



**MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL**



DEPARTMENT OF HISTORICAL STUDIES AND TOURISM MANAGEMENT

M.A. HISTORY

Curriculum Framework, Syllabus, and Regulations

(Based on TANSICHE Syllabus under Choice Based Credit System - CBCS)



(For the candidates to be admitted from the Academic Year 2023-24)

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M.A. History

1. About the Programme

Considering the need for revising and updating the Syllabi from time to time, and as per the UGC/TANSICHE guidelines, the M.A. History Programme offers updated and broad-based curriculum keeping the up-gradation of the students' knowledge and skills. The Programme is offered through semester pattern with credit system. The Programme contains 10 core papers with 4 credits each, 03 elective papers with options and 4 credits each, 03 supportive courses with 02 credits each, co-curricular and extracurricular activities in the first three semesters for 12 credits and one project in the last semester for 8 credits. The project in the final semester enhances student's research attitude and prepares them for Doctoral Research. The Programme focuses on recent trends in travel and tourism and updates the students with thorough knowledge in the two fields for their better career opportunities.

2. Programme Educational Objectives (PEOs)

The Programme has been designed to enable the students to

PEO1	Understand the different concepts of history, travel, and tourism.
PEO2	Gain profound knowledge of historical events, recent trends in tourism and travel.
PEO3	Differentiate the features of good governance and civic responsibilities and wrong policies and gain administrative skills.
PEO4	Write well in a variety of formats including essays, research papers and projects opportunity to pursue research, get jobs in schools, colleges, museums, archives and libraries and prepare for various competitive examinations.
PEO5	Train the students with communicative and employability skills for better Placements in the government and public sectors.

3. Eligibility: B.A. History

4. General Guidelines for PG Programme

- i. **Duration:** The programme shall extend through a period of 4 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours.

Examinations shall be conducted at the end of each semester for the respective subjects.

5. Medium of Instruction: English

- ii. **Evaluation:** Evaluation of the candidates shall be through Internal Assessment and External Examination.

Evaluation Pattern	Theory		Practical	
	Min	Max	Min	Max
Internal	13	25	13	25
External	38	75	38	75

6. Internal (Theory): Test (15) + Assignment (5) + Seminar/Quiz(5) = 25

7. External Theory: 75

- Question Paper Pattern for External examination for all course papers. Max. Marks: 75 Time: 3 Hrs.
- **WRITTEN EXAMINATION QUESTION PAPER PATTERN**
 - **Theory Paper (Bloom’s Taxonomy based)**
 - (Common for UG, PG, Certificate, Diploma and P.G.Diploma Programmes)

Intended Learning Skills	Maximum 75 Marks Passing Minimum: 50% Duration: Three Hours
Memory Recall/Example/ Counter Example / Knowledge about the Concepts/Understanding	Part–A (10x2=20Marks) Answer ALL questions Each Question carries 2 marks
	Two questions from each Unit
	Question 1 to Question 10
Descriptions/Application (problems)	Part–B (5x5=25Marks) Answer ALL questions Each question carries 5 Marks
	Either - or Type Both parts of each question from the same Unit

	Question 11 (a) or 11(b) to Question 15(a) or 15(b)
Analysis/Synthesis / Evaluation	Part-C (3x 10 = 30 Marks) Answer any THREE questions Each question carries 10 Marks
	There shall be FIVE questions covering all the five units
	Question 16 to Question 20

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*** Minimum credits required to pass: 91**

8. Project Report

A student should select a topic for the Project Work at the end of the third semester itself and submit the Project Report at the end of the fourth semester. The Project Report shall not exceed 75 typed pages in Times New Roman font with 1.5 line space.

9. Project Evaluation

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks; External (Viva): 75 Marks).

