

Estd: 1966

SARASWATHI NARAYANAN COLLEGE

(An Autonomous Institution Affiliated to Madurai Kamaraj University)

(Reaccredited with Grade 'B' by NAAC)

Perungudi, MADURAI – 625 022.

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DEPARTMENT OF HISTORY

Choice Based Credit System (CBCS)

Learning Outcomes - based Curriculum Framework (LOCF)

M.A. History Programme (SF)

For those who join in June 2022

PRINCIPAL

Dr. M. Kannan M.A., M.Phil., Ph.D.,

DEPARTMENT OF HISTORY

1. Dr. D. Muneeswaran, M.A., M.Phil., Ph.D.,
- Assistant Professor and Head
2. Dr. M. Ashwathaman, M.A., M.Phil., Ph.D.
- Assistant Professor

PROFILE OF THE COLLEGE

Thiru. L. Narayanan Chettiar, a renowned philanthropist founded Saraswathi Narayanan College at Perungudi near Madurai Airport in the year 1966. The college is a prestigious academic powerhouse catering to the educational needs of students hailing from economically weaker and socially oppressed section of our society. It imparts education of the highest quality to students irrespective of caste, creed and religion. The guiding principles of our college are duty, devotion and distinction. The institution has proved an innovative leader and a catalyst in the best educational, cultural and economic interests of students. It is committed to make the students morally upright, intellectually resourceful, socially advantaged and globally competent. It is devoted to teaching, research and extension activities with equal importance.

The college set off its academic journey with Pre-University Courses in the year 1966 – 67. The Institution started offering UG programmes from the academic year 1968 – 69. It was upgraded as Post-Graduate Institution in 1979 – 80 and as Research Institution in 1984 – 85. The co-educational system was introduced for M.Phil. programmes in the academic year 2001 – 02 and for PG programmes in the year 2002 – 03 with the noble objective of promoting higher education among girls in rural areas. Girls have been enrolled in UG programmes also since the academic year 2010 – 11.

The green campus of 66 acres has a built-up area of 1,70,059 sq.ft. A new library housed at Silver Jubilee building was built at the cost of Rs.25,00,000/- and it was inaugurated by His Excellency Dr. M. Chenna Reddy, then the Governor of Tamilnadu on 04.04.1994. The library was dedicated to the memory of Achi. The major donor of this building was Tmt. Saraswathi Narayanan, the better half of the Founder President Thiru. L. Narayanan Chettiar. Sri Vidhya Ganapathi Temple was built and consecrated on 27.08.2015.

The Departments of Botany, Mathematics, Commerce, English, Economics and Chemistry have been upgraded as university recognized research centres to carryout M.Phil and Ph.D research programmes in the college. NAAC accredited the college with grade B+ in the year 2005. UGC accorded the status of Autonomy to our institution in the year 2007. NAAC re-accredited the college with grade B (CGPA of 2.78) in the year 2016. UGC extended the Status of Autonomy to the institution for another period of five years from the academic year 2016 – 17.

M. A HISTORY COURSE STRUCTURE SEMESTER I

Sl. No	Course type	Course Code	Title of the course	T/P	H/W	Credits	CIA	EXT	Total
1	CC-1	LPHSCT11	Socio-Cultural History of India upto 1206 CE.	T	6	4	25	75	100
2	CC-2	LPHSCT12	Socio-Cultural History of Tamil Nadu from the beginning to the Cholas.	T	6	4	25	75	100
3	CC-3	LPHSCT13	History of Europe 1789 to 1945 CE.	T	6	5	25	75	100
4	CC-4	LPHSCT14	History of Ancient Civilization (Excluding India).	T	6	5	25	75	100
5	DSE-1	LPHSDS11	Archives Keeping.	T	6	4	25	75	100
		LPHSDS12	Constitutional History of England Since 1603 CE.	T					
6	Ad.Cr.Co: MOOC		MOOC-1	-	-	-	-	-	-
					30	22			
SEMESTER II									
7	CC-5	LPHSCT21	Socio-Cultural History of India from 1206 to 1761 CE.	T	6	5	25	75	100
8	CC-6	LPHSCT22	Socio-Cultural History of Tamil Nadu from second Pandiya Empire to 1800 CE.	T	6	4	25	75	100
9	CC-7	LPHSCT23	History and Methods of Archaeology	T	6	4	25	75	100
10	CC-8	LPHSCT24	History of East Asia from 1845 to 1947 CE.	T	5	4	25	75	100
11	DSE-2	LPHSDS21	Tourism in India	T	5	3	25	75	100
		LPHSDS22	Journalism	T					
12	AEC-1	LPHSAE21	Principles and Practices in Museology.	T	2	2	25	75	100
		LPHSAE22	Public Administration.	T					
13	SLC-1	LPHSSC21	Indian Painting.	T	-	-	100	-	100
		LPHSSC22	Archaeological Sites in Tamil Nadu.	T					
14	Ad.Cr.Co: MOOC		MOOC-2	-	-	-	-	-	-
					30	22			

SEMESTER III

15	CC-9	LPHSCT31	History of Modern India from 1757 to 1947 CE.	T	6	5		25	75	100
16	CC-10	LPHSCT32	Freedom Movement in Tamil Nadu from 1800 to 1947 CE.	T	6	4		25	75	100
17	CC-11	LPHSCT33	International Relations Since 1945 CE.	T	6	4		25	75	100
18	CC-12	LPHSCT34	Indian Epigraphy.	T	5	4				100
19	GEC-1	LPHSNM31	Indian History for Competitive Exams.	T	5	4		25	75	100
20	AEC-2	LPHSAE31	Indian Constitution.	T	2	2		25	75	100
		LPHSAE32	Temple Art and Architecture in Tamil Nadu	T						
21	SLC-2	LPHSSC31	General Essay	T		-		100	-	
		LPHSSC32	Mass Communication	T						
22	Ad.Cr.Co: MOOC		MOOC-3	-	-	-		-	-	-
					30					
								23		

SEMESTER IV

23	CC-13	LPHSCT41	Contemporary History of India from 1947 to 2014 CE.	T	6	5	25	75	100	
24	CC-14	LPHSCT42	Contemporary History of Tamil Nadu from 1801 to 2011 CE.	T	6	5	25	75	100	
25	CC-15	LPHSCT43	Historiography	T	6	4	25	75	100	
26	CC-16	LPHSPJ41	PROJECT/DISSERTATION	P	5	4	50(p)	50(vv)	100	
27	DSE-3	LPHSDS41	Research Methodology in History	T	5	3	25	75	100	
		LPHSDS42	Development of Education in India.	T						
28	SEC-1	LPHSSE41	Heritage of Madurai	T	2	2	40	60	100	
		LPHSSE42	Society and Environment	T						
29	Ad.Cr.Co: MOOC		MOOC-4	-	-	-	-	-	-	
					30					
								23		

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DEPARTMENT OF HISTORY – PG - CBCS – LOCF

Course Title: Socio-Cultural History of India up to 1206 CE. Semester: I

Course code: LPHSCT11

Contact Hours: 6

Credits: 4

Course Learning Outcomes:

On completion of the course, the students are able to

- explain the geographical features of India.
- understand the teachings of Buddha and Mahavira.
- describe Art and Architecture of Mauryas.
- analyse the Golden age of Guptas.
- evaluate the contributions of Rajputs.

Pre- required Knowledge:

- Society of Indus Valley people
- Races and peoples of India
- Prominent rulers of India

Unit – I: Land, People and Sources.

Sources for the study of Indian History – Geographical Features – Races in India – Pre and Proto Historic periods – Indus Valley Civilization – Religion - Patterns of Settlement, economy, Social organization upto 500 B.C.

Unit – II: Evolution of North Indian Society and Culture

Evidence of Vedic texts – Birth of Mahavira and Buddha – Contemporary Society – State formation - Mahajanapathas and Urbanisation.

Unit – III: Mauryan Empire

Asoka's Inscriptions – Dhamma – Nature of Mauryan State – Post – Mauryan period – Society, economy, Culture and religion – Art and Architecture.

Unit – IV: Guptas and Harsha Vardhanas

Kushans-Mahayana -Gandhara Art - Gupta and Post-Gupta period: Culture and religion-Art and architecture Literature – major philosophical thinkers and schools-Science and Technology – Harsha – Vardhana, Chinese pilgrims.

Unit – V: Invasions and Religious Institutions

Arab conquest of Sind – Rise of Rajputs-Towns-contributions of Rajputs to Indian culture- literature – Temple architecture and sculpture – Religious thought and institutions: Sankaracharya, Vedanta, Ramanuja growth of Bhakti movement -Advent of Islam.

Suggested topics for group discussion and presentation:

- Trade and Commerce of Indus Valley Civilization
- Kalinga war of Ashoka
- Ramanuja's Dwaita philosophy
- Gandhara art
- Jain's contribution to Tamil Literature

Suggested Readings:

Text books:

1. Majumdar.R.K. and Srivasva.A. N., Easy Approach to Indian History (From Earliest times to 1526 A.D), Deccan Publication, Delhi, 1999.
2. Mujumdar, R.C., Ancient India, Deccan Publication, Delhi, 1968

Reference Books:

1. Basham, A.L.,A Cultural History of India OUP, UK Publication, New Delhi,1979.
2. Basham, A.L., The Wonder that was India, Allied Publisher, London, 1967.
3. Luniya, B.N., Evolution of Indian Culture, Vikash Publication,Chennai,1992.
4. Majumdar, R.C., Advanced History of India, Deccan Publication, New Delhi, 1982.
5. Sen, S.N., Ancient Indian civilization and Culture, Legal Publication, New Delhi, 1989.

Web Sources:

- [www.historyofindia](http://www.historyofindia.com) .com
- www.clearias.com
- www.jstore.org

Course Title: Socio-Cultural History of Tamil Nadu from the beginning to the Cholas. Semester: I

Course code: LPHSCT12 Contact Hours: 6 Credits: 4

Course Learning Outcomes:

On completion of the course, the students are able to

- explain the sources of TamilNadu.
- understand the uniqueness of Sangam Literature.
- explain the Pallavas Rock Cut Architecture.
- understand the greatness of Pandyas.
- describethe Chola's Naval Power

Pre - required knowledge:

- Significance of Sangam Literature
- Basic findings of Indus – Valley Civilization
- Geographical features of Tamilcountry

Unit – I : Land , People and Sources

Sources – The Archaeological – Literary sources.
Geography – Races of Tamilnadu – Prehistoric Tamilagam -
Sangam Age – socio-religious life of Tamils – Economy –
Trade and Commerce.

Unit – II : Sangam Age

Aryan influence on Tamil Society, Literature – Art and
Architecture – Fine Arts – Spread of Jainism and Buddhism –
effects.

Unit – III: Kalabhras and Pallavas

Kalabhras – impacts – Rise of Pallavas: Origin - Socio–
Economic conditions of the Pallavas – Contribution to Art,
Architecture, Painting, Sculpture, Iconography, Music, Dance
and Literature.

Unit – IV: Pandya’s Empire

Bhakti Movement - Nayanmars and Alwars- Literary and religious contributions – Religious conflicts – Role of temples – Saiva Siddhantha Philosophy.

Unit – V :Imperial Cholas

The Tamil Society under the first Pandyan Empire – Socio-Economic and Religious Conditions - Contribution of Pandyas to art and Architecture - Cave temples at Malaiyadikurichi, Thiruparankundram, Kalugumalai - Structural temples.

Suggested topics for group discussion and presentation :

- Archaeological sources of TamilNadu
- Jain’s Contribution to Tamil Literature
- Dark Age of Kalabhras in TamilNadu
- The greatness of Kalugumalai Cave temple
- Chola administration in TamilNadu

Suggested Readings:

Text Books:

1. Swaminathan. A, History of Tamil Nadu, Deepa Printers, Madras, 1993.
2. Rajayyan.K, Tamil Nadu A Real History, Rathana Priters puplication, Trivandram, 2005.

References books:

1. Appadurai, K., (Tr). Airathennuru Andukalugu Murpatta Tamilagam, Khazhagam Publisher, Chennai, 1973.
2. Meenakshi, C., Administration and Social Life Under the Pallavas,Kaviya Publiser, Madras, 19
3. 77.
4. Pillai, K.K., Social History of the Tamils, Santhi Printers, Madras, 1977.
5. Sastri, K.A.N., Foreign Notices of South India, Manikam Publishers, Madras, 1940.
6. Sastri, K.A.N., The Pandyan Kingdom, VV Publishers, London, 1932.

Web Sources:

- www.ministryofindiaculture.in
- www.tn.gov.in/Tamilnadu
- www.culturalistory.org

Course Title: History of Europe from 1789 to 1945 CE.	Semester: I
Course code: LPHSCT13	Contact Hours: 6
	Credits: 5

Course Learning Outcomes:

On completion of the course, the students are able to

- explain the impact of French Revolution.
- analyse the significance of Vienna Congress.
- understand the Wars of Napoleon.
- evaluate the Unification of Germany.
- describe the causes and results of Second World War.

Pre- required knowledge:

- Europe on the eve of French revolution.
- Importance of World wars.
- Contributions of UNO.

Unit I: French Revolution.

Causes - Course – Results - French Philosophers - Reign of Terror - Impact of French revolution on European Politics – Napoleon wars- Continental system - Downfall of Napoleon- Napoleon's Administration - Reforms.

Unit II: Vienna Congress

Aims – Achievements – Failures - Holly Alliance - Concert of Europe-Revolution of 1830 and 1848 - Results - Mettemich - Rise and Fall.

Unit III: Louis Napoleon.

Napoleon III - as president - as emperor – His Wars – Failures - Third Republic of France Unification of Italy - Cavour, Caribaldi - Mazzini - Victor Immanuel II.

Unit IV: Unification of Germany and Italy

Unification of Germany - Bismark - William I-Treaty of Berlin-Three Emperors league-Re- Insurance Treaty-Fall of Bismark - Causes of the First World War.

Unit V: World Wars

First World War - Causes - Course and Results - League of Nations - Aims, Achievements, Failure - Rise of imperialism - Fascism - Nazizm - Second World War - Causes - Course and Results.

Suggested topic for group discussion and presentation:

- Role of French Philosophers.
- Continental system of Napoleon.
- Third republic of France.
- Role of Bismark for the unification of Germany.
- Major organs of UNO.

Suggested Readings:

Text Books:

1. Ramalingam. T. S,, History of Europe1453 – 1815 A.D.,Thilaga Publication, Chennai, 1960.
2. Mahajan, V. D. History of Modern Europe since 1789, Zhibera Publication, Mumbai,1997.

Reference Books:

1. Ketelby, J. D. M. , A History of Modern Europe from 1789, Susan gold trick Publication, Chennai, 1960..
2. Fisher, M.A.L. , History of Europe, UK Publishers, New Delhi, 1998.
3. Katelyn, C. D. H. ,History of Modern Europe from 1789,Chopra Publication, New Delhi, 1947.
4. Palmer, R. R. The Age of Democratic Revolution: A Political History of Europe and America, 1760-1800, USI Publication, New York, 1959.
5. Mukherjee, I. A Study of European History, (1453-1815), Sheak Ali Publication, New Delhi, 1989..

Web Sources:

- www.reseachgudies.edu.in
- www.culturalhistory.org
- www.modernindia.in

Course Title: History of Ancient Civilization (Excluding India)	Semester: I
Course code: LPHSCT14	Contact Hours: 6
	Credits: 5

Course Learning Outcomes:

On completion of the course, the Students are able to

- distinguish between major civilizations and culture.
- explain socio, cultural conditions of Sumerian Civilization.
- discuss the salient features of Chinese civilization.
- explain the values of Roman laws.
- evaluate the features of Byzantine Civilization.

Pre- required Knowledge:

- Origin of Man
- The evolution of civilization
- Different between civilization and culture

Unit – I: Origin and Growth of Civilization

Definition – Origin of man – Difference between Civilization and Culture - Egyptian Civilization – Government – Social and Economic Condition – Arts – Religion - Literature and Learning.

