and Scope of History – Kinds of History and Allied Subjects – Lessons of History; Uses and Abuses of History – Role of Individuals, Role of Institutions and Role of Ideas in History	18
II	Philosophy of History – Positivist History – Marxist Interpretation of History – Annales Paradigm – Subaltern History – Subjectivity and Need for Objectivity in History	18
III	Historical Research: Pre-requisites of a Researcher – Choice of Topic – Review of Literature – Hypothesis – Sources of History– External and Internal Criticism of Sources– Collection of Data, Synthesis, Exposition and Writing – Use of Footnotes and preparation of Bibliography	18
IV	Development of Historical writing in the West – Herodotus, Thucydides, St. Augustine, Ibn Khaldun, L.V. Ranke, Arnold Toynbee, E.H. Carr, Fernand Braudel, E.P. Thompson, Eric Hobsbawm	18
V	Historians of India – V.A. Smith, D.D. Kosambi, Romila Thapar, Jadunath Sarkar, Bipan Chandra, Ranajit Guha, K.A. Nilankanta Sastri, R. Sathianatha Ayyar, S. Krishnaswami Ayyangar, C.S. Srinivasachari, K.K. Pillai	18
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Explain the meaning and scope of history	K1,K2,K3,K4,K5
2	Outline the various theories and philosophical approaches to history	K1,K2,K3,K4,K5
3	Undertake historical research	K1,K2,K3,K4,K5,K6
4	Analyse the contribution of western historians	K1,K2,K3,K4,K5,K6
5	Highlight the historical writings of important Indian historians	K1,K2,K3,K4,K5,K6
Textbooks		

1	Ali, Sheik, <i>History: Its Theory and Method</i> , Laxmi Publications, 2019
2	Carr, E.H., <i>What is History?</i> , Penguin Books Ltd., New Delhi, 2018.
3	Manikam, S., <i>On History & Historiography</i> , Padumam Publishers, Madurai
4	Rajayyan, K, <i>History in Theory and Method: A Study in Historiography</i> , Raj Publications, Madurai, 1982
5	Sreedharan, E., <i>A Textbook of Historiography: 500 BC to AD 2000</i> , Orient Longman, New Delhi, 2004
Reference Books	
1.	Bloch, Marc, <i>The Historian's Craft</i> , Aakar Books, Delhi, 2017
2.	Collingwood, R.G., <i>The Idea of History</i> , OUP, Delhi, 1994
3.	Dray, W.H., <i>Philosophy of History</i> , Prentice-Hall, New Jersey, 1964
4.	Jenkins, Keith, <i>Why History? Ethics and Postmodernity</i> , Routledge, London, 1999
5.	Sen, S.P., <i>Historians and Historiography in Modern India</i> , Institute of Historical Studies, Calcutta, 1973
6.	Sreedharan, E., <i>A Manual of Historical Research Methodology</i> , Centre for South Indian Studies, Trivandrum, 2007
7.	Tosh, John, <i>The Pursuit of History: Aims, Methods and New Directions in the Study of History</i> , Routledge, New York, 2015
8.	Webster, John C.B., <i>Studying History</i> , 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
3.	https://www.britannica.com/biographies/history/history

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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PO	PS01	PS02	PS03	PS04	PS05
C01	3	3	2	3	2
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	2	3	2

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PHIDE21	History of Journalism	Elective	3	4	25	75	100