10. Conversion of Marks to Grade Points and Letter Grade (Performance in a Course/Paper)

Range of Marks	Grade Points	Letter Grade	Description
90 – 100	9.0 – 10.0	O	Outstanding
80-89	8.0 – 8.9	D+	Excellent
75-79	7.5 – 7.9	D	Distinction
70-74	7.0 – 7.4	A+	Very Good
60-69	6.0 – 6.9	A	Good
50-59	5.0 – 5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

11. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condemnation in the Prescribed Form with prescribed fee. Students with 65% to 70% of attendance must apply for condensation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance lesser than 65% are not eligible to appear for the examination and they shall re-do the course with the prior permission of the Head of the Department, Principal and the Registrar of the University.

12. Maternity Leave

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar.

13. Any Other Information

In addition to the above mentioned regulations, any other common regulations pertaining to the PG Programmes are also applicable for this Programme.

14. Programme Outcomes (POs)

On successful completion of M.A. History Programme, the students will be able to

PO1	Be familiar with the main currents in Indian and world History.
PO2	Understand the strategies for the success of kings and leaders, social reforms, Constitutional rights and legislations, Human Rights and thereby become responsible citizens with independent thinking and decision-making ability.
PO3	Analyze the present social, political, religious and economic conditions with the help of lessons learnt from history .
PO4	Develop their ethical and social values, could gather knowledge about the heritage and traditions of our country and the others, and demonstrate a sense of societal and

	Ethical responsibility.
PO5	Gain new ideas and experiences from classroom and outside learning and develop independent and critical thinking.
PO6	Secure sufficient knowledge and skills to face various competitive examinations, acquire communication and soft skills, and the ability to function effectively in both private and public sector and display distinct leadership traits.
PO7	Apply the knowledge and skills to succeed in their career/ professional development or pursue research programmes.

15. Programme Specific Outcomes (PSOs)

At the end of the program, the student will be able to

PSO1	Understand different concepts in history.
PSO2	Gain profound knowledge of historical events.
PSO3	Differentiate the features of good governance and civic responsibilities and wrong policies and gain administrative skills.
PSO4	Write well in a variety of formats including essays, research papers and projects
PSO5	Opportunity to pursue research, get jobs in schools, colleges, museums, archives and libraries and prepare for various competitive examinations.

TANSICHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION	
Programme	M.A., Historical Studies
Programme Code	
Duration	PG – Two Years
Programme Outcomes (Pos)	<p>PO1: Problem Solving Skill Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.</p> <p>PO2: Decision Making Skill Foster analytical and critical thinking abilities for data-based decision-making.</p> <p>PO3: Ethical Value Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.</p> <p>PO4: Communication Skill Ability to develop communication, managerial and interpersonal skills.</p> <p>PO5: Individual and Team Leadership Skill Capability to lead themselves and the team to achieve organizational goals.</p> <p>PO6: Employability Skill Inculcate contemporary business practices to enhance employability skills in the competitive environment.</p> <p>PO7: Entrepreneurial Skill Equip with skills and competencies to become an entrepreneur.</p> <p>PO8: Contribution to Society Succeed in career endeavors and contribute significantly to society.</p> <p>PO 9 Multicultural competence Possess knowledge of the values and beliefs of multiple cultures and a global perspective.</p> <p>PO 10: Moral and ethical awareness/reasoning Ability to embrace moral/ethical values in conducting one's life.</p>

<p>Programme</p> <p>Specific Outcomes (PSOs)</p>	<p>PSO1 – Placement To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.</p> <p>PSO 2 - Entrepreneur To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.</p> <p>PSO3 – Research and Development Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.</p> <p>PSO4 – Contribution to Business World To produce employable, ethical and innovative professionals to sustain in the dynamic business world.</p> <p>PSO 5 – Contribution to the Society To contribute to the development of the society by collaborating with stakeholders for mutual benefit.</p>

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Template for P.G., Programmes