Unit – II: Babylonian and Mesopotamian Civilization

Legacy of Babylonian Civilization – Legacy of Mesopotamian Civilization – Sumerian Civilization - Code of Hammurabi – Social and Economic conditions – Arts – Religion – Literature – Cuneiform Script

Unit – III: Chinese Civilization

Shang Dynasty – Civilization under Chou Dynasty- Hans Age – Features of Ancient Chinese Cultureand Civilization – Great Wall of China – Confucianism in China - Factors let to isolation of China.

Unit – IV : Greek and Roman Civilization

Salient features of Greek Civilization - Legacy of Roman Civilization – Political Legacy – Roman Law – Contributions to art, architecture, religion, philosophy, literature, education and Science

Unit – V :Byzantine Civilization

Government – Emperor Justinian – Social and economic conditions – contributions to arts, religion and philosophy – Feudalism – causes - Features – merits and demerits of feudalism – decline of feudalism – Monarial system.

Suggested topic for group discussion and presentation:

- Code of Hammurabi
- Sumerian Civilization
- Salient features of Chinese Civilization
- Legacy of Roman Civilization
- Decline of Feudalism

Suggested Readings:

Text Books:

1. James Edgar Swain, A History of World Civilization, Eurasia Publishing House, New Delhi, 1947.
2. Majumdar, R.K., Srivatsava, AN., History of World Civilization, SBD Publishers, Delhi, 1995.

Reference Books:

1. Davis, A.G. History of World, OUP Publishers, Calcutta, 1974.
2. Joshi, P.S., Pradhana, Introduction to Asian Civilization , up to A.D.1000,Sail Publication, Delhi, 1989.
3. Kaisre S. Chand & Co, Ramnagar , Mick Publication, New Delhi, 1994.
4. Mc Neil, W.H&Selder The Orgin of Civilizations, OUP Publishers, New York, 1992.

Web Sources:

1. <https://www.nationalgeographic.orgonz>.

2. <https://www.britannica.com>.
3. <http://ndl.iitkgp.ac.in/document>.

Course Title: Archives Keeping	Semester: I
Course code: LPHSDS11	Contact Hours: 6
	Credits: 4

Course Learning Outcomes :

On completion of the course, the students are able to

- understand the importance of Archives
- differentiate between the various types of Archives
- analyse the techniques of preservation of Archives
- explain the importance of private Archives
- assess the role of Indian Archives

Pre- required Knowledge:

- Archival materials
- Uses of Archives
- Various Scripts

Unit – I :Origin and Scope of Archives Keeping

Meaning – Origin and Scope of Archives Keeping – Growth of Archives – History of Archives – (Europe and India) – Importance of Archives for Historical Studies.

Unit – II : Creation of Archives

Creation of Archives – Classification – Recent developments – Racking – Shelves and the Materials.

Unit – III : Administration of Archives

Administration of Archives – Functions of Archives – Publication Facilities to Research - Maintenance of Archives – uses of Archives

Unit – IV : Preservations of Archives

Preservation of archival materials – Preventive measures – Methods of Preservation - Lamination – Docketing – Book Bindings – Factors of Deterioration – Repair of Archival Material – Digitalization

Unit – V :Important Archives

India office Records, London – National Archives, Calcutta, National mission for manuscripts, Delhi – National Film, Archives, Delhi, Tamil Nadu State Archives (Madras Record office)

Suggested topic for group discussion and presentation:

- Importance of Archives
- Palm leaf manuscripts
- Tamil Nadu Archives
- Digitalization of Archives
- Preservation of Archival records

Suggested Readings:

Text Books:

1. Thiyagarajan,S., Archives Keeping, Prabha Publication, Madurai, 2006.
2. Chockalingam T., Role of the state Archives Administration , RK Publication, Madras. 2002.

Reference Books:

1. Baliga, B.S. ,Guide to the Research Preserved in the Modern Record Office, Chopra Publication, Madras, 1997.
2. Dodwell,H., Report on the Madras Record Office, Rathika Publication, Madras, 1998.
3. Mukherjee, Preservation of Library Materials, Archives and Documents, Shake Ali Publication, Calcutta, 1973.
4. Sundararaj, M.A. , Manual Archival System and the World of Archives, Surjat Publication, Chennai 1998.
5. Vijayalakshmi, Archives Administration, Kalyani Publication, Madras, 2001.

Web Sources:

- www.researchgate.net
 - www.archives.getty.edu
 - www.archiveskeeping.in
-

Course Learning Outcomes :

On completion of this course, the students are able to

- understand the Long Parliament of Charles I
- analyse the Glorious Revolution of England
- explain the Development of Cabinet system of England
- evaluate the Age of Reforms in England
- describe the Constitutional Impacts of World Wars in England

Pre- required knowledge :

- Important rulers of Stuart period
- Importance of Common Wealth
- Party System of England

Unit I: The Stuart Period

James and his Parliament - Charles I and his Parliament - The Petition of Rights The Eleven Years Tyranny-The Long Parliament- The Civil War.

Unit II: The Common Wealth

The Constitutional Experiments of Oliver Cromwell - The End of Common Wealth - Restoration-Charles II- James II - The Glorious Revolution - The Bill of Rights -The Act of Settlement.

Unit III: George I and George II

Whig Oligarchy - Emergence of the Office of Prime Minister- Walpole- Origin and Development of the Cabinet System- George III - His Personal Government-Causes for the failure.

Unit IV: The Age of Reforms

The Parliamentary Reform Acts of 1832, 1867, 1884-1885 - The Parliamentary Act of 1911 - The Representation of People's Acts of 1918, 1928 - Reduction of voting age of 1969.

Unit V: World Wars

Constitutional changes due to the two World Wars -War Cabinet –The statue of West Minister of 1931-Abdication of Edward VIII – Constitutional significance – Rise and Growth of party system in England.

Suggested topic for group discussion and presentation:

- The Petion of Rights of Charles I
- The Constitutional Experiments of Oliver Cromwell
- Whig Oligarchy in England
- The Parliamentary Act of 1911
- Abdication of Edward VIII

Suggested Readings:

Text Books:

1. Maitland, F.W. The Constitutional History of England, Uk Publication, New Delhi, 1979.
2. Pandiaray, R. ,Constitutional History of Britain up to 1603 AD, Pannai pathippagam, Madurai, 1980.

Reference Books:

1. Vidya Dhar Maharajan., England since 1688,S.chand &co., Publication, New Delhi,1969.
2. Macualay, History of England, Everyman's Library, UK Publication, New York, 1964.
3. Robert, Schuyier, L. , Constitutional Hisotry of England, Jonathan Cape Ltd., Publication, London, 1971.
4. Sinha, J.P ., Constitutional History of England, Kedar Nath Ram Nath Publishers, Meerut, 1973.
5. Leopold Von Ranke, A History of England, Grock Publication, London,1999.

Web Sources:

- www.historyofengland.in
 - www.jstore.org
 - www.culturalhistorica.org
-

Course Title: Socio – Cultural History of India from 1206 to 1761 CE Semester: II

Course Code: LPHSCT21 Contact Hours: 6 Credits: 5

Course Learning Outcomes :

On completion of this course, the students are able to

- acquire knowledge about the invasion of Muhammad Gazini.
- understand the impacts of Persian Literature in India.
- analyse the legacy of Vijayanagar Empire.
- distinguish the architectural style of Mughal architecture.
- evaluate the fall of Marathas.

Pre -required knowledge :

- Conquest of Arabs.
- Eminent rulers of Mughals.
- Advent of Europeans.

Unit I : Arab Conquest

The Ghazni empire – Alberuni and his study of Indian Science and Civilization – Ala-udin Khilji reforms – Mohammed bin Tughluq and his social reforms – Contributions of Firoz Thghluq architecture.

Unit II : Delhi Sultanate

Indian Society under the Delhi Sultanate – Architecture of Sultanate- Persian literature - Amir Khusrau, Ziauddin Barani – Socio cultural developments – Art and Literature.

Unit III : Bahmini and Vijayanagar Empire.

The Muslim culture of Bahmini kingdom - The culture contributions to Provincial dynasties Bengal, Kashmir, Gujarat and Malwa – Vijayanagar Empire – Hindu culture – Art and Architecture.

Unit IV : Socio and culture of Mughal Dynasty

Establishment of Mughal dynasty – Society and culture Imperial Mughals – Socio - Religious life – Din-Ilahi – Imposition of Jizya – Art and Architecture – Literature – Music.

Unit V :Marathas and Advent of Europeans

Rise of Marathas – Peshwa era - Society and Religion under Marathas Architecture and paintings – classical music – Astronomy –Impact of Sikhs – Advent of the Europeans - Spread of Christianity- Impact on Indian Society.

Suggested topics for group discussion and presentation:

- Mohammed bin Tughluq.
- Indian Society under the Delhi Sultanate.
- Vijayanagar Empire.
- Mughal Dynasty.
- Social Religions condition under the Marathas.

Suggested Readings:

Text Books:

1. Ishwari Prasad, History of Medieval India, The Indian Press Ltd, Calcutta, 2006.
2. Satish Chandr, History of Medieval India, Orient Blackswan Publication, Hyderabad, 2007.

Reference Books:

1. Dodwell, H.H., Cambridge history of India, Circle Publication, Cambridge, 1929.
2. Iswary Prasad, History of Medieval India, Goldrick Publication, Delhi 1933.
3. Majumdar, RC., The History and culture of the Indian People, Anmol Publication, Bombay, 1960.
4. Metha, T.I., advanced study in the history of Medieval India, Vol.iii. Medieval Indian Society and Culture, Long range Publication, New Delhi, 2006.
5. Sathianathaier, R., A Political and Cultural, History of India, 2vol. Sathya Publication, Madras, 1998.

Web Sources:

- www.medivalindia.in
 - www.jstore.org.
 - www.khanacademy.
-

Course Title: Socio-Cultural History of Tamilnadu	Semester: II
from Second Pandiyan Empire to 1800 CE	
Course code: LPHSCT22	Contact Hours: 6
	Credits: 4

Course Learning Outcomes:

On completion of this course, the students are able to:

- analyse the Muslim invasions of Tamil Country.
- understand the Nayaks rule in Tamil Nadu.
- evaluate the development of art and architecture during Marathas.
- examine the rule of Sethupathies of Ramnad.
- highlight the Nawabs administration in Tamil Nadu.

Pre -required knowledge:

- Malikafur Invasion
- Madura Vijayam
- Maravas Country

Unit I: Socio and Cultural Conditions of later Pandiyas and Vijayanagar Empire

Second Pandiyan Empire –Polity- Society – Economy – Art and Architecture –The Pandyas of Madurai- Muslim Invasions- Malik Kafurs invasion and its impact – Decline of Madurai Sultanate – Social and cultural Condition of Tamil Nadu under the Vijayanagar Empire.

Unit II: Socio and Cultural Conditions under Nayaks

The Nayaks of Madurai – The Nayaks of Senji –The Nayaks of Tanjore –Socio - cultural conditions under the Nayaks- Religion- Spread of Christianity- Contribution of Nayaks to Art and Architecture and Tamil culture.

Unit III: Socio and Cultural Conditions under Marathas

Tamil Nadu under Tanjore Marathas –Saraswath Mahal Library - Literature under the rule of Tanjore Marathas – Development of Art and Architecture under the Marathas of Tamilagam.

Unit IV: History of Sethupathies of Ramnad

Sethupathies of Ramnad –Socio Economic and Culture under Maravas – Development of Religion – Literature – Fine Arts and Architecture under Maravas of Ramnad. .

Unit V: Nawabs of Arcot

The rule of Nawabs – The Nawabs of Arcot - Contribution of Nawabs to Socio - Economic – Religious – Cultural – Art and Architectural fields – Polygar system –Socio Economic life.

Suggested topics for group discussion and presentation:

- Second Pandyas of Madurai
- The Nayaks of Tanjore.
- Art and Architecture under the Marathas.
- Significance of Kumara Kambana.
- The rule of Nawabs.

Suggested Readings:

Text Books:

1. Rajayyan, K. History of Tamilnadu 1565- 1982, Ratika Publication, Madurai, 1999.
2. Swaminathan, A. History of Tamilnadu -850-1336, Suresh Publication, Chennai 1993.

Reference Books:

1. Arockiaswami, M., The Kongu Country, Roja Publisher, Madras, 1956.
2. Pillai, K.K., A Social History of The Tamils, EVK Publication, Madras, 1969.
3. Ramachandra Chettiar, C.N., History of The Kongu Country, Nadashan Publication, Annamalai Nagar, Chennai, 1972.
4. Sadasiva Pandarathar, T.V., History of The Later Cholas, Nadashan Publication, Annamalai Nagar, Chennai, 1984.
5. Sadasiva Pandarathar, T.V., History of The Pandyas, Kangu Publication, Madras, 1990.

Web Sources:

- www.tn.gov.in

- Cultural historica.org
- Indian Encyclopedia of History

Course Title: History and Methods of Archaeology	Semester: II
Course code:LPHSCT23	Contact Hours: 6
	Credits: 4

Course Learning Outcomes:

On completion of this course, the students are able to

- understand the multidisciplinary field of archaeology.
- explain the importance of scientific approach of Archaeology.
- understand the role of archaeologists on modern cultures.
- evaluate the Exploration and Excavation methods of archaeology.
- describe the Dating methods of Archaeology

Pre -required knowledge:

- The material culture of ancient peoples.
- Importance of Pre-historic period.
- Uses of Archaeological materials.

Unit I: Introduction of Archaeology

Meaning – Nature and Purpose – Value – Kinds of Archaeology – Pre Historic – Historic Archaeology – New Archaeology – Under Water Archaeology – Ethno Archaeology.

Unit II: History of Archaeology

History of world Archaeology – Early phases 15th to 19th centuries – Archaeology in the 20th Century – Archaeological theories - scientific approach - Henrich Schliemann.

Unit III: Indian Archaeology

History of Indian Archaeology – Early and Later phases - Alexander Cunningham – Robert Bruce Foote – Sir John Marshall – Mortimer Wheeler - Piggott – H.D. Sankalia – S.R.Rao – K.V.Raman.

Unit IV: Methods of Archaeology

Exploration and Excavation methods – Methods of sites survey – General and Scientific aids in site survey – Aerial photography. Methods of excavation – Principles – Layout of Trenches – Open stripping – Quadrant method – Grid method – Vertical and Horizontal methods of Excavation

Unit V: Scientific Methods in Archaeology

Dating Methods – Relative dating – Scientific dating – Radio Carbon Method – Pollen tests – Dendrochronology – Thermoluminescence. Potassium – Argon Method – Derivative dating techniques – Fluorine, Uranium, Nitrogen tests.

Suggested topics for group discussion and presentation:

- Kinds of Archaeology.
- History of world Archaeology.
- History of Indian Archaeology.
- Methods of Archaeology.
- Radio Carbon Method.

Suggested Readings:

Text Books:

1. Venkataraman, R., Indian Archaeology, (Survey), Enns Publications, Udumalaipettai, 1993.
2. Rajan, K., Archaeology, Principles and methods, Mano Pathipagam, Tanjore, 2000.

Reference Books:

1. Paul Bahn, Archaeology, A Very Short introduction, Rajan Pathipagam, Chennai-2000.
2. Surindran, Impacts of Archaeology on History, Jeevamani Publication, Chennai,1995.
3. Raman K.V., Principles and Methods of Archaeology, Parthajan Publications, Madras. Second Edition, 1991.
4. Roy Surindranath, Story of Indian Archaeology, Jotha Publication, New Delhi, 1961.
5. Sankalia, H.D., New Archaeology – Its scope and application to India, Ronch Publication, Lucknow, 1974

Web Sources:

- Archaeology.org(megazine)
- India.gov.in(archaeological survey of India)
- www.jstore.org

Course Title: History of East Asia from 1845 to 1947 CE. Semester: II
Course code: LPHSCT24 Contact Hours: 5 Credits: 4

Course Learning Outcomes:

On completion of this course, the students are able to

- analyze the rise and fall of Manchu dynasty.
- describe the Republic of China.
- understand the role of Japan in the second World War.
- examine the emergence of Communism in china.
- evaluate the demilitarization and democratization of Japan

Pre- required knowledge:

- The development of Republic china.
- The Meiji Era .
- The principles of Communism.