Learning Objectives		
L1	To explain the origins and the role of press in social awakening.	
L2	To present the role of the press in the freedom movement.	
L3	To explain the government reaction to the role of the press.	
L4	To present the role of prominent personalities for the growth of journalism.	
L5	To explain the contribution of various newspapers.	
UNIT	Contents	No. of Hours
I	The Origin of Press: Invention of Printing Press – Gutenberg Press – Role of Printing in evolution of modern newspapers; Growth of newspapers in India: Hickey's Gazette, Early journalism in Bengal, Bombay, and Madras presidencies.	12
II	Growth of Press and Indian Independence Movement; Role of Newspapers in Indian Freedom struggle; Contribution of Anglo-Indian and Nationalist Press to the field of Journalism in India; Role and responsibility of press in Modern India	12
III	Government and the press: reaction and regulation – Press laws	12
IV	Contribution of Eminent Personalities to Indian Journalism: Bala Gangadhara Tilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. SubramaniaIyer - Peiryar - Aditanar - Kalaignar	12
V	Contribution of Important News Papers: Amrit Bazar Patrika, The Times of India – The Hindu; Contemporary News Papers in Tamil- Dinamani- DhinaThanthi – Dinamalar -Dinakaran – Viduthalai - Murasoli	12
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Explain the origins and the and role of press in social awakening	K1,K2,K3,K4,K5
2	Present the role of the press in the freedom movement at the national level	K1,K2,K3,K4,K5
3	Explain the government reaction to the role of the press	K1,K2,K3,K4,K5,K6
4	Assess the role of prominent personalities for the growth of journalism	K1,K2,K3,K4,K5,K6
5	Understand the contribution of various newspapers	K1,K2,K3,K4,K5,K6
Reference Books		
1.	Nadig Krishna Murthy : Indian Journalism, Mysore University Press	
2.	R. Parthasarathi: Modern Journalism in India. Sterling Publishers.	
3.	J. V. Seshagiri Rao. Studies in the history of journalism	
4.	Mohit Moitra: 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 Resources	
1.	https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150
2.	https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf
3.	https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growth-of-press-in-india/21000143

Mapping with Programme Outcomes:

CO /PO	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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	2	3	2
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	2	3	2

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PHIGE21	Environmental History of India	Elective	3	4	25	75	100

Learning Objectives		
L1	Examine the various schools of thought in ecological studies.	
L2	Trace the impact of eco systems from a historical perspective.	
L3	Evaluate the impact of British ecological imperialism.	
L4	Detail India's environmental policy.	
L5	Examine the role and impact of various movements.	
UNIT	Contents	No. of Hours
I	Introduction To Environmental History – Habitats in Human History: Modes of Production and Modes of Resource Use – Schools of Thought in Ecology: Marxist, Gandhian, Eco-Feminism, Anthropocene.	12
II	Prehistoric Environment in India – Role of Climate in Indus Valley Civilization – Forest In Ancient India – Iron Tools and Deforestation in the Vedic Period – Eco-Systems of the Sangam Age In South India – Asoka And Ecology – Mughals And Hunting.	12
III	Ecological Imperialism – Forest Policy: Forest Acts of 1865, 1878 and 1927 – Protest Against British Forest Acts and Policies of Monoculture – Plantation – Public Works – Railways –Hill Stations – Systematic Conservation versus Exploitation Debate.	12
IV	Independent India's Environmental Policy– Forest Policy – Resolutions And Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment–Big Dams And Hydro-Electric Power Projects – Bhopal Gas Tragedy – Tsunami and its Impact –Move Towards Sustainable Development – National Environment Policy – National Conservation Strategy and the Policy Statement of Environment And Development 1992 – National Environment Tribunal – National Green Tribunal.	12
V	Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada Bacchao Andolan – Silent Valley Movement – Jungle Bachao Andolan –	12
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Understand the various schools of thought in ecological studies.	K1,K2,K3,K4,K5
2	Trace the impact of eco systems from a historical perspective.	K1,K2,K3,K4,K5
3	Evaluate the impact of British ecological imperialism.	K1,K2,K3,K4,K5,K6