Semester-I	Credit	Hours	Semester-II	Credit	Hours	Semester-III	Credit	Hours	Semester-IV	Credit	Hours
Core-I	5	7	Core-IV	5	6	Core-VII	5	6	Core-XI	5	6
Core-II	5	7	Core-V	5	6	Core-VIII	5	6	Core-XII	5	6
Core - III	4	6	Core - VI	4	6	Core - IX	5	6	Project with viva voce	7	10
Elective -I DisciplineCentric	3	5	Elective - III DisciplineCentric	3	4	Core - X	4	6	Elective - VI (Industry / Entrepreneurship) 20% Theory 80% Practical	3	4
Elective- II Generic:	3	5	Elective - IVGeneric:	3	4	Elective - V Discipline Centric	3	3	Skill Enhancement course / Professional Competency Skill	2	4
			Skill Enhancement I	2	4	3.6 Skill Enhancement II	2	3	Extensio nActivity	1	
						3.7 Internship/ Industrial Activity	2	-			
	20	30		22	30		26	30		23	30
Total Credit Points -91											

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum
Framework (LOCF) Guideline Based Credits and Hours Distribution System
For all Post – Graduate Courses including Lab Hours
First Year – Semester – I**

M.A HISTORICAL STUDIES CURRICULUM					
COURSE TYPE	COURSES	HO URS	CR EDI TS	MAX. MARKS	
				CIA	EXT
SEMESTER I					
P23HIT11	CORE-I History of Ancient and Early Medieval India -Prehistory to 1206 Common Era (CE)	7	5	25	75
P23HIT12	CORE-II Socio Cultural History of Tamil Nadu up to 1565 CE	7	5	25	75
P23HIT13	CORE –III History of World Civilizations (Excluding India)	6	4	25	75
P23HIE1A / P23HIE1B / P23HIE1C	Elective I Freedom Struggle in Tamil Nadu / Indian Art and Architecture / Intellectual History of Modern India	5	3	25	75
P23WSG11	Elective – II – Generic Elective – Women Empowerment	5	3	25	75
	Total	30	20		
SEMESTER II					
P23HIT24	Core IV - History of Medieval India - 1206 - 1707 CE	6	5	25	75
P23HIT25	Core V - Socio Cultural History of Tamil Nadu - 1565 -1956 CE	6	5	25	75
P23HIT26	Core VI - Historiography and Historical Methods	6	4	25	75
P23HIE23	Elective III -History of Journalism	4	3	25	75
P23CSG22	Elective IV Generic Elective – Cyber Security	4	3	25	75
P23HIS11	NME -Skill Enhancement Course (SEC – 1)				

	Introduction to Epigraphy	4	2	25	75
	Total	30	22		

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 requires 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, interpolating 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 a exact response. 	
Analyze (K4)	<ul style="list-style-type: none"> Analyzing the question is one that asks the students to breakdown 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)

- The questions of this category challenge students to get engaged in creative and original thinking.
- Developing original ideas and problem solving skills

Semester I

Course Title	History of Ancient and Early Medieval India - Prehistory to 1206 CE						
Course Type	Core Course 1	Course Code	P23HIT11				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			5	2	0	0	7

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

The Mauryan Imperial State: Chandragupta Maurya and his political achievements - Ashoka, his edicts and his policy of Dhamma; Spread of Religion;Mauryan Administration:

Kautilya and Arthashastra – Megasthenes; Economy – Mauryan Art and Architecture – Disintegration of the Mauryan Empire; Post Mauryan Political, Economic, Social and Cultural developments: Indo-Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions – Mahayana; Satavahanas of Andhra: their contribution to art and architecture

UNIT IV

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

UNIT V

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

Books for Study

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

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

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

Suggested Readings

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

Kosambi, D.D., *An Introduction to the Study of Indian History*, Sage Publications, Delhi, 2016

Raychaudhuri, Hemchandra, *Political History of Ancient India*, Surjeet Publications, New Delhi, 2014

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

Web sources:

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

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

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

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

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

CO 4 - Give a detailed account of the Age of Guptasand 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)

Core - II

Course Title	Socio Cultural History of Tamil Nadu upto 1565 CE						
Course Type	Core Course 2	Course Code	P23HIT12				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			6	1	0	0	7

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Books for Study

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

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

Suggested Readings:

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

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

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

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

Web sources

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

Course Outcomes

CO 1 - detail the early history of Tamil Nadu

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

CO 3 - highlight the impact of the Cholarulers's administration

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

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

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

1. S-Strong(3)

M-Medium (2)

L-Low (1)

Core - III

Course Title	History of World Civilizations (Excluding India)						
Course Type	Core Course 3	Course Code	P23HIT13				
Year	I	Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

LEARNING RESOURCES

Text Books

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

Reference Books

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

2010Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

Web sources

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

Course Outcomes

1. Compare the concepts of civilization and culture and brief history of pre- historic period.
2. Understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations.
3. Study about origin and growth of river valley civilizations.
4. Describe the features of Chinese and Japanese civilizations.
5. Explain the contributions of Greek and Roman civilizations.