Unit I: China under the Manchu

Arrival of the Europeans and its Impact – Chinese Rebellion of 1911 - causes and its Effects – Down fall of Manchu dynasty – Dr. Sun – yat Sen –Opium war.

Unit II: China between World war

Chinese Republic –China and World war I – Paris Peace Conference – May Fourth Movement – Washington Conference – Chiang – Kai – Sheik – Kuomintang party – Birth of Communist Party in China – Manchurian Crisis – World War II – Civil War in China.

Unit III: Communist China

Emergence of Communism – Mao Tse Tung – Cultural Revolution – Foreign Policy of Peoples Republic of China – Economic Growth of china

Unit IV: Meiji Era

Opening of Japan to the West – Rise of Political Parties – Reforms – Japanese Imperialism – Anglo- Japanese Alliance

of 1902 - Russia – Japanese War of 1904-05 – Japan and World War I – Rise of Militarism between Two World Wars – Sino – Japanese War.

Unit V: Development of Japan.

Japan and World War II – Post – World war Japan – Demilitarization and Democratization – Reforms – New Constitution of Japan-San Francisco Conference – Industrial and Economic Growth – Development in Science and Technology

Suggested topics for group discussion and presentation:

- Chinese Rebellion of 1911.
- China and World War I.
- Emergence of Communism in china.
- Development of Science and Technology in China.

Suggested Readings:

Text Books:

1. Majumdar R.K.. History of China &Japan SBD Publication, London, 1997
2. Charles Holcombe, A History of East Asia: form the Origins of Civilization to the Twenty First Century, Cambridge University Press, 2010.

Reference Books:

1. Clyde and Bears, The Far East, Prentice Hall of India ,Ronak Publication, New Delhi, 1974.
2. Rajaram. V, History of China and Japan (Tamil), 1998.
3. Roy, S.L, The Far East in Modern Times, Charu Publishing Company, Calcutta, 1996.
4. Shiv Kumar and Jain, History of Far East in Modern Times, C.Chand &Company, New Delhi, 1982.
5. Arjun Dev, Contemporary World History, Tak Publication, 1996.

Web Sources:

- www.worldhistory.org
 - www.eastasia.in
 - www.jstore.org
-

Course Title: Tourism in India	Semester: II
Course code: LPHSDS21	Contact Hours: 5
	Credits: 3

Course Learning Outcomes:

On completion of this course, the students are able to

- explain the importance of Tourism.
- understand the natural beauty of famous tourist places.
- understand the cultural heritage of Indian Tourism.
- describe role of transport facilities in the development of Tourism.
- analyze the fast growth of tourism in India.

Pre -required knowledge:

- Important Tourist places.
- Transport Development.
- Travel Documents.

Unit I: Basics of Tourism

Definition of Tourism - Scope and purpose of Tourism –
Types of Tourism - Tourism through the ages.

Unit II: Tourist places in India

Hill stations – Kashmir – Kulu Manali – Nainital – Mount
Abu – Ooty – Kodaikanal – Important Beaches –Wild life
sanctuaries - National parks.

Unit III: Impact of Tourism in India

Eco tourism – Environmental impact – Cultural
Impact – Historical Monuments - customs and festivals
of India – Indian Music – Indian Dance – Indian Handicrafts –
Paintings - Food and dress.

Unit IV: Economical Development of Tourism

Economic significance of tourism - Development of
Transport – Types of transport– Hotel Industry –
Types of Hotels.

Unit V: Committees and Organizations

Growth of Tourism in India – Before and after
Independence – Sargent Committee – National and

Regional Organizations – Functions and activities ITDC - TTDC - Travel documents and Formalities.

Suggested topics for group discussion and presentation:

- Purpose of Tourism.
- Prominent Tourist Places in India.
- Environmental Impact of Tourism.
- Economic significance of Tourism.
- Travel documents and Formalities.

Suggested Readings:

Text Books:

1. Narayanasamy .V. Splendour of Tourism, Nanthan Publication, Chennai, 1997
2. Premalatha,P.N., Growth and Development of tourism, Kaveri Pathiagam, Chennai,1989.

Reference Books:

1. Basham, A.L., Studies in Indian History and Culture, Janthal Publisher, Culcutta, 1964.
2. Bhatia, A.K., Tourism Development Principles and Practices, MK Publication, New Delhi, 1997.
3. Mohamed Zalfikar, Introduction to Tourism Hotel Industry, Tak Publication, New Delhi, 1998.
4. Pran Nath Seth, An Introduction to Travel and Tourism management, Sail Publication, New Delhi, 1997.
5. Pran Nath Seth, Successful Tourism Management, Vol.I, Fundamentals of Tourism, Sail Publication, New Delhi, 1999.

Web Sources:

- www.researchgate.net
- www.tourism.gov.in
- www.jstore.org

Course Title: Journalism

Semester: II

Course code:LPHSDS22

Contact Hours: 5

Credits: 3

Course Learning Outcomes:

On completion of this course, the students are able to

- acquire knowledge on Fundamentals of Journalism.
- understand the growth of Press in Tamil nadu.
- explain Procedures of Journalism.
- examine the method of reporting news.
- understand various types of Social medias.

Pre - required knowledge:

- Importance of News papers.
- Internet Browsing Skills
- Social Media awarness.

Unit I: Nature of Journalism

Nature and Scope of Journalism – Growth of Journalism – Origin of news at global level – Origin of Indian Press.

Unit II: Journalism of Tamil Nadu

Growth of press in Tamil Nadu – Origin of Tamil Journalism – Role of Tamil Press in freedom struggle – Tamil Journals in Modern period – Press laws – Press Council.

Unit III: Procedures of Journalism

Procedure for starting news papers and periodicals – Registration – Annual statement and Annual report – Departments of news paper – Editorial , commercial decision – machinery, administration.

Unit IV: Types and Techniques of Reporting

Reporting Technique - Objective – Interpretative - Investigative – Legal- Development -Types of Methods reporting: Court Reporting – Accidence Reporting – Political Reporting – Fashion Reporting – Business Reporting – Sports Reporting – Specialised Reporting.

Unit V: Social Medias

Advent of internet – Email – Youtube – Twitter – Face book – Skype – Google – Telegram - Zoom – Whatsapp – Instagram.

Suggested topics for group discussion and presentation:

- Growth of Journalism in India.
- Tamil Journals in Modern Period.
- Editing of News Papers.

- Reporting of News.
- Importance of email and Youtube.

Suggested Readings:

Text Books:

1. Rengasamy, and Parthasarathy, Journalism in India, Sathiya Pathiagam, Chennai,1989.
2. Fraser Bond, F. , An Introduction of Journalism in India, Allied Publications, Mumbai,2006.

Reference Books:

1. Natarajan, S. A History of Press in India, MK Publication, Chennai, 1962.
2. Thiyagarajan, S.P. , History of India and Journalism, Roja Publication, Cennai 1966
3. Nadig Krishnmurthy, Indian Journalism in India, Prasanga publication, 1996.
4. Mehta, D. S. ,Mass communication and Journalism in India, Mithra Publication, Mumbai, 2006.
5. Ahuja, B.N. , History of Indian Press, Ajan Publication, New Delhi, 2009.

Web Sources:

- www.journalism.in
- National Institute of mass communication .india.com
- www.Indianpress.com

Course Title:: Principles and Practices in Museology	Semester: II
Course code: LPHSAE21	Contact Hours: 2
	Credits:2

Course Learning Outcomes:

On completion of this course, the students will be able to

- explain the development of Museum in India.
- understand the collection of museum objects.
- analyse the conservation and preservation of museums.
- describe the contributions of museums.
- evaluate Important museums.

Pre- required knowledge:

- Outline History of the World.

- Outline history of the India and Tamil Nadu.
- Interest in Presenting Artifacts.

Unit 1: Origin and Definition of Museum

Meaning - Development – Museum movements –
 Classification of Museums – Growth of Indian museums –
 Antiquarian Laws in India

Unit II: Practices of Museum

Museum Architecture, Collection of Museum and
 Archaeological objects – Surface Collection – Excavation –
 Museum Exhibition – Designing Showcases Exhibits –
 Lighting methods of presentation.

Unit III: Preservation of Museum

Conservation and Preservation – Nature of materials –
 Causes of deterioration – Climate and Environmental
 conditions – Temperature – Pollution – Light.

Unit IV: Educational and Research Contributions

Museum school services – Guided Tours – Gallery
 Lectures – Training to College Students – Summer Camps,
 Museum Publications : News Bulletin, Research Journals
 Guide Books, Catalogues, Hand books, Brochures,
 Pictures, Books.

Unit V: Important Museums

Louvre Museum, Paris – The British Museum , London –
 Indian Museum, Calcutta, - Indian National Museum, New
 Delhi- Government Museum, Chennai – Government
 Museum , Madurai – Shenbaganur Museum, Kodaikanal.

Suggested topics for group discussion and presentation:

- Museum movements.
- Museum exhibition.
- Causes for deterioration of museum materials.
- Museum Publications.
- Government Museum Madurai.

Suggested Readings:

Text Books:

1. ShobitaPauja, Museum in India , The Guide Book , Grant Publisher, Hongkong,1997.
2. Agrawal V.S., Museum Studies Prithvi Prakashan, Ranuka Publication, Varanasi, 1973.

Reference Books:

1. Agarwal O.P., Museum Lighting – (Iccrom Rome) , Uk Publication, London,1999.
2. Dwived V.P., Museum and Museology, New Horizons Publication, Delhi, 1992.
3. Dr. Grace Morley ., Art in Museum , YK Publication, Gujarat,1962.
4. Boxi,J.smith and Vinod.P.Dwivedi – Modern Museum, Organisation and Practice in India, Jont Publication, Mumbai, 1995.
5. Nigam.M.K – Fundamental of Museology, Agra Publication, Chennai, 1999.

Web Sources:

- MCN.edu (Digital Transferment in Museum)
- [Https://www.governmentmuseumchennai.org](https://www.governmentmuseumchennai.org)
- Jstore.org

Course Title: Public Administration

Semester: II

Course code: LPHSAE22

Contact Hours: 2

Credits: 2

Course Learning Outcomes :

On completion of this course, the students will be able to

- understand the scope and significance of public administration.
- analyse the evolution of Indian administration.
- examine the center and state administration.
- discuss the professional ethics
- evaluate the Public administration in Tamil Nadu.

Pre- required knowledge:

- Features of Constitution.
- Center and State Government.
- Panchayat system in villages..

Unit I: Nature and Scope

Meaning – Nature – Scope and Significance – Fundamentals – Organisation – human Resource Development - Administrative Ethics.

Unit II: Evolution of Public Administration

Evolution of Indian Administration – Indus Valley Administration – Vedic – Maurya – Gupta – Mughal – Administration – Administration under Crown.

Unit III: Constitutional Law and Public Administration

Constitutional Framework – The Constitution of India – Union Government – State Government – Centre State Relations.

Unit IV: Competitive Examination and Public Administration

Constitutional Examination for UPSC- IAS – TNPSC – Recruitment – Training – Professional Ethics.

Unit V: Public Administration in State

Tamil Nadu State Secretariat – District Collectorate – Panchayat Raj – Police Administration.

Suggested Topics For Group Discussion and Presentation:

- Fundamentals of Public administration.
- Mughal Administration
- Center and State relations.
- Competitive Examination of TNPC.
- Functions of Tamil Nadu State Secretariat.

Suggested Readings:**Text Books:**

1. Venkatesan, G., Public Administration, VC Publications, Rajapalayam, 2007.

2. S. Natarajan, A History of the Press in India, Asia Publishing House, Bombay, 1962.

Reference Books:

1. Nadraj Krishnamurthi, Indian Journalism, University of Mysore, Mysore, 1966.
2. Frank Moraes, Witness to an Era, Vikas Publishing House, Delhi, 1977.
3. Chalapati Ramu, . M, The Romance of the Newspaper, National Council of Educational Research and Training, Delhi, 1975.
4. Vishnoo Bhagawan and Vidya., Bhushan Public Administration, S. chand and ComLtd, New Delhi, 2005.
5. Maheswari, S.R. Public Administration, Macmillan Publisher , New Delhi, 2001.

Web Sources:

1. www.tnarch.gov.in
2. www.researchgate.net
3. Culturalhistorica.org

Course Title: Indian Painting

Semester: II

Course code: LPHSSC21

Contact Hours: --

Credits: 2

Course Learning Outcomes :

On completion of this course, the students are able to

- develop art of Painting.
- understand Chola Paintings
- explain Mughal Miniature
- evaluate Ravivarma paintings
- analyse the importance of modern Indian Painting schools.

Pre- required Knowledge :

- Basic colors and coloring techniques
- Light and shadow paintings
- Drawing techniques

Unit I : Fundamental of Painting

Aesthetic sense of Painting – The early philosophical thoughts in Indian Culture - Nature and Function of Art in the Society – Concept of Ras-sutra and its commentaries.

Unit II : History of Painting

Pre historic Paintings in India - Wall Paintings of Ajanta-Badami and Sittanavasal Manuscript Painting - Miniature Paintings – Pre-Mughal – Mughal – Rajasthani – Pahari Deccani painting – Tanjore paintings

Unit III ; Advent of Modernism

Raja Ravivarma – Abanindranath Tagore and his disciples, Nandal Bose – Contribution of Amrita sher – Gil Progressive artist group – Madras and Baroda school.

Unit IV : Material and Methods

Application of materials – Caves, Paper, Wall surface, Panels – Oil painting and its technique – Traditional and Non – Traditional.

Unit V: Art school and Art Education

Introduction of Formal training in Painting - Colonial Art Schools – Post Independent art education - Chennai, Kolkata and Delhi.

Suggested topics for group discussion and presentation:

- Fundamental Elements of Paintings.
- Wall Paintings of Ajantha.
- Gil Progressive artist group
- Oil painting and its technique.
- Formal Training in painting.

Suggested Readings:

Text Books:

1. Doss, A.K. Paintings, Guna Publication, NewDelhi, 1997.
2. Prince Brown, Indian Painting, Prince Publisher, Culcutta,1988.

Reference Books:

1. Rondawa, M.S Kongra Vauley Painting, Kahn Publication, New Delhi, 1954.
2. Gner, W.G. Indian Paintings, VK Sing Publisher, Punjab, 1956.
3. Brown Perly, Indian Painting under the great Mughals, Intore Publication, Puna, 1998.
4. Charles, Indian Painting, Ranjan Publication, Delhi, 1995.
5. Chandramani Singh, Centers of Pahari Paintings, Rajcut Publication, Mumbai, 1978.

Web Sources:

- www.tnarch.gov.in
- www.indianpaititng.in
- www.arthistory.com

Course Title: Archaeological Sites in Tamil Nadu

Semester: II

Course code: LPHSSC22

Contact Hours: --

Credits:2

Course Learning Outcomes:

On completion of the course, the students are able to

- understand the Excavations of Archaeology.
- explain the importance of Archaeological sites.
- trace the role of early Archaeological sites.
- understand the importance of Gangaikonda Cholapuram.
- analyse the resent excavations of Keeladi.

Pre- required Knowledge

- Archaeological sites.
- Excavating methodology.
- Basic knowledge of Archaeology.

Unit I :Basics ofArchaeology

Definition – Aim - Objectives, TNSDA – Origin,
Headquarter- Library – Directors – Excavations -
Archaeology Publications - Under Water Archaeology.

Unit II : Pre-Historic Archaeological Sites

Adichanallur – Attirampakkam – Arikamedu – Gudiyam cave – Kovalan pottal - Thirutthangal – T. Kallupatti – Thirurnelveli- Kodumanal - Mangudi.

Unit III : Early Archaeological Sites

Vasava samuttiram – Karur – Azhagankulam – Korikkal – Thondi – Pallava medu - Poolavampatti – Pannaiya kulam – Poombukar – Thirukovilur – Malikaimedu, Perur

Unit IV : Medieval Archaeological Sites

Gangaikonda Cholapuram - Gurumpen Medu – Kannanur – Pazaiyurai –Panchalankuruchi – Chentha mangalam – Pada vedu – Andipatti

Unit V: Recent Archaeological Sites

Modur – Marakkanam – Parikulam – Nedukoor – Mangulam – Sembian Kandiyur - Tharangambadi – Keeladi – Kondakai – Agaram – Manalur – Sivakalai – Mayiladumparai - Porpanaikottai – Perum palai – Vemba kottai

Suggested topics for group discussion and presentation:

- Origin of TNSDA.
- Importance of Arikamedu.
- Poompukar archaeological excavations.
- Chentha mangalam archaeological excavations.
- Importance of Keeladi excavations.