4	Examine the impact of various environmental movements in India	K1,K2,K3,K4,K5,K6
5	Examine the role of various movements	K1,K2,K3,K4,K5,K6
Textbooks		
1	IrfanHabib, <i>Man and Environment: Vol-36: Ecological History of India</i> , New Delhi: Tulika Books, 2011	
2	Donald Hughes.J., <i>What is Environmental History?</i> , Polity Press: Cambridge, U.K. 2006.	
3	MadhavGadgil and RamchandraGuha, <i>The Fissured Land: An Ecological History of India</i> OUP: Berkeley and Los Angeles, California, USA 1992	
4	Mahesh Rangarajan and K Sivaramakrishnan, ed., <i>India's Environmental History: From Ancient Times to the Colonial Period</i> Vol 1, Permanent Black: Ranikhet, India, 2012	
5	<i>Modern Environmental History</i> , edited by Donald Worster and Alfred Crosby, 1-14. Cambridge: Cambridge University Press, 1988.	
6	Ramachandra,Guha, <i>The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya</i> OUP,1989	
7	Donald Worster .“ <i>Doing Environmental History.</i> ” In <i>The Ends of the Earth: Perspectives on</i>	
Reference Books		
1.	Christopher Hill, <i>South Asia: An Environmental History</i> , ABC-CLIO, Inc: California, US, 2008	
2.	Crosby, Alfred. “ <i>Ecological Imperialism: The Overseas Migration of Western Europeans as biological phenomenon.</i> ” In <i>The Ends of the Earth: Perspectives on Modern Environmental History</i> , edited by Donald Worster and Alfred Crosby, 103-17. Cambridge: Cambridge University Press, 1988.	
3.	David L Gosling, <i>Religion and Ecology in India and South East Asia</i> , Routledge: London, U.K.,	
4.	Guha, Ramachandra, <i>Environmentalism: A Global History</i> , OUP, New Delhi, 2000.	
5.	Guha,Ramachandra and J. Martinez-Alier, <i>Varieties of Environmentalism: Essays - North and South</i> , OUP, New Delhi, 1998.	
6.	Joakim,Radkau, <i>Nature and Power: Global History of the Environment</i> , Cambridge UniversityPress, New York, USA, 2008	
7.	Keith, Smith, <i>Environmental Hazards</i> , 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	

Mapping with Programme Outcomes:

CO /PO	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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	2	3	2
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	2	3	2

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Inst. Hours	Marks		
					CIAE	External	Total
23PHISE21	Introduction to Epigraphy	SEC	2	4	25	75	100

Learning Objectives		
L1	Define epigraphy and explain its significance.	
L2	Identify the varieties of materials used.	
L3	Explain the types of inscriptions.	
L4	Trace the origin of writing in South India.	
L5	Explain the use of inscriptions as historical sources	
UNIT	Contents	No. of Hours
I	Epigraphy-Definition –Importance of epigraphy for writing history – Format of Inscription – Authenticity	12
II	Nature of the material- stone, metal, clay, terra-cota, pottery, wood, papyrus, parchment	12
III	Origin of Writing in India – Indus Script and its decipherment – Brahmi and Kharosthi Script	12
IV	Origin of Writing in South India – <u>Tamili</u> - Tamil Brahmi – Vattezhuthu – Grantha Script	12
V	Inscriptions as historical source material- Inscriptions of Indus civilization- Asokan Pillar inscriptions- inscriptions of Gupta period- Inscriptions in Tamilnadu - <u>Mangulam</u> - Sittannavasal	12
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Define epigraphy and explain its significance.	K1,K2,K3,K4,K5
2	Identify the varieties of materials used	K1,K2,K3,K4,K5
3	Explain the types of inscriptions	K1,K2,K3,K4,K5,K6
4	Trace the origin of writing in outh India	K1,K2,K3,K4,K5,K6
5	Explain the use of inscriptions as historical source	K1,K2,K3,K4,K5,K6
Textbooks		
1	Buhler,George, Indian Paleography,Indian Studies Past and Present; Calcutta; 1959	
2	Dani.A.H, Indian Paleography,MunshiramManoharlal Publishers; 3 edition,2011	
3	Sivaramamurthy.C., Indian Epigraphy and South Indian Scripts, Bulletin of the Madras Government Museum,1952	
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	

Mapping with Programme Outcomes:

CO /PO	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

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	2	3	2
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	2	3	2

Strong-3 Medium-2 Low-1