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2)

L-Low (1)

Elective paper 1

Course Title	Freedom Struggle in Tamil Nadu						
Course Type	Elective Course 1	Course Code	P23HIE1A				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F	Total
			4	1	0	0	5

Course Objectives

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

UNIT I

Poligar Revolt – PuliThevan – VeeraPandiyaKattabomman – VeluNachiyar – MaruduBrothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact.

UNIT II

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

UNIT III

Press and Nationalism — The 'Hindu', Swadesamitran, New India, Dinamani, India (editedby Bharathi), Swarajya- ; Salem Desabhimani – – Desabhaktan-Sooryodhayam- - Vijaya-Chakravardhini- BalaBharatham- Nava Sakthi- SwantiraSangu-

UNIT IV

Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.Subramiayaiyer-V.O. Chidamabaram – SubramaniaBharathi – KadalurAnjaliammal-SoundaramAmmayar. Revolutionary Movement in Tamil Nadu – Vanchinathan– TirupurKumaran - Subramania Siva- NeelakantaBrahmmachari

UNIT V

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

Learning Resources**Recommended Books for Study**

Rajayyan, K : Rise and fall of Poligars& South Indian Rebellion
Rajayyan, K. : South Indian Rebellion, The First War of Independence,1800- 1801.
Rajayyan, K.: Tamil Nadu: A Real History
Rajendran, N.K.: The National Movement in Tamil Nadu, 1905-1914: Agitational Politics and State Coercion
G. Venkatesan, History of Indian Freedom Struggle

Reference

Narasimhan V.K. : Kamaraj – A Study
Sundarajan, Saroja. : March to Freedom in Madras Presidency, 1885-1915.
Suntharalingam, R. : Politics and Nationalist Awakening in South India,1852-1891.

Web Sources:

- 1.https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pdf
2. <https://www.youeducationportal.com/freedom-fighters-of-tamil-nadu/>

Course Outcomes:

CO 1 –Appreciate the contribution of early resistance against British rule in Tamil Nadu.
CO 2 –Describe the role of organizations in increasing nationalist consciousness
CO 3 –Assess the role of press in Tamil Nadu towards the nationalist cause.
CO 4 –Evaluate the contribution of various leaders to India’s freedom struggle.
CO 5- Understand the role of Tamil Nadu in the final phase of the freedom struggle

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

SEMESTER II

Core 4

Course Title	History of Medieval India - 1206 - 1707 CE						
Course Type	Core Course 4	Course Code	P23HIT24				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives

- 1.Examine the establishment of centralized monarchy
- 2.Evaluate the contributions of Alauddin Khalji and Muhammad bin Tughlaq
- 3.Analyse the Mughal religious and Deccan policy.
- 4.Outline the advancements in art and architecture
- 5 Explain the economic and socio-cultural life in medieval India

UNIT I

Establishment of the Delhi Sultanate: Qutbuddin Aibak and Iltutmish — *Iqta* System - Centralised Monarchy: Sultana Raziya and Period of Instability - Age of Balban- *Chihalgani*- Theory of Kingship – Reorganisation of the Government - Mongol Threat - Internal Restructuring and Territorial Expansion – Jalaluddin and Alauddin Khalji's approaches to the State – Changes among the ruling Classes – Conquest and Annexation.

UNIT II

Problems of a Centralized State: Ghiyasuddin and Muhammad bin Tughlaq – Administrative and Political Measures – Economic and Agrarian Reforms – Token Currency Transfer of Capital- Firoz Tughlaq- Economic reforms- Military Expeditions - Impact of Sayyids and Lodis; Administration under the Delhi Sultanate

UNIT 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.