Suggested Readings:

Text Books:

1. Damodaran K, TamilNadu Archaeological perspectives, Dept of Archaeology Publishing, Chennai ,1979.
2. Sridhar .T.S, Archaeological Excavation of TamilNadu Vol – I,II,III, Govt.of Tamilnadu Publishing, Chennai, 2009.

Reference Books:

1. Subramanian, T., Tarangampadi, (Excavation & Conservation) Dept of Archaeology Publishing, Chennai ,2003.

2. Sridhar T.S, Archaeological Antiquities, A catalogue Dept of Archaeology Publishing, Chennai ,2009.
3. Machner christopheher chippinadale, Hand book of Archaeological methods, Delhi, 2001.
4. John A.Bintih, A companion to Archaeological, Buska Publishing, New Delhi 1996.
5. Avanam, Journal of TamilNadu Archaeological society, Thanjavur, 2000.

Web Sources:

- www.tnarch.gov.in
- www.archaeological.in
- www.tamilnaduarchaeological.in

Course Title: History of Modern India From 1757 to 1947 CE. Semester: III
Course code: LPHSCT31 Contact Hours: 6 Credits: 5

Course Learning Outcomes:

On completion of this course, the students are able to

- understand the establishment of British power in Bengal.
- explain the administration of British Governor Generals.
- analyse the rule of India by the Crown.
- describe the role of Reform movements in India.
- explain the role of moderates and Extremists in the Freedom Struggle.

Pre required knowledge:

- European Colonies and their background.
- Queen Administration in England.
- British Culture.

Unit I: Advent of Europeans

Portugeese – Dutch- French and English, Danes – The Anglo French rivalry in Carnatic – Establishment of British power in Bengal – Robert Clive - administration – Wrarren Hastings – Reforms and impeachment – Lord Cornwallis – Reforms - Permanent Land Revenue Settlement.

Unit II: Administration of British East India Company

Lord Wellesley – Subsidiary system - Lord William Bentinck – Abolition of Sati – Lord Dalhousie - Reforms, Policy of annexation - Doctrine of Lapse – The Revolt of 1857 – Nature, causes and results

Unit III: India under the Crown

Lord Canning – The Act of 1858 – Proclamation of Queen Victoria.– Lord Ripon – Local self Government- Lord Curzon – Partition of Bengal- Frontier policies under Crown- NWFP, EFP and NEFP.

Unit IV: Socio Religious Reform Movements

19th Century India – Socio – Religious reform movements – Brahma Samaj – AryaSamaj – The Theosophical Society – Ramakrishna Mission – Swamy Vivekananda- Aligarh Movement.

Unit V: Indian National Movement

Birth of Indian National Congress – Moderates and Extremist Movements – Muslim League - Home rule movement -Rowlatt Act -JallianWalaBagh massacre – Khilafat movement – Gandhian era (1920 - 1947) – Mountbatten plan - Indian Independence Act of 1947.

Suggested topics for group discussion and presentation:

- The Anglo French rivalry in Carnatic.
- The Subsidiary system of Lord Wellesley
- Lord Ripon.
- Swami Vivevakanatha and Ramakrishna Mission.
- Role of Gandhi in Freedom Movement.

Suggested Reading:

Text Books:

- 1 Venkadesan,G., History of Contemporary India 1947 to 2007, VC Publications, Madras , 2006.
2. BipinChantra, “History Of Modren India 2009”, OrintBlackswan Publisher New Delhi, 2011.

Reference Books:

1. Chhabra, G, S. Advanced study in the history of Modern India, Vol -I, Sterling Publishers, New Delhi, 1971.
2. .Grover, B.L., A New Look at Modern Indian History, S. Chand Publisher, New Delhi, 2006.
3. Naqi, S.H. Readings in India History Vol- II, Varma Brothers Publishing, New Delhi, 1974.
4. Ram Gopal, British Rule in India, Asia Publishing House, New Delhi, 1963.
5. Mahajan V.D, Fifty years of Modern India, S.Chand & Co Publisher, New Delhi, 1970.

Web Sources:

- www.indianhistroy.in
- www.modernindia.in
- www.modernnews.com

Course Title : Freedom Movement in Tamil Nadu **Semester: III**
from 1800-1947 CE.

Course code: LPHSCT32 **Contact Hours: 6** **Credits: 4**

Course Learning Outcomes:

On completion of this course, the students are able to

- analyse the early uprisings in Tamil Nadu against the British rule.
- understand the efforts made by the missionaries for the spread of Christianity in Tamil Nadu.
- interpret the role played by the extremists in freedom movement.
- highlight the formation of self-respect movement in Tamil Nadu.
- justify the reasons behind the Temple entry movement

Pre-required knowledge:

- The emergence of freedom movement in Tamil Nadu
- Social Structure of Tamil Nadu
- Freedom Fighters of Tamil Nadu

UNIT I : Early phase of freedom struggle.

Freedom movements in Tamilnadu - Poligar Rebellion – British Expansion – Confederacy – Vellore Mutiny – The British land revenue system – Ryotwari System - Judicial reorganization.

UNIT II: Missionaries and Western Education.

Introduction of Western Education – Christian Missionaries – Reaction against Conversion to Christianity – Formation of Madras Native Association – Madras Mahajana Sabha – Political awakening.

UNIT III: Indian National Congress and Tamil Leaders.

The early phase of Indian National Congress – Swadeshi Movement – Extremist V.O.Chidambaram — Vanchinathan – Siva – Moderates, Rajaji and Satyamoorthi – Role of the Press – Subramania Bharathi.

UNIT IV: Movements towards Independence

Home Rule Movement – Civil Disobedience Movement – The Congress in Power – Quit India Movement – Non-Cooperation Movement.

UNIT V: Dravidian Ideology and Tamilnadu

Formation of South Indian Liberal Federation – Justice Party in Power – Communal G.O - Achievements of Justice Party – Temple entry Movement – The self respect Movement -Periyar E.V.R – Rise of the Dravida Kazhagam –Demand for Dravidian – Language and Politics – Press – Cinema – C.N. Annadurai.

Suggested topics for group discussion and presentation:

- Poligar Rebellion.
- Western Education Christian Missionaries.
- Subramanya Bharathi.
- Home Rule Movement.
- Quit India Movement.

Suggested Readings:

Text Books:

1. Subrahmaniam, N. Social and Cultural History of Tamil Nadu(A.D 1336-1984), Ennes Publications, Udumalpet,2007.
2. Kadhivel, S. History of Modern Tamil Nadu, Chandur Publication, Madurai, 1989.

Reference Books:

1. Srinivasachari, C.S, Social and Religious Movement in the 19th Century, Madras, 1996.
2. Pillai, K.K, Social and Cultural History of the Tamils, Madras ,1998.
3. Hardgrave. R, The Dravidian Movement, Chennai, 1974.
4. Nagaswamy. R, Studies in South Indian History and Culture, Madras, 1994.
5. Irschick. E.F, Political and Social Conflict in South India, Madras, 1992.

Web Sources:

- www.tamilnation.org
- www.tamilnaduistory.in
- www.freedomfighterintamilnadu.in

Course Title : International Relations since 1945 CE Semester: III
Course code: LPHSCT33 Contact Hours:6 Credits: 4

Course Learning objective:

On completion of this course, the students are able to

- understand the impact of Non-alignment Policy.
- analyse the effects of peace treaty.
- know the Regional organization.
- analyse the causes for Middle East Problems.
- estimate the foreign policy of major countries.

Pre- Required Knowledge:

- Major problems of European Countries.
- Effects of peaceful organization.

- Basic principles of foreign policies.

Unit I: Origin of UNO

Establishment of UNO – structure – functions – specialized agencies and achievements – Role of UNO at present – Common Wealth – Non-alignment.

Unit II: World Peace Organisations

Polar Pacts & Cold War: NATO, RIO, CENTO, ANZUS-SEATO- Warsaw pact – Stages of Cold War – Disarmament and Arms Control- Comprehensive Test Ban Treaties.

Unit III: Regional Organisations

Reasons and effects – OAS, OAU, The Arab League, ASEAN, EEC, SAARC, OPEC and CIS.

Unit IV: Middle East Conflicts

Palestine Question, Israel –Arab conflict – Oil Diplomacy– Iraq Wars – War on Terrorism – Afghan problem.

Unit V: Foreign policy and relationship

Foreign policy of U.S.A., USSR & China and United Kingdom –WTO – G8 – The North – South Dialogue – Foreign Policy of India - Basic principles – relation with super power and neighbours.

Suggested topics for group discussion and presentation:

- Establishment of UNO.
- Causes and Effect of Cold War.
- Achievements of SAARC.
- Causes for the Arab Israel conflict.
- Indian relation with the countries.

Suggested Readings:

Text Books:

1. Ketel by Geroge. G, History of Modern times from 1889 A. D, U.K Publications, Madras,1992.
2. Herald M. Vinacke, The History of the Far East in Modern Times, Kalyani Publishers, Chennai, 1959.

Reference Books:

1. Hans, J. Morganthan, Politics among Nations: The Struggle for power and peace, Abishake Publication, Calcutta, 1976.
2. Herbert Hoover, The Ordeal of Woodrow Willson, Kargo Publication, New York, 1961.
3. Holsti, K.J. International Politics: A Frame Work for Analysis, Sangi Publication, New Delhi, 1995.
4. Humphrey Trevelyan, The Middle East in Revolution, Macmillian Publicaiton, London, 1970.
5. McKlean, D.D. International Relations, Tanch Publication, Calcutta, 1953.

Web Sources:

- <https://www.intarnationalrelation.edu.org>
- [Sciencedirect.com](https://www.sciencedirect.com)
- <https://journals.sagepub.com>

Course Title : Indian Epigraphy

Semester: III

Course code: LPHSCT34

Contact Hours:5

Credits: 4

Course Learning Outcomes:

On completion of this course, the students are able to

- understanding various scripts in India.
- differentiate between Pandia's Grandha and Chola's Grandha.
- analyse Tamil Domination in Indian Epigraph scenario.
- evaluate the need for protecting temple inscription.
- explain the glory of "Sittana Vasal".

Pre -required knowledge:

- Evolution of Writing in India.
- Evolution on writing materials in India.
- Social system of India

Unit I: Origin of Paleography

Meaning – Importance – Evolution of Script – Indus Script – Antiquity of writing in South India – Writing Method and Materials.

Unit II: Origin of Epigraphy

Meaning – Importance of Epigraphy – Epigraphically conventions – Types of inscriptions – Political – Administrative – Religious – Commercial – Votive – donatives – Literary – Spurious – Legal and Memorial.

Unit III: Epigraphists

Definition – Problems - Asiatic Society of Bengal – James Prinsep – Bhuler - J.F.Fleet – James Burgess - B.L.Rice – Robert Sewell – K.V.Subramaniya Iyer, H.Krishnan Sastri – V.Venkaya – I. Mahadevan

Unit IV: Evolution of Scripts

Prominent scripts – Tamili, Brahmi – origin – development - Kharosthi – Vatteluthu - origin and development – Grantha - origin and development – Method of estampage.

Unit V: Important Inscriptions and Copperplates

Tamil - Brahmi inscriptions – Arittapatti – Alagarmalai – Sittanavasal - Uttaramerur – Velvikudi copper plates – Kuram copper plates – Thiruvelangadu copper plates.

Suggested topics for group discussion and presentation:

- Indus Valley Script and Iravadam Mahadevan.
- Different styles of Vatteluthu.
- Decline of Grantha Script.
- Estampage Method.
- Thiruvalangadu Copper Plates.

Suggested Readings:

Text Books:

1. Murthy. K. Satys, Text Book of Indian Epigraphy, Indica Publications, Chennai, 1992.
2. D.C. Sircar, Indian Epigraphy, Lowprice Publication, Chennai, 1994.

Reference Books:

1. Dani, Ahmad Hasan, Indian Palaeography, Munishiram Manohar Lal Publisher, New Delhi, 1984.
2. Sircar, D.C. ,Selection of Inscriptions, Lowprice Publication, Chennai,1995.
3. Banergi, R.D ,Indian Epigraphical, Indica Publications, 1999.
4. Mahalingam, T.V., South Indian Palaeography, Muthu Publiser, University of Madras, 1974.
5. Subramanian N. and R.Venkataraman, Tamil Epigraphy, Ennes Publications, Madras, 1980.

Web Sources:

- www.indianepigraphy.in
- Sahapedia.org
- www.epigraphyscript.in

Course Title : Indian Constitution

Semester: III

Course code: LPHSAE31

Contact Hours: 2

Credits: 2

Course Learning Outcomes:

On completion of this course, the students are able to

- differentiate the Rights and Duties.
- explain the concept of Judicial review.
- analyse the functions of parliament.
- appreciate the role of the election Commission.
- explain the need for Lokpal.

Pre- required knowledge:

- Dawn of Independence.
- Interim Government.
- British Administration.

Unit I: Making of Indian Constitution

Basic Concepts – The framework of the Indian Constitution – Drafting Committee- Approval – Operational

Unit II: Sources of Indian Constitution

Salient features – Classifications – The Preamble – Fundamental Rights and Fundamental duties – Directive Principles of State policy.

Unit III: Nature of the Indian Federation

Relation between the centre and the States – Centre state relations controversy – Sarkaria Commission.

Unit IV: The Union Legislative , Executive, Judiciary

Parliament – The Lok Sabha – The Rajya Sabha – The Prime Minister – Council of Ministers – The President – Vice President – Supreme Court.

Unit V: The State Government

The Governor – Chief Minister – State Assembly – High Court – Corporation – Municipality – Panchayats.

Suggested topics for group discussion and presentation:

- Framing of Indian Constitution.
- Parliamentary system of Government.
- Judicial Review.
- State Legislature.
- Duties of Election Commission.

Suggested Readings:

Text Books:

1. M.Lakshmikanth, Indian Polity. Tata mc grow hill Education Pvt.Ltd, NewDelhi 2012
2. Dr.Poornima.GR. Sureshkumar M.N, The Constitution of India, Surabooks, Chennai, 2012

Reference Books:

1. HansRaj.The Constitution of India, Tata Publication, NewDelhi 1998.
2. Granville Austin, The Indian constitution; Cornerstone of a Nation Oxford University press, Bombay, 1966.

3. Zoya hasan, E.sri Dharan, R.Sudharshan; India's Living Constitution Ideas Praehces controversies permanent Black, Saran Publication, Delhi, 2004.
4. JayapalanN., Constitutional History of India, Atlantic publishers and Distributers ,New Delhi, 1998.
5. Durga Das Basa, Introduction to the constitution of India, prentice – Hall of India Pvt.Ltd, Newdelhi ,1997.
6. Paranjape.N.V, Constitutional History of India, Central Law Agency Publisher, Allahabad, 1986.

Web Sources:

- <https://www.britannica.com/place/India>
- <http://countrystudies.us/india/27.htm>
- [www.indian constitution .in](http://www.indianconstitution.in)

Course Title : Temple Art and Architecture in TamilNadu Semester: III
Course code: LPHSAE32 Contact Hours: 2 Credits: 2

Course Learning Outcomes:

On completion of this course, the students are able to

- understand the role of temples in the social life of Tamils.
- explain the various art forms of temples architecture.
- describe the evolution of architecture.
- evaluate Sittanavasal Temple.
- analyse the abolition of Devadasi system.

Pre -required knowledge:

- Architecture in Tamil Nadu
- Religious life of Tamil Society.
- Popular paintings

Unit I : Historical development of Temples

Origin and Development of Temples - Forms of Worship – Animism, Memorial Stones - Types of Temples in Sangam Age, General Features of Temple Architecture, Style of Temples – Vesara, Nagara and Dravida.

Unit II : Evolution of Temple Structures

Cave temples, Rock-cut Temples - Monolithic Rathas-Structural Temples – Evolution of Vimanas and SIKHRAS - Evolution of Gopurams - Extension of Mandapams.

Unit III : Sculpture and Bronze Idols

Sculpture – Unique features of Sculptures – Pallavas, Cholas, Pandyas, Vijayanagar and Nayak - Bronze Idols – Types of Casting, Features: Chola Icons - Vijayanagar icons

Unit IV : Paintings

Popular Paintings in Tamil Nadu – Panamalai, Sittannavasal, Brihadiswara Temple – Meenakshi Amman Temple, Thiruppudai Marudhur, Chitra Sabha.

Unit V : Fine Arts

Music Instruments – Music Pillars – Dance forms – Devadasi system

Suggested topics for group discussion and presentation:

- Feature of Temples architecture
- Hero Stones.
- Village Deities.
- Architecture of Meenakshi temple .
- Rock Cut Temples Significance of Music Instruments

Suggested Readings:

Text Books:

1. Bala Subramani, S.R., Early Cholas art and architecture, Bureau of Tamil Publication, Madras, 1966.
2. Vetri Selvam, Big Temple in TamilNadu (Tamil) Manivasagar Publication ,Chennai, 1989.

Reference Books:

1. Rajukali Dos, Temple --- of Medieval Tamilaham, Vijay Publication, Madurai, 1989.
2. Sareeh, S.R. Temples of India, Anmol Publication, New Delhi, 1993.
3. Lionel D.Barnett, Antiquities of India, Asian Educational Service Publisher, Madras ,1994.

- 4 Ronald M. Bernier, Temple Art of Kerala, S.Chand & Company Ltd, New Delhi, 1982.
- 5 Srinivasam, K.R., Temples of South India National Book Trust, New Delhi, 1972.

Web Sources:

- www.Archive.org
- [www.Indiainculture.gov.in\(e.books\)](http://www.Indiainculture.gov.in(e.books))
- <https://www.jstor.org/stable/40278913>

Course Title : General Essay

Semester: III

Course code: LPHSC31

Contact Hours:---

Credits: 2

Course Learning Outcomes:

On completion of this course, the students are able to

- acquire knowledge about democracy of India
- explain the salient features of unity in diversity
- discuss about the relation with neighboring countries
- analyse the various stages of Indian constitution.
- describe the fundamental rights of women.

Pre- required Knowledge:

- Values of Democracy
- Preparation of History for competitive examinations
- Development of Indian Education

Unit I: Indian Democracy

Secularism – Communalism – Unity in diversity.

Unit II: Educational Policy

Reservation and Mandal Commission –Educational committees.

Unit III: Foreign policy of India

Relation with China – Pakistan – England – America – Russia.

Unit IV: Indian Constitution

Framing of Indian Constitution – features – centre and state relations.

Unit V: Women Rights

Gender discrimination – Women's Rights and empowerment.

Suggested topics for group discussion and presentation:

- Unity in diversity.
- Mandal Commission
- Foreign policy
- Salient Features Indian Constitution
- Women Rights

Suggested Readings:

Text Books:

1. Agarwal R.C., Constitutional History of India and National movement, VC Publication, New Delhi, 1974
2. Appadurai A., Essays In Indian politics and foreign policy, Vijayan Publication, Chennai, 1971.

Reference Books:

- 1 Gupta D.C., Indian government and politics, Jolak Publication, New Delhi, 1978.
- 2 HariRao. U.N., Modern India, Rao Publication, Madras, 1958.
- 3 Khanna. O.P.(ed)., Topical essays, RG Publisher, Mumbai, 1972.
- 4 Keswani, K.B. History of Modern India, Himalaya Publishing House, Delhi, 1995.
- 5 Mahajan, V.D. Fifty years of Modern India (1919-1969) , S. Chand and Co, New Delhi, 1970.

Web Sources:

1. <https://www.jstor.org>
2. <http://ndl.iitkgp.ac.in>
3. www.Archives.org

Course Title :Mass Communication.	Semester: III
Course code: LPHSSC32	Contact Hours:---
	Credits: 2

Course Learning Outcomes:

On completion of this course, the students are able to

- acquire knowledge about the importance of print media.
- develop knowledge about the functions of All India Radio and private TV channels.
- understand the development of communication.
- analyse the beneficiary schemes of postal and Telecommunications.
- develop the skills in satellite communication.

Pre -required knowledge:

- Importance of News Papers.
- Role of Audio Visual media.
- Advantages of costal and Telecommunications.

Unit I: Development of Communication.

Genesis and development – importance.

Unit II: Print Media.

Origin and development – Dailies – The Hindu – The New Indian Express – Times of India – Vernacular – Dinamani – Manorama – News Agencies – PTI, Reuters.

Unit III: Development of Audio and Visual media.

All India Radio – Doordarshan – Private channels – Sun Network – NDTV – International Channels – Star Network – BBC – CNN.

Unit IV: Kinds of Communications

Types of communications – Postal- Telecommunications – BSNL – VSNL – MTNL.

Unit V: Satellite Communications.

Internet – Cellular Services in India – BSNL – Airtel, Vodafone, TATA, Reliance Communications.

Suggested topics for group discussion and presentation:

- Communications.
- News Agencies.
- All India Radio.
- BSNL.

- Satellite Communications.

Suggested Readings:

Text Books:

1. RangaswamiParthasarathy, Journalism in India, Sterling Publishers, New Delhi, 1997.
2. Natarajan,S., A History of the Press in India, Asia Publishing House, Bomaby, 1962.

Reference Books:

1. NadrajKrishnamurthi, Indian Journalism, University of Mysore, Mysore, 1966.
2. Frank Moraes, Witness to an Era, Vikas Publishing House, Delhi, 1977.
3. ChalapatiRamu, M.,The Romance of the Newspaper, National Council of Educational Research and Training, Zebra Publication, Delhi, 1975.
4. John V. Vilanilam, Growth and Development of Mass Communication in India, Chopra Publisher, New Delhi, 2003.
5. Seema Hasan, Mass Communication Principles and Concepts, USI Publisher, New Delhi, 2020.

Web Sources:

1. www.massmedia.com.
2. www.masscommunication.com
3. www.journalism.com

Course Title : Indian History for Competitive Exams	Semester: III
Course code: LPHSNM31	Contact Hours: 5
	Credits: 4

Course Learning Outcomes:

On completion of this course, the students are able to

- understand the Indus Valley Civilisation.
- explain the administration of Mughals.
- analyse the causes and result of 1857 Mutiny.
- describe the salient features of Constitution of India.

- assesses the current events in India and abroad.

Pre- required knowledge:

- Topics of competitive exams.
- Need of General Knowledge.
- Importance of Competitive exams.

Unit I : Ancient Indian History

Sources, - Indus Valley Civilization- Vedic Period - Mauryan Dynasty Buddhism and Jainism- Guptas.

Unit II: Medieval Indian History

Advent of Islam- Establishment of Delhi Sultanate – Mughals and Marathas- Advent of Europeans-Expansion and consolidation of British Rule- Social Reforms-Religious Movements.

Unit III: Indian National Movement

1857 Revolt - Indian National Congress – Gandhian Era – Role of Tamil Nadu in Freedom Struggle.

Unit IV: Indian Polity

Constitution of India-Preamble- Salient Features - Fundamental Rights and Duties - Panchayat Raj - Center and State Relation- Emergency Provisions- Election Commission- Amendments.

Unit V: Current Events

Profile of States - Defense - National Security and Terrorism, NGO - Eminent Persons and Places- Sports - Books and Authors-Cultural Panorama – Historical Events in India – Covid 19 .

Suggested topics for group discussion and presentation:

- Mauryan Administration.
- Establishment of Delhi Sultanate.
- Indian National Movement.
- Emergency Provisions.
- Covid 19

Suggested Readings:

Text Books:

1. Ishwari Prasad, History of Medieval India, The Indian Press Ltd., Calcutta, 2006.
2. BipinCandra, History of Modern India, Orient Blackswan Publication, Hyderabad, 2009.

Reference Books:

1. NilakandaSastri, K. A. History of South India, Oxford Publication, Calcutta, 1982.
2. Basham, A.L. Wonder that was India, Rupa and Co Publisher, Delhi, 1967.
3. Bipan Chandra, Modern India, NCERT, New Delhi, 2005.
4. India and the contemporary World- I and II, NCERT, New Delhi.2000
5. Indian History, Part I,II, and III, NCERT, New Delhi,2007.

Web Sources:

- www.clearIAS.com
- www.jagranJosh.com
- www.UPSC.gov.in

DEPARTMENT OF ENGLISH - PG-CBCS -LOCF

Title Of The Course: English For Career Development (NME) Semester: III

Course code: LPENNM31

Contact hours: 5hrs/w

Credits: 4

Course Learning Outcomes:

On completion of the course, the students are able to

- have the comprehensive understanding of the language ability required in the competitive examination
- effectively use the vocabulary for the fluent and accurate communication
- exercise their grammatical competence in their communications
- confidently meet the job interview requirements

- practise the proficient language skills in all Professional and social interactions

Pre-required knowledge:

- Use of Basic Grammar for Job
- Communicative English for Career
- Writing Skills for Job Purposes

Unit I

Situational Grammar, Tenses, Voices, Prepositions, Articles

Unit II

Sentence Completion

One word Substitution

Homonyms

Phrasal Verbs

Unit III

Reading Comprehension

Analogy

Jumbled Sentence

Errors and How to avoid them

Unit IV

Job Application and Preparing a CV

Expansion of Idea

Report Writing

Essay Writing

Unit V

Interview

Group Discussion

Tips for taking Exam

Suggested Topics for presentation:

- Application process for various jobs
- Providing strategies for identifying the jobs
- Preparing resume for professional jobs
- Writing a clear and concise formal letter
- Developing interview skills

Suggested Readings:

i)Text Book:

Bhatnagar, R. P. *English for Competitive Examinations*, Madras: Laxmi Publication, 2009.

ii)Reference Books:

1. Sharma, Manish. *ITI Employability Skills*. Neelkand publishers, 2016.
2. Dixit, Shilpi. *Employability Skills*. BFC Publications, 2021.
3. Dhanavel, S. P. *English and Soft Skills*. Orient Blackswan, 2011.

iii)Web Source:

1. <https://www.coursera.org/learn/careerdevelopment>
2. <https://www.my.mooc.com/en/mooc/english-for-careerdevelopment>
3. <https://www.naukri.com/learning/english-for-careerdevelopmentcourse-couri202>

Course Title : Indian History for Competitive Exams (NME)	Semester: III
Course code: LPHSNM31	Contact Hours: 5
	Credits: 4

Course Learning Outcomes:

On completion of this course, the students are able to

- understand the Indus Valley Civilisation.
- explain the administration of Mughals.
- analyse the causes and result of 1857 Mutiny.
- describe the salient features of Constitution of India.
- assess the current events in India and abroad.

Pre- required knowledge:

- Topics of competitive exams.
- Need of General Knowledge.
- Importance of Competitive exams.

Unit I : Ancient Indian History

Sources, - Indus Valley Civilization- Vedic Period - Mauryan Dynasty Buddhism and Jainism- Guptas.

Unit II: Medieval Indian History

Advent of Islam- Establishment of Delhi Sultanate – Mughals and Marathas- Advent of Europeans-Expansion and consolidation of British Rule- Social Reforms-Religious Movements.

Unit III: Indian National Movement

1857 Revolt - Indian National Congress – Gandhian Era – Role of Tamil Nadu in Freedom Struggle.

Unit IV: Indian Polity

Constitution of India-Preamble- Salient Features - Fundamental Rights and Duties - Panjayat Raj - Center and State Relation- Emergency Provisions- Election Commission- Amendments.

Unit V: Current Events

Profile of States - Defense - National Security and Terrorism, NGO - Eminent Persons and Places- Sports - Books and Authors-Cultural Panorama – Historical Events in India – Covid 19 .

Suggested topics for group discussion and presentation:

- Mauriyan Administration.
- Establishment of Delhi Sultanate.
- Indian National Movement.
- Emergency Provisions.
- Covid 19

Suggested Readings:

Text Books:

1. Ishwari Prasad, History of Medieval India, The Indian Press Ltd., Calcutta, 2006.
2. Bipin Candra, History of Modern India, Orient Blackswan Publication, Hyderabad, 2009.

Reference Books:

1. NilakandaSastri, K. A. History of South India, Oxford Publication, Calcutta, 1982.
2. Basham, A.L. Wonder that was India, Rupa and Co Publisher, Delhi, 1967.
3. Bipan Chandra, Modern India, NCERT, New Delhi, 2005.
4. India and the contemporary World- I and II, NCERT, New Delhi.2000
5. Indian History, Part I,II, and III, NCERT, New Delhi,2007.

Web Sources:

- www.clearIAS.com
- www.jagranJosh.com
- www.UPSC.gov.in

DEPARTMENT OF ECONOMICS – PG – LOCF

Title of the Course: Economics for Competitive Examinations(NME)	Semester: III
Course Code: LPECNM31	Contact Hours: 5hrs/w
	Credits: 4

Course Learning Outcomes

On completion of the course, the students are able to

- Grasp the measures of Economic development and role of NITI Aayog
- Acquire the Skill of analysing the Government policies on poverty and population growth.
- Evaluate India's trade policy and gain knowledge on IMF, IBRD and ADB.
- Analyse the working of Indian Money Market.
- Understand the issues in the Indian Federal system and competently appear for Competitive examinations.

Pre- required Knowledge

- Economic growth, Economic development and Economic Planning.
- Absolute Poverty Vs Relative Poverty.

- Internal trade Vs International trade.
- Indian Financial Market: Meaning and Structure.
- Direct tax, Indirect tax and Non-tax Revenue.

Unit I: Economic Development and Planning

National Income – Various Committees on National Income estimation – Measures of Economic Development(PQLI, HDI, HPI and GDI) – National Income as a measure of welfare – Green Revolution and agriculture development- History of Economic Planning in India – Planning Commission Vs NITI Aayog – India’s role in BRICS.

Unit II: Population and Poverty

Population growth in India – Demographic features of India - India’s Population Policy – Report of Lakdawala, Tendulkar and Rangarajan Committees on Poverty (Salient Points only) – Poverty Eradication Programme (IRDP, PMGAY, MGNREGA).

Unit III: International Trade Policy and Institutions

India’s Trade Policy – Special Economic Zones – Foreign Investment Policy – Foreign Exchange Rate Policy – FEMA – Globalisation and WTO – International Financial Institutions: IMF, IBRD and ADB.

Unit IV: Indian Money Market

Money Market: Features and instruments – Banking Sector Reforms – Primary Market Reforms – Inflation and controlling measures in India

Unit V: Federal Financial System in India

Federal Structure – Consolidated and Contingency Funds of India – Public Account – Centre – State Financial Relation – Finance Commission – GST and GST Council - Fiscal Sector reforms in India – State Finances – Fiscal Responsibility and Budget Management (FRBM) Act - Local Finances.

Suggested topics for group discussion/ Presentation

NITI Aayog differs from Planning Commission in terms of composition and powers.

Poverty estimation suffers from various methodological issues.

International Monetary Fund (IMF) provides international liquidity.

Indian Banking Sector reform measures are based on Basel- III norms.

State governments are suspicious of the motives of the government of India in raising and sharing of tax revenues with them.

Suggested Readings

Text Books

1. Ramesh Singh(2019), Indian Economy for Civil services, Universities and other Examinations, McGraw Hill Education, New Delhi.
2. Misra and Puri, (2019), Sectoral Problems Of Indian, Economy, Himalayas Publishing House.
3. Rudder Datt and Sundaram, (2018), Indian Economy, S. Chand, New Delhi.

Reference Books

1. Francis Cherunilam, (2019) International Trade and Export Management, Himalaya Publishing House.
2. Uma kapila (Ed.) (2018), Indian Economy since independence, Academic Foundation, New Delhi, 29 th edition.
3. Gupta. K. R and Manoranjansharma (2018) , Indian Economic Policies and Data McGraw Hill Publications.
4. Abhijit, V. Banerjee et al. (2017), poverty and income distribution I India, juggernaut, New Delhi.
5. Prakash B.A (2009) , The Indian Economy since 1991, Edited Book, Pearson Education New Delhi.
6. Iswar C. Dhinkara, (2009) , The Indian Economy: Environment and Policy, Sultan Chand and Co.
7. Manmohan Agarwal and Amit shovon Toy, (2007) ,Globalisation and the Millinnium Development Goals, Orient Black Swan, Hyderabad.