UNIT 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.

UNIT 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.

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, Tapan and Irfan Habib, ed., *The Cambridge Economic History 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, NurulS., *Religion State and Society in Medieval India*, OUP, New Delhi, 2008.

Nigam, S.B.P., *Nobility under the Sultans of Delhi*, Munshiram Manoharlal, 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 sources:

- <https://core.ac.uk.in> <https://studoc.com>
- <https://indiaolddays.com>

Course Outcomes:

CO 1 –understand the establishment of centralized monarchy

CO 2 –Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq

CO 3 –Analyse the religious and Deccan policy of Mughals .

CO 4 –Outline the advancements in art and architecture

CO 5 – detail the facets of economic and socio-cultural life in Medieval India

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)

Core 5

Course Title	Socio Cultural History of Tamil Nadu - 1565 – 1956 C.E.						
Course Type	Core Course 5	Course Code	P23HIT25				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives:

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

LEARNING RESOURCES**Recommended Books**

- 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, Poompozil 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)
- KrishnaswamyDr.A. : The Tamil country under Vijayanagar
- Rajaraman, P., Chennai through the Ages, Poompozil 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 JeyarajS : Socio Economic History of Tamil Nadu Web.

Sources:

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

Course Outcomes:

- CO 1** –Narrate the social condition during the Nayak period
- CO 2** –Evaluate the contributions of Marathas to the culture of the Tamil region
- CO 3** –Analyse the Contribution of Sethupathis of Ramnad to Tamil society.

CO 4 – Appreciate the Growth of Western Education.

CO 5 – assess the contribution of Dravidian movement to social transformation

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2)

L-Low (1)

Core 6

Course Title	Historiography and Historical Methods						
Course Type	Core Course 6	Course Code	P23HIT26				
Year	I	Semester	II				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives:

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

LEARNING RESOURCES

Recommended Books

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 sources:

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>

Course Outcome

CO 1 - Explain the meaning and scope of history

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

CO 3 –Undertake historical research

CO 4 - Analyse the contribution of western historians

CO 5- Highlight the historical writings of important Indian historians

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2)

L-Low (1)

Elective 3

Course Title	History of Journalism						
Course Type	Elective Course 5	Course Code	P23HIE23				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F	Total
			3	1	0	0	4

Learning objectives:

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

5. To explain the contribution of various newspapers

UNIT I

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

Unit II

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

Unit III

Government and the press: reaction and regulation – Press laws

Unit IV

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

Unit V

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>

Course Outcomes

1. explain the origins and the and role of press in social awakening
2. present the role of the press in the freedom movement at the national level
3. explain the government reaction to the role of the press

4. assess the role of prominent personalities for the growth of journalism
5. understand the contribution of various newspapers

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2)

L-Low (1)

NME- SKILL ENHANCEMENT COURSE - 1

Course Title	Introduction to Epigraphy						
Course Type	Skill Enhancement Course 1	Course Code	P23HIS11				
Year	I	Semester	II				
Credits	2	Hours	L	T	P	F	Total
			4	0	0	0	4

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

Epigraphy-Definition –Importance of epigraphy for writing history – Format of Inscription - Authenticity

UNIT II

Nature of the material- stone, metal, clay, terra-cota, pottery, wood, papyrus, parchment

UNIT III

Types of inscriptions- monumental- archival- Incidental -Origin of Writing in India – Indus Script and its decipherment – Brahmi and Kharosthi Script

UNIT IV

Origin of Writing in South India – **Tamili** - Tamil Brahmi – Vattezhuthu – Grantha Script

UNIT V

Inscriptions as historical source material- Inscriptions of Indus civilization- Asokan Pillar inscriptions- inscriptions of Gupta period- Inscriptions in Tamilnadu - Mangulam – Sittannavasal.

LEARNING RESOURCES**Recommended Books**

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

Dani. A.H, Indian Paleography, Munshiram Manoharlal Publishers; 3 edition, 2011.

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

Web Sources:

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

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 south 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)