8. Brahmananda, P. R, and V. R. Panchmuki (Eds) (2001), Development Experience in the Indian Economy: Interstate Respective, Bookwell, Delhi.
9. Ahluwalia, I. J and I. M. D. Little (Eds) , (1999), India's Economic Reforms and Development, oxford Universities Press, New Delhi.
10. Agarwal, A.N, (1981), Indian Economy, Vishwa prakashan, New Delhi.

Web Sources

<https://www.vedantu.com/commerce/national-income>

https://en.m.wikipedia.org/wiki/Demographics_of_India

<https://en.m.wikipedia.org/wiki/Federation>

DEPARTMENT OF COMMERCE - PG - CBCS - LOCF

Title of the Paper: Entrepreneurship Development (NME)	Semester: III
Course Code: LPCONM31	Contact Hours: 5hrs/w Credit: 4

Course Learning Outcome:

- On completion of the course, the students are able to
- know the factors affecting entrepreneurial growth.
 - identify the problems faced by women entrepreneurs.
 - identify the various institutional support to the entrepreneur.
 - advocate for subsidy and incentives to be received from the Government.
 - prepare the project reports.

Pre-required knowledge:

- ✓ Entrepreneurial venture
- ✓ Scope for women entrepreneurship
- ✓ Financial assistance from government

Unit- I: Introduction to Entrepreneurs

Entrepreneur - Definition - Concept - Characteristics - Qualities - Classification of entrepreneurs - Entrepreneur Vs Manager - Role of Entrepreneurs in the economic development -- Factors affecting entrepreneurial growth.

Entrepreneurship- Concept - Distinction between Entrepreneur and Entrepreneurship

Unit- II: Women Entrepreneurs

Introduction - Definition - Problems - Suggestions to overcome - Government steps towards Women Entrepreneurs - Institutions support to women Entrepreneurs in India.

Entrepreneurship Development Programmes (EDP):

Meaning - Objectives - Stages in EDP- Pre-training Stage - Training phase - Post Training - Evaluation and Feedback of EDP.

Unit- III : Assistance to Entrepreneurs:

Financial and Non-Financial Institutions - TIIC and SFC - DIC - SIDBI - SIDCO - Commercial Banks.

Unit- VI : Incentives and Subsidies:

Incentives and subsidies of State and Central Govt - Objectives -Aims - Tax Concession - Assistance to MSME's - Backward areas - Industrial Estates

Unit-V : Project Report:

Meaning - Steps - Contents - Reasons for failure of a Project Report – Format – Guidelines.

Suggested Topics/Practical Exercises:

The learners are required to

- ✓ list the various factors affecting entrepreneurial growth.
- ✓ explain the steps to overcome the problem face by women entrepreneur.
- ✓ name any two financial institutions supporting entrepreneurs to grow in Tamilnadu.
- ✓ cite examples for the growth of business using Seed Capital Assistance / Scheme.
- ✓ draw a project report for a new business concern.

Suggested Readings:

(i) Text Books

1. Gupta.C.B. (2018). Entrepreneurship Development. New Delhi: Sultan Chand and Sons.

2. Gordon. E. and Dr. Natarajan. K. (2020). Entrepreneurship Development. Mumbai: Himalaya Publishing House.

(ii) Reference Books

1. Gupta . C.B.& Srinivasan. N.P. (2018), Entrepreneurship Development. New Delhi: Sultan Chand and Sons.
2. Khanka S.S. (2018) Entrepreneurial Development. New Delhi: S.Chand & Company Ltd..
3. Kanishka Bedi. (2012). Management and Entrepreneurship, New Delhi: Oxford University Press.

(iii) Web-Sources:

1. www.tiic.in
2. www.sidco.in
3. www.dic.in

DEPARTMENT OF MATHEMATICS – PG – CBCS - LOCF

Title of the Course: Mathematics for Competitive Examinations (NME) Semester: III

Course Code: LPMSNM31 Contact Hours : 5hrs/w Credit: 4

Course Learning Outcomes:

- On completion of the course, the students are able to
- formulate the problem quantitatively
 - recall appropriate arithmetical methods to solve the problem
 - demonstrate various principles involved in solving mathematical problems.
 - evaluate various real life situations by resorting to analysis of key issues and factors
 - develop various mathematical skills to solve the problems

Pre-required Knowledge:

- ✓ Addition and subtraction
- ✓ multiplication and division
- ✓ product tables

Unit I: Quantitative Aptitude - I

HCF and LCM of numbers-Decimal Fractions – Simplification - Average-Problems on numbers-Problems on ages.

Unit II: Quantitative Aptitude – II

Percentage-Profit and loss-Ratio and proportion-Partnership-Simple interest-Compound interest.

Unit III: Quantitative Aptitude - III

Time and work-Time and distance-Problems on trains-Alligator or mixture.

Unit IV: Quantitative Aptitude and logic

Calendar – Clocks – Stock and shares - Odd man out and series.

Unit V: Reasoning

Verbal and non-verbal reasoning- verbal Reasoning – Analogy - Mathematical operations – Inserting the character. Non-Verbal Reasoning – Analytical Reasoning

Suggested Topics for Group Discussion/ Presentations:

1. Simplification
2. Simple and compound interest
3. Problems on trains
4. Stock and shares
5. Non-verbal reasoning

Suggested Readings:

(i) Text Books:

1. R.S. Agarwal, Quantitative Aptitude for Competitive Examinations Revised and Enlarged edition, S.Chand Publications, New Delhi, Reprint 2007.
2. R.S. Agarwal, Verbal and Non-Verbal reasoning S.Chand Publications, New Delhi, Reprint 2009.

Unit I: Book1: Section 2,3,4,6,7& 8.

Unit II: Section 10,11,12,13,21 & 22.

Unit III: Section 15,17,18& 20.

Unit IV: Section 27,28,29 & 35.

Unit V: Book 2:Part I – Section I- 2,13 &16. Part II – Section – 4

(ii) Reference books:

1. R.Gupta, Quantitative Aptitude, Unique Publishers Pvt. Ltd, 2013.
2. Arora. P.N. and Arora. S., Quantitative Aptitude Mathematics, Volume-1 S Chand & Company Ltd., New Delhi, 2009.
3. Kothari. C.R., Quantitative Techniques, Vikas Publishing House Pvt. Ltd., New Delhi, 1989.
4. Srinivasan. T.M., Perumalswamy. S. and Gopala Krishnan. M.D., Elements of Quantitative Techniques, Emerald Publishers, Chennai, 1985.

(iii) Web Resources:

1. <https://mathematician0.weebly.com/>
2. <https://youtu.be/rHzggZDdte4>
3. <https://youtu.be/ZADjT-wsQJw>
4. <https://youtu.be/ETiRE7N7pEI>
5. <https://www.youtube.com/watch?v=tnC9oJlTRg4&list=PLpyc33gOcbVA4qXMoQ5vmhefTruk5t9It>

DEPARTMENT OF CHEMISTRY – PG – CBCS-LOCF

Title of the paper: CHEMISTRY FOR ALL (NME) Semester: III

Course Code:LPCHNM31 Contact Hours: 5hrs/w Credits: 4

Course Learning Outcomes:

On completion of the course, the students are able to

- ✓ know the basic chemistry involving types of elements and chemical reactions.
- ✓ study different concepts of acids and bases and various chemical processes
- ✓ gain awareness on Pollution and types of pollution

- ✓ know the details of plastics, glass, cement, types of fuels
- ✓ gain knowledge in vitamins, food adulterants and Classification and biological functions of antibiotics

Pre-Required Knowledge

- ✓ Properties of Metals and non-metals
- ✓ Isotopes, Isobar and isotones
- ✓ Stability of Colloidal solution
- ✓ Thermosetting and thermoplastics
- ✓ Green house effect and global warning

Unit I: BASIC CHEMISTRY- I

Elements – atoms and molecules – Metals and non metal – metalloids, alloy, ore and minerals - Chemical formulae and symbols – Important basic terms such as pressure, volume, atomic mass, molecular mass, temperature, atomic number – Types of chemical reactions (exothermic and endothermic, Physical and chemical changes, oxidation and reduction) – ideal and real gas - Important laws of Chemistry (Boyle's law, Charles's law, Hess's law, Graham's law of diffusion, Beer's law, Henry's law, Faraday's law, Law of conservation of matter or energy).

Unit II: BASIC CHEMISTRY- II: (Only elementary idea can be given)

Different concepts of Acids and Bases (Arrhenius, Bronsted and Lewis) – pH concept (no calculation) – Water – Hard and soft water - Chemical nature of metals- Steel and iron (no manufacture) – heat treatment of steel – Solutions and their types (True, Colloidal and suspension) – uses of colloidal solution – Buffer solution – Nuclear Chemistry – isotopes and radioactivity Definitions of some important chemical processes (Haber's, Contact's, Ostwald's, Processes)

Unit III: ENVIRONMENTAL CHEMISTRY

Pollution and types of pollution – Composition of atmosphere – Major regions of atmosphere and their characteristics – Elementary idea of Green house effects and

Acid rain – Air pollution – Control of air pollution and their harmful effects – CFC, Global warming, substitute for CFC (Just name only)-Water pollution – Dissolved oxygen – BOD, COD and TDS (elementary idea only)

Unit IV: CHEMISTRY IN SERVICE OF MAN –I: (Only elementary idea can be given)

Plastics – Classification with examples – Polymer (natural and synthetic) – Soaps and Glass – Annealing of glass – Cement – Constituents and setting and hardening of cement – Rubber – Types with examples and vulcanization of rubber- Corrosion of metal – prevention – Lubricants (definition and classification) – Fuel – Classification with suitable examples - calorific value – LPG and Rocket fuel.

Unit V: Chemistry in service of man –II: (Only elementary idea can be given)

Food adulterants – common food adulterants and their harmful effects and tests to identify them– Classification and biological functions of Vitamins A, B6, B12, C, D, E and K (structural elucidation not required) – Classification and biological functions of antibiotics – penicillin, chloroamphenicol, streptomycin and tetracycline.

SUGGESTED TOPICS FOR GROUP DISCUSSION/ PRESENTATIONS

- ✓ Metals and nonmetal
- ✓ Steel and iron
- ✓ Green house effects
- ✓ vulcanization of rubber
- ✓ organic and Inorganic pesticides

Suggested Readings

Text Books:

1. A Text book of Environmental Chemistry, O.D.Tyagi, M. Mehra, Anmol Publication, 1990.
2. Puri, Sharma and Pathania, Principles of Physical Chemistry, Vishal Publishing Co., 2004

3. Puri, Sharma and Pathania, Principles of Inorganic Chemistry, Vishal Publishing Co., 2004

Reference Books:

1. Applied Chemistry, K. BagawathiSundari, MJP Publishers, Chennai – 2006.
2. General Studies Manual, The TMH Publishers, 2008
3. Basic concepts of chemistry (HB) by Pegasus sold by Amazon Asia-Pacific Holdings Private Limited, 2018.

Websites and e-Learning Sources:

1. <https://youtu.be/eJXL0lrbtqE>
2. <https://2012books.lardbucket.org/pdfs/beginning-chemistry.pdf>
3. <https://youtu.be/J0v3stz7izA>
4. <https://youtu.be/EyBkPwsRY2E>
5. https://youtu.be/yU3GwJu_yNA
6. <https://youtu.be/uMBeXHnWhsE>
7. https://youtu.be/lUg7r7fu_eo
8. <https://youtu.be/eJXL0lrbtqE>

DEPARTMENT OF BOTANY - PG - CBCS - LOCF

Title of the Course: Plants and Human Welfare (NME)	Semester: III
Course Code: LPBYNM31	Contact hours: 5hrs/w
	Credit: 4

Course Learning Outcomes:

On completion of the course, the students are able to

- acquire knowledge on Plants as food
- understand the cultivation of mushrooms.
- recognize the need of plant drugs.
- familiarize with the wood and its types.
- come to know about the Organic farming.

Pre-required knowledge:

- Plant groups
- Raw drugs

- Farming techniques

Unit I: Plants as food

Importance of plant genetic resources and utilization. Present status of resources in India. Agricultural, vegetable, horticultural and medicinal plants. Higher plants as food - Cereals- Rice, Pulses- Pigeon pea.

Unit II: Cultivation of mushrooms – *Pleurotus*

General characters of mushroom – present status of the mushroom industry in India common edible and non-edible mushrooms. Nutritive and Energy value of edible mushrooms.

Unit III: Biological Drugs

Brief history and scope of raw drugs of plant origins. Definition, herbals, classification and description. Classification of vegetable drugs. Biological sources of drugs.

Unit IV: Timbers

Structure of wood, sap wood – heart wood transition, properties of wood (Physical, chemical & mechanical). Dendrochronology and its significance. Commercial uses of woods of South India - Teak (*Tectona grandis*), Neem (*Azadirachta indica*).

Unit V: Organic farming

Organic farming, vermin-composting. Leguminous plants in green manuring. Biofertilizer -*Rhizobium* and Blue green algae (*Nostoc*); Biopesticides: *Bacillus thuringiensis*.

Suggested Topics for Seminar/Presentation/Group Discussion:

- Plants as food
- Recent methods for mushroom cultivation
- Biological sources of drugs
- Dendrochronology and its significance
- Techniques of vermicomposting and Methods of organic farming

Suggested Readings:

Text Books:

1. Albert F. Hill. (1952). Economic Botany. Tata McGraw-Hill Publishing Company Ltd., New Delhi.
2. Pradeep Sachdeva. (2014). A Naturalists Guide to the Trees & Shrubs of India. *Prakash books Publishers*, Chennai. ISBN: 978817599408.
3. Board Eiri (2008) Hand Book of Tree Farming. *Engineers India Research Institute Publishers*. New Delhi.
4. Suman, B.C. & Sharma, V.P. (2007). Mushroom cultivation in India. *Daya Publishing House*, Delhi.

Reference Books

1. Dorian Q. Fuller, Eleni Asouti. (2008) Trees and Woodlands of South India. *Munshiram Manoharlal Publishers*. New Delhi. ISBN: 9788121512145.
2. Sanjay Tiwari, and Nikhil Devasar. (2019). 100 Indian Trees: The Big Little Nature Book. *DK India publishers*, New Delhi.
3. Neginhal S.G. (2020). Forest Trees of South India. *Notion Press publishers*, Chennai.
4. Diego Cunha Zied, Arturo Pardo-Gimenez. (2017). Edible and Medicinal Mushrooms: Technology and Applications. *John Wiley & Sons*.
5. Kochhar, S.L. (1981). Economic Botany in the Tropics. *McMillan India Ltd.*, Madras.
6. Mukharjee, S.K. (1969). Survey of Plants of India. *Bull. Botanical Survey India*, 11(3): 217-223.
7. Sambamurthy, A.V.S.S. and N.S. Subramaniam. (1989). A Textbook of Economic Botany. *Wiley Eastern Ltd.*, New Delhi.
8. Albert E Hill and O P Sharma (1996). Economic Botany. *Tata McGraw Hill Co. Ltd.*, New Delhi.
9. Anonymous. (1948-1976). The Wealth of India - A Dictionary of Indian Raw Materials and Industrial Products. Vol. I to X. *Publication and Information Directorate, CSIR*, New Delhi.

Web Sources:

1. <https://byjus.com/biology/food-sources-animal-plant-products/>
2. <https://foodplantsinternational.com/>
3. https://namyco.org/mushroom_cultivation_resources.php
4. <https://www.fs.fed.us/wildflowers/ethnobotany/medicinal/index.shtml>

DEPARTMENT OF PHYSICS – PG – CBCS - LOCF

Title of the Course: Physics for Competitive Examinations (NME) Semester: III

Course Code: LPPHM31 Contact Hours: 5hrs/w Credit: 4

Course Learning Outcomes:

On completion of the course, the students are able to

- understand various systems of units and newton's laws of motion
- acquire the basic knowledge on gravitation
- understand the various aspects in electrostatics and electricity
- have knowledge on various properties of light
- understand the electronic devices, circuits and various number systems

Pre-Required Knowledge:

- ✓ Gravitational force, acceleration due to gravity mass and other physical quantities
- ✓ Heat, energy, temperature, basic mathematics, basic ideas on charge and current
- ✓ Elementary idea on planetary systems and space

Unit I: Systems of Units and Newton's Laws

System of units S.I.- Fundamental units- derived units – Dimension of physical quantity – uses of dimensional equations – limitation of dimensional analysis. Force and inertia, Newton's first law of motion – momentum – second

law of motion – conservation of linear momentum – Newton's Third law of motion – friction – laws of limiting friction – static and dynamic friction.

Unit II: Gravitation

Gravitation-Kepler's law of planetary motion – universal law of gravitation – acceleration due to gravity – variation of 'g' at poles – equator – Altitude – depth – rotation of earth – difference between mass and weight – Inertial mass and gravitational mass –Satellite – Orbital velocity – escape velocity – Rocket.

Unit III: Electrostatics and Electricity

Charge and fields – Coulomb's law – electric field due to a point charge – Gauss law – Application of Gauss law – Electric field due to parallel sheet of charge – Electric potential –Potential due to a point charge – Capacitor – Principle of a capacitor – Capacitance of a parallel plate capacitor –Effect of dielectric on capacitance – current and resistance – Electric current –Current density – Expression for current density – Ohm's law and electrical conductivity – Kirchoff's law – Application of Kirchoff's law to Wheatstone network and measurement of resistance.

Unit IV: Optics and Sound

Light – Reflection of light – Laws of reflection – Refraction of light – Laws of reflection – Dispersion visible range dual nature – Total internal reflection – Laser – Interaction of light with matter – Population inversion - Applications of laser. Simple Harmonic motion – Progressive wave properties – stationary waves – properties – ultrasonic – Properties and applications.

Unit V: Electronics

Difference between conductor, insulator and semiconductor using band theory – Intrinsic and extrinsic semiconductor – semiconductor diode –diode as a rectifier – Photo diode – LED – Zener diode as a voltage regulator – Number system – Binary, octal, Hexadecimal – Inter conversion – Cray code – exes 3 code , ASCII code – Basic gates – De-Morgan's theorem – Universal gates – Binary

addition –Binary subtraction – 2's complement method - 1's complement method – binary multiplication – binary division.

Suggested Topics for Group Discussion/Presentation:

- ✓ Newton's laws of motion, concept of friction and its associated quantities
- ✓ Newton's law of Gravitation-Kepler's law of planetary motion,
- ✓ Electrostatics force, Electric field, electric potential, capacitors. Ohm's law Kirchoff's law
- ✓ Various properties of light, laser fundamentals and applications, Ultrasonics and applications.
- ✓ Various types of semiconductor devices, binary number systems

Suggested Readings:

(i) Text Books:

1. Murugesan, R. Mechanics, Properties of matter and sound. For Bsc ancillary physics, Reprint (2016).
2. Murugesan, R. Optics, Spectroscopy and Modern Physics, For Bsc ancillary physics, 1st edition (2017).
3. Murugesan, R. Electricity and electronics, for B.Sc Ancillary Physics, 1st edition, (2014).

(ii) Reference Book:

Halliday, D. Resnick, R and Walker, J. Principle of Physics, International Student version, Wiley India Private Ltd., 9th edition, reprint (2012).

(iii) Web Sources:

1. <https://www.khanacademy.org/science/physics>
 2. https://ocw.uci.edu/courses/physics_3a_basic_physics.html
 3. <https://www.concepts-of-physics.com/dr-hc-verma/videos.php#hc-verma-videos-on-mechanics>
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DEPARTMENT OF STATISTICS – PG (SF) – CBCS – LOCF

Title of the Course: Statistical Methods

Semester: III

Course Code: LPSTNM31

Contact Hours: 5

Credits: 4

Course Learning Outcomes:

On completion of the course, the students are able to

- apply various techniques measures of central tendency in distribution.
- demonstrate the knowledge of using various distributions for statistical analysis.
- gain knowledge of exponential curve for real world problems.
- develop the concepts of correlation and regression.
- apply the basic concepts of various index numbers method.

Pre Required Knowledge:

- ✓ Basic knowledge of Mean, Median and Mode.
- ✓ Fundamental ideas of the straight line.
- ✓ Apply the Simple index numbers.

Unit I: Measures of Central Tendency

Arithmetic mean – Geometric mean – Harmonic mean – Median – Mode.

Unit II: Measures of Dispersion

Range – Quartile deviation – Average deviation – standard deviation.

Unit III: Curve Fitting

Scatter diagram – Principle of least squares – Fitting a straight – Fitting a second degree parabola – Fitting the exponential curve – Reduction to the linear form.

Unit IV: Correlation and Regression

Karl Pearson's method – Regression – Angle between the regression lines – Standard error of estimate – Rank correlation – Spearman's rank correlation.

Unit V: Index Numbers

Use of index numbers – Types of index numbers – Construction of index numbers – Simple index numbers – weighted index numbers – The tests for a good index number – Chainbase index numbers.

Suggested Topics for Group Discussion/ Presentation

- ✓ Arithmetic Mean, Median and Mode.
- ✓ Range and Quartile deviation.
- ✓ Reduction to the linear form.
- ✓ Rank correlation and Spearman's Rank Correlation.
- ✓ Simple index numbers and weighted index numbers.

Suggested Readings:

i) Text Book:

1. T. Sankaranarayanan, Joseph A. Mangaladoss, Statistics and its Applications, Seventh Edition, Presi – Persi Publications, 1994.

Unit I : Chapter 2

Unit II : Chapter 3

Unit III : Chapter 5

Unit IV : Chapter 6

Unit V : Chapter 9

ii) Reference Books:

1. S. Arumugam and A. Thangapandi ISAAC, Statistics, New Gamma Publications, 2006.
2. R. S. N. Pillai and V. Bagavathi, Statistics, S. Chand, 2002.
3. J. K. Sharma, Business Statistics, Pearson Education, 2004.
4. S. P. Gupta, Elementary Statistical Methods, Sultan Chand & Sons, 2009.

iii) Web Sources:

1. <http://www.zstatistics.com/>
2. <https://youtu.be/eLRfRLsYN0A>

3. <https://youtu.be/cieQc7SWszM>
4. <https://youtu.be/3Grc9nVymm0>
5. <https://youtu.be/rEAgERuKIsM>

DEPARTMENT OF HISTORY – PG - CBCS – LOCF

Course Title : Contemporary History of India **Semester: IV**
from 1947 to 2014 CE

Course code: LPHSCT41 **Contact Hours:6** **Credits: 5**

Course Learning Outcomes:

On completion of the course, students are able to

- understand the history of contemporary India.
- analyse the achievements of Independent India.
- evaluate the reorganisation of linguistics states.
- estimate the social development during 1991-96.
- discuss the foreign policy of Dr.Manmohan Singh.

Pre- required knowledge:

- India freedom struggle.
- British administration of India..
- Party system of India

Unit I: Nehru Era

Nehru era (1947-64) – Integration of Princely States – Integration of French and Portuguese territories – Linguistic Re-organization of states – Planning commission – Indo China war 1962..

Unit II:LalBahadur Shastri to Moraji Desai

Lal Bahadur Shastri (1964-66) – Food crisis – Anti-Hindi Agitation-Indo Pak War 1965 – Indira Gandhi – Nationalization of Banks –Emergency Regime (1975-77) – 20 Point programme – Janata rule – Moraji Desai – Rolling plan – Shaw commission – Charansingh.

Unit III: Indira Gandhi and Rajiv Gandhi

Indira Gandhi 1980-84 – Operation Blue Star- Assassination of Indira Gandhi – Rajiv Gandhi 1984-89 –

Bhopal Gas Tragedy – New Education Policy –Technology Mission- Relation with Sree Lanka

Unit IV: V.P.Singh and P.V.Narasimha Rao

National Front Government - V.P. Singh (1989-90) – Reservation policy – Chandrasekar – P.V.Narasimha Rao(1991-96 - Cauvery Water dispute –Demolition of Babri Masjid-India's role in world organizations – Commonwealth – UNO – SAARC- Dr.Manmohan Singh .

Unit V: BJP Government

Vajpayee –Devagowda- I.K.Gujaral- Foreign Policy- Pokran Test II- Kargil War-Dr.Manmohan Singh- Right to Information Act-Foreign Policy.

Suggested topics for group discussion and presentation:

- Re-organization of Indian states
- Indo Pak War 1965
- New Education Policy of Rajiv Gandhi
- India's role in world organization.
- I.K.Gujaral Doctrine.

Suggested Readings:

Text Books:

1. Venkatesan, K. Contemporary History of India, VC publication, Rajapalayam, 2009.
2. Keswani, K.B. History of Modern India, Himalaya Publishing House, Delhi, 1995.

Reference Books:

1. Pylee, M.V. India's Constitution, S Chand and Company Ltd, New Delhi, 2000.
2. .Rajiv Ahir, A Brief History of Modern India, Spectrum Publisher, New Delhi, 2017.
3. Mahajan, V.D. Fifty years of Modern India (1919-1969) , S. Chand and Co, New Delhi, 1970.
4. Pandit, H.N. ,Fragments of History, Sterling Publishers, New Delhi, 1982.

Unit III: Social life of the Tamils

Casteism – Joint Family- Position of women, sati, child marriage, Devadasi system and Reforms - Rise of Regional settlement- Birth and achievements of Justice Party - Impact - self Respect movement – Backward class movement – Depressed class movement – Social legislation.

Unit IV: Religion and literature

Saivism, Vaishnavism, Christianity, Islam, Jainism, minor deities – development of Tamil language and literature – Tamil Renaissance – Development of Fine Arts – music – Dance.

Unit V: Tamilnadu and freedom movement

Role of leaders – Rajaji, Satyamoorthi, Kamaraj, E.V.R. and others– Elected government – Congress Ministries – Anti-Hindi Agitation – The Rule of Dravidan parties – DMK and AIADMK – Social welfare measures – Agricultural and Industrial development.

Suggested topics for group discussion and presentation:

- Anti-Hindi Protest of Tamil Nadu.
- Kamaraj Plan of education
- .Development of Agriculture plans
- Issues of Katchatheevu
- Impact of international Tamil Conferences

Suggested Readings:

Text Books:

1. Swaminathan, A., History of Tamil Nadu, Depa Pathipagam, Madras, 1993.
2. Narayanasamy, Splendour of Tamil Nadu, Sura Books Pvt. Ltd, Chennai, 1991.

Reference Books:

1. Hardgrave. R, The Dravidian Movement, Popular Prakasam Publish, Chennai,1989.
2. Kandaswamy, A Political Carrer of K. Kamaraj Concept Publishing, Pondichari,1999.

3. Kadhivel,S., History of Modern Tamil Nadu, Chandur Publication,Chennai, 1992.
4. NambiArooran, Glimpses of Tamil Culture, Koodal Publishers,2001.
5. Subramanian, N.,Social and Cultural History of Tamil Nadu, Pavai Pathiagam Publiser, Madras 1999.

Web Sources:

- www.tamilnation.org
- [www.Indian Culture.gov.in](http://www.IndianCulture.gov.in) (e-book)
- [www. jstore.org.in](http://www.jstore.org.in)

Course Title : Historiography

Semester: IV

Course code: LPHSCT43

Contact Hours:6

Credits: 4

Course Learning objective:

On completion of this course, the students are able to

- understand the scope and purpose of Historiography
- analyse whether History is a science or Art ?
- examine the contributions of historians to Historiography.
- asses the literary works of Kalhana and AbulFazl.
- evaluate the importance of selection of topic for historical research.

Pre - required Knowledge:

- History and allied subjects
- Eminent Foreign Historians
- Eminent Indian Historians

Unit I : Meaning, Scope and Importance of History

Historiography – Meaning – Definition of History – Scope and Purpose of History and Allied Subjects – Politics, Geography, Economics, Literature and Sociology – Political, Social, Economic, Cultural and Constitutional.

Unit II : History is a Science or Art

History as a social Science – Uses and Abuses of History – Lessons of History – Causation and change – Role of divine

powers – Role of individuals - Theory of repetition – The concept of progress – Role of Ideas.

Unit III : Foreign Historians

Eminent Foreign Historians and their contributions – Herodotus – Titus Livy -Thucydides – Gibbon – Toynbee - Karl Marx.

Unit IV : Indian Historians

Eminent Indian Historians and their contributions: Kalhana – AbulFazl –JadunathSarkar – NilakantaSastri – Ranajit Guhe.

Unit V :Historical methods

Historical Research – Methodology – Pre-requisites of a research scholar – selection of Topic – Heuristic – Criticism – Synthesis – Exposition- Objectivity in Historical writing – Foot notes – Bibliography – Appendices.

Suggested topics for group discussion and presentation:

- Scope and Purpose of History.
- Lessons of History.
- Herodotus.
- Indian Historians.
- Methods of Historical Writing.

Suggested Readings:

Text Books:

1. Rajayyan, K. History in Theory and Method, Ratna Publication, Madurai, 2000.
2. Sheik Ali, B., History its Theory and Method, Macmillan Publisher, New Delhi, 1966.

Reference Books:

1. Rathnavel, S. Historiography ,GR Publisher, Madras, 1998.
2. Majumdar, C. , Historiography in Modern India, S.Chand& Co., Delhi, 1988.
3. Manickam, S. Theory of History and Methods of Research, Puduman Publishers, Madurai, 1987.

4. Subramanian. N. , Historical Research Methodology, Eennes Publications, Madurai, 1980.
5. Saranalvel, P. Research and Report Writing, Emerald Publishers, Madras, 1989.

Web Sources:

1. <https://en.wikipedia.org>
2. <https://writing.ku.edu/historiography>
3. <http://ndl.iitkgp.ac.in>

Course Title : Research Methodology in History	Semester: IV
Course code: LPHSDS41 Contact Hours:5	Credits: 3

Course Learning Outcomes:

On completion of this course, the students are able to

- critically analyse the methods of research in History.
- discuss the importance of selection of topic for research.
- examine the methods of the data.
- know about the criticism in research methodology.
- evaluate the documentation of data in Historical research.

Pre- required knowledge:

- Research trends in History.
- Digital Library and Online sources.
- Methods followed in Research.

Unit I: Importance of Research

Rational of research – Major Types of Research – Historical – Comparative – Correlation – Historical Research – Scientific Method – Inductive and Deductive Methods.

Unit II: Features of Research

Selection of a Topic – Criteria for Selection a Topic – Review of Literature – Hypothesis – Objectives – Designing the Study – Project Outline – Sources – Primary and Secondary – Digital library – Online sources.

Unit III: Methods followed in Research

Collection of data - Making Notes – Index Card and File Systems – Plagiarism Methodology – Case Study – Survey – Interview – Personal diaries – questionnaire.

Unit IV: Analysis and Critics

Analysis of Data – Methods – Qualitative – Quantitative – Plan – Page and Chapter Format – External Criticism – Internal Criticism.

Unit V: Formation of Documents in Research

Documentation –Footnotes – Purpose – Kinds – Use – Misuse of Footnotes – Bibliography – Appendix

Suggested topics for group discussion and presentation:

- Major Types of Research
- Hypothesis.
- Plagiarism Methodology.
- External Criticism and Internal Criticism.
- Documentation.

Suggested Readings:

Text Books:

1. Subramanian. N, Historical Research Methodology, Eennes Publications, Madurai, 1980.
2. Saranalvel, Research and Report Writing, Emerald Publishers, Madras, 1989.

Reference Books:

1. Sheik Ali, History: Its Theory and Method, Macmillan Publication, Madras, 1998.
2. Majumdar, Historiography in Modern India, S.Chand & Co., Delhi, 1988.
3. Manickam, Theory of History and Methods of Research, Puduman Publishers, Madurai, 1987.
4. Rajayyan, K., History in Theory and Method, Ratna Publication, Madurai, 2000.

5. Rathnavel, S., Historiography, GR Publisher, Madras, 1998.

Web Sources:

1. <https://en.wikipedia.org/wiki/Historiography>
2. <https://writing.ku.edu/historiography>
3. <http://ndl.iitkgp.ac.in>

Course Title : Development of Education in India	Semester: IV	
Course code: LPHSDS42	Contact Hours:5	Credits: 3

Course learning Outcomes:

On completion of this course, the students are able to

- understand the need for scientific education.
- estimate the role of Lord Maccaulay in the Indian Education Scheme.
- understand the role of Kamaraj in development of Education.
- evaluate the role of UGC.
- analyse the new education policy 2020.

Pre- required Knowledge:

- Importance of education.
- British development in educations.
- Study of Gurukula Education.

Unit I: Fundamental of Education.

Meaning, Nature and scope of education – Aims of education – individual, social, vocational and democratic – Aims of modern education - Delor's Commission

Unit II: Education during Ancient and Medieval period.

Vedic (Education) – Brahmanic (Education) – Buddhistic (Education) – Islamic (Education)

Unit III: Education during British period (1800 – 1857)

Sreerampore trio and their contribution in the field of education – Charter Act, Original – occidental controversy –

Macaulay Minute and Bentinck's resolution – Adam's report– Woods Despatch

Unit IV: Education in India during British period (1857–1946)

Hunter Commission – Curzon policy - primary, secondary and higher education, National education, Movement, causes and effects, Basic education - Sadler commission

Unit V : Education in India after independence

Radhakrishnan Commission - Mudaliar Commission - Kothari Commission - National Policy of Education, 1986.

Suggested topics for group discussion and presentation:

- Importance of Woods 86harma86h.
- Condition of education during Buddhist period.
- Importance of Macaulay Minute.
- Report of Sadler Commission.
- Mudaliar Commission.

Suggested Readings:

Text Books:

1. Aparna Basu, Growth of education and Political development in India, Rangith Publisher, Madras, 1974.
2. Sathiyatham.S , History of education in Madras presidency, Rajan Publisher, Madras ,1997.

Reference Books:

1. Setty E.D and Rosy A case study in Applied in Rural India community development , KR Publisher, NewDelhi, 1976.
2. .Rajayan, History of Tamil Nadu, Rathna Publiser, Madurai ,1999.
3. Ramanatha Sharma, History of educational India, Dravid Publisher, Calcutta,1978.
4. Paula Brass, Education of India, John Publication, New Delhi, 1992.
5. Pran Nath Sethu, History of Education, VP Publisher, Mumbai, 1980.

Web Sources:

- <http://ndl.iitkgp.ac.in>
- <https://www.jstor.org>
- [www.Indian Ink blog](http://www.IndianInkblog.com)

Course Title : Heritage of Madurai

Semester: IV

Course code: LPHSSE41

Contact Hours: 2

Credits: 2

Course learning objective:

On completion of this course, the students are able to

- analyse understand the rich heritage of Madurai.
- understand the diversified cultures in Madurai.
- remember the Architecture of Nayaks.
- analyse the contribution of Christian Missionaries to the development of Madurai.
- evaluate the Hindu – Jain conflict in Madurai.

Pre -required Knowledge:

- History of Tamil people.
- History of Tamil Languages.
- Topography of Madurai

Unit I: Holy Places

Alagarkovil – Meenakshi Amman Temple – Pazhamudhir cholai – Thirupparankundram –Thiruvathavur –Church : Arokia Annai Shrine – St.Mary’s Cathedral – CSI Mosque : Kazimar Big Mosque, Koripalayam

Unit II: Historical Monuments

Thirumalai Nayakkar Mahal – Gandhi museum – Govrnment Museum – Tamukkam Palace – Vilakkuthoon – Pudhumandapam – Madurai Fort

Unit III: Deities and Festivals

Vandiyur Mariamman Temple – Koodal Alagar Temple – Thirumohur Temple –Kochadai Village Diety Temple – Yoga Narasinga Perumal Kovil – Jallikattu

Unit IV: Amusements

Athisayam Theme park – Rajaji E-Park- Water Falls : Kottampatti – Saptur – Elumalai – Thappathiruvila –Chithirai Festival.

Unit V : Jain Monuments in and Around Madurai

Jain Monuments – Anaimalai – Alagarmalai – Keelakuyilkudi – Medupatti – Arittapatti - Thirupparankundram – Mangulam – Kongar Puliyankulam – Keelavazavu – T. Kallupatti Kallikudi.

Suggested topics for group discussion and presentation:

- Tamil Sangam contribution.
- Jallikattu.
- Madurai Malli.
- Samanatham .
- Communal Harmony.

Suggested Readings:

Text Books:

1. Santhalingam, C.Mamadurai, PHRC publication, Madurai, 2016.
2. Ramakrishna , S., Indian traditional Tourism, Chennai Pavai Publication, Chennai,2008.

Reference Books:

1. Nelson, J.H ., Madura Country and Manual. Asian Education Services, Madras,1989.
2. Chomalai, Madurai Mavattam , Rathna Publisher Chennai ,1980.
3. Naraeasan S.V, Madurai moodur, Poo magal publication, Nagarkoil 1967.
4. Philipward, Tamilnadu, Kerela, Goa, a Travel Guide penquien book, NewDelhi, 1991.
5. Soundharajan, Tourism of Tamil Nadu, Roja Publication, Chennai, 1990.

Web Sources:

- www.Tamilnation.org

- www.maduraitourism.co.in
- www.madurai.nic.in

Course Title : Society and Environment.

Semester: IV

Course code: LPHSSE42

Contact Hours: 2

Credits: 2

Course Learning objective:

On completion of this course, the students are able to

- acquire knowledge about the public awareness of environment.
- discuss about the abuses of forest resources
- explain the importance of food chain.
- analyse the problems of pollution.
- debate the over population and environment.

Pre - required Knowledge:

- Causes for pollution
- Natural resources
- Contributions of Flora and Fauna

Unit I: Environment

Definition - scope and need for public awareness.

Unit II: Natural Resources

Resources from forest - water – mineral – food and land – uses and abuses of resources.

Unit III: Eco system

Concept –structure and function – food chain.

Unit IV: Environmental pollution

Air – water – soil – marine – noise – thermal and nuclear pollutions- waste management.

Unit V: Human population and Environment

Population growth – Effect of population growth – Environmental Challenges.

Suggested topics for group discussion and presentation:

- Importance of Environment.
- Deforestation and its impact.
- Eco - System.
- pollution.
- Effects of increase in Population.

Suggested Readings:

Text Books:

1. Gokhale, B.K History of Modern World, Himalaya Publishing House, Mumbai, 1991.
2. Naik, S. C. Scoety and Environment, UK Publication, New Delhi, 2000.

Reference Books:

1. Gupta. S. P Environmental issues for the 21st century, Mittal Publicatins, New Delhi, 2003.
2. Moore Francis, Enviroment and Society, Dominant publishes, New Delhi, 2003.
3. Ramachandran, Environmental Studies, NCPH Publisher, Madurai, 2004.
4. Praveen Sethi, Handbook of Effective Travel and Tourism, Santh Publication New Delhi, 1999.
5. Thangamani. I, Environment Studies, Arun Publication, Sivakasi, 2003.

Web Sources:

- <https://ncert.nic.in>
 - Clear IAS.com
 - <http://ndl.iitkgp.ac.in>
-

RULES AND REGULATIONS FOR THE PROJECT / DISSERTATION WORK (UG, PG AND M.PHIL)

- Research supervisors will be allotted to the students / scholars by the respective Department.
- Research topic shall be chosen by the student / scholar in consultation with his/ her research supervisor.
- Every department has to maintain the year-wise list of project works carried out by the students. Research works done by the students / scholars of the previous batches should not be repeated by the students / scholars of the current academic year.
- The general structure of the project report is given below.
 - Title page with college emblem
 - Research supervisor's certificate
 - Student's declaration counter signed by Research Supervisor and the HOD
 - Student's Acknowledgement
 - Contents
 - List of Tables if any
 - Introduction
 - Review of Literature
 - Materials and Methods
 - Results and Discussion
 - Summary of Findings and Conclusion
 - Bibliography
 - Annexure
- Four copies of the project report should be submitted, typed in A4 Paper in Times New Roman with the font size of 12 and 1.5 line spacing.

SARASWATHI NARAYANAN COLLEGE

(Autonomous Institution – Affiliated to Madurai Kamaraj University)

(Reaccredited with B^(2.78) Grade by NAAC in the second cycle)

MADURAI -22

EVALUATION METHOD UNDER CBCS- LOCF

CONTINUOUS INTERNAL ASSESSMENT (CIA)

Internal assessment is based on the continuous evaluation of performance of the students in each semester. Internal mark is awarded to each course in accordance with the following guidelines.

UNDER GRADUATE, POST GRADUATE AND M.PHIL:

1. Internal test will be conducted for the maximum of 60 marks and converted to 15 marks.
2. Two internal tests will be conducted and the average of marks secured in the two tests will be taken as the Final Internal Test mark.
3. The distribution of Internal Assessment marks is given below.

	THEORY		PRACTICAL
Test	- 15	Record Note	- 10
Seminar	- 5	CIA	- 15
Quiz	- 5	Model Exam	- 15
	-----		-----
Internal Maximum-	25	Internal Maximum -	40
	-----		-----

4. There is no Cumulative Internal Assessment (CIA) for Self Learning Courses, Add on Certificate / Diploma Programmes and Part-1 subjects other than Tamil.

5. Internal marks for those UG, PG and M.Phil. students who have to Repeat the Semester (RS) for want of attendance should be marked "AA" in the foil card.
6. There is no minimum mark for Internal assessments marks for all the UG, PG and M.Phil. Programmes.
7. Internal test for improvement of marks is not allowed under any circumstances
8. Special Internal Assessment tests for the absentees may be conducted on genuine reasons with the prior approval of HOD, Dean and Principal. Such tests may be conducted before the commencement of the Summative Examinations.

SUMMATIVE EXAMINATIONS (SE)

1. Summative Examinations for all the UG, PG and M.Phil. Programmes are conducted in November and April for the Odd and the Even semesters respectively.
2. Question paper setting along with the scheme of valuation is purely external for all the UG, PG and M.Phil. Programmes.
3. The office of the CEO is conferred with the right of choosing the Question Paper Setters and the External Examiners from the Panels suggested by the Boards of Studies of Programmes offered by the respective Department and approved by the Academic Council of the College. The question papers set for the Summative Examinations will be finalised by the Scrutiny Committee constituted by the office of the COE.
4. Practical Examinations will be conducted by the External Examiner and the course teacher, who will act as the Internal Examiner. In the absence of course teacher / External Examiner, HOD will act as the Internal Examiner / External Examiner.
5. The marks scored by the students in the External Examinations in Self Learning Courses and Add – on Courses will be converted to 100 for each course.
6. The theses submitted by the M.Phil. scholars after the conduct of Awards Committee meeting can be valued and the Viva-Voce Examinations can be conducted. The Principal is empowered to declare the results and it can be ratified in the next Awards Committee meeting.

**Knowledge levels for assessment of Outcomes
based on Blooms Taxonomy**

S. No	Level	Parameter Description	Description
1	K1	Remembering	Remembering It is the ability to remember the previously learned
2	K2	Understanding	The learner explains ideas or Concepts
3	K3	Applying	The learner uses information in a new way
4	K4	Analysing	The learner distinguishes among different parts
5	K5	Evaluating	The learner justifies a stand or decision
6	K6	Creating	The learner creates a new product or point of view

WEIGHTAGE OF K-LEVELS IN QUESTION PAPER

K-LEVELS (Cognitive Level)						Total
	K1	K2	K3	K4	K5/ K6	
SUMMATIVE EXAMINATIONS– 75 Marks Pattern	21	30	18	18	13	100
SUMMATIVE EXAMINATIONS–50 Marks Pattern	24.5	24.5	17	17	17	100
CONTINUOUS INTERNAL ASSESSMENT(CIA)	24	26	14	25	11	100

QUESTION PATTERN FOR SUMMATIVE EXAMINATIONS For those who join in June 2022 UG and PG (Language Courses, Core Courses, Discipline Specific Electives, Generic Elective Courses, Non-Major Electives(PG))	
TOTAL MARKS 75	
<p style="text-align: center;">SECTION–A(Answer all questions)</p> <p>I. Choose the correct answer (FIVE questions –ONE question from each unit) (Q.No.1-5)-All questions are at K2 level</p> <p>II. Fill in the blanks (FIVE questions - ONE question from each unit) (5x1=5) (Q.No.6-10)-All questions are at K1 level</p>	10
<p style="text-align: center;">SECTION-B</p> <p>Answer all questions not exceeding 50 words each. ONE set of questions from each unit Q. No. : 11 to 15 (5x2=10)</p> <p>K2 level – 2 Questions K3 level – 1 Question K4 level –1 Question K5/K6 level – 1 Question</p>	10
<p style="text-align: center;">SECTION-C-Either/or type</p> <p>Answer all questions not exceeding 200 words each. ONE set of questions from each unit. Q. No. : 16 to 20 (5 x5=25)</p> <p>K1 level – 1 Question K2 level – 2 Questions K3 level – 1 Question K4 level – 1 Question</p>	25
<p style="text-align: center;">SECTION-D-Answer any THREE questions not exceeding 400 words each.</p> <p>ONE question from each unit. Q. No. : 21 to 25 (3x10=30)</p> <p>K1 level – 1 Question K2 level – 1 Question K3 level – 1 Question K4 level – 1 Question K5/K6 level – 1 Question</p>	30
Total	75

QUESTION PATTERN FOR SUMMATIVE EXAMINATIONS For those who join in June 2022 UG and PG (Skill Enhancement Courses, Self Learning Courses, Non Major Electives (UG)and Part V Courses (except NCC))	
TOTAL MARKS 50	
SECTION–A (Answer all questions)	
I. Choose the correct answer (FIVE questions – ONE question from each unit) (5x1=5) (Q.No.1-5)-All questions are at K2 level	10
II. Fill in the blanks (FIVE questions – ONE question from each unit) (5x1=5) (Q.No.6-10)-All questions are at K1 level	
SECTION-B	
Answer all questions not exceeding 50 words each. ONE set of question from each unit Q. No. : 11 to 15 (5x2=10)	10
K1 level – 1 Question K2 level – 1 Question K3 level – 1 Question K4 level – 1 Question K5/K6 level – 1 Question	
SECTION-C	
Answer any THREE questions not exceeding 400 words each. ONE question from each unit Q. No. : 16 to 20 (3x10=30)	30
K1 level – 1 Question K2 level – 1 Question K3 level – 1 Question K4 level – 1 Question K5/K6 level – 1 Question	
Total	50

QUESTION PATTERN FOR INTERNAL ASSESSMENT (CIA)	
For those who join in June 2022 UG and PG	
TOTAL MARKS 60	
<p style="text-align: center;">SECTION-A(Answer all questions)</p> <p>I. Choose the correct answer (5 x 1 = 5) (Q.No.1-5)-All questions are at K2 level</p> <p>II. Fill in the blanks (5 x 1 = 5) (Q.No.6-10)-All questions are at K1 level</p>	10
<p>SECTION-B</p> <p>Answer all questions not exceeding 50 words each.</p> <p>ONE set of question from each unit (4 x 2 = 8) Q.No. 11 – K2 level Q.No. 12 – K3 level Q.No. 13 – K3 level Q.No. 14 – K5/ K6 level</p>	8
<p style="text-align: center;">SECTION-C-Either/or type</p> <p>(Answer all questions not exceeding 200 words each. (3 x 6 = 18) Q.No. 15 – K3 level Q.No. 16 – K4 level Q.No. 17 – K5/K6 level</p>	18
<p style="text-align: center;">SECTION-D</p> <p>Answer any TWO questions not exceeding 400 words each. (2 x 12 = 24) Q.No. 18 – K1 level Q.No. 19 – K2 level Q.No. 20 – K4 level</p>	24
Total	60

QUESTION PATTERN FOR SUMMATIVE EXAMINATIONS						
For those who join in June 2022 UG and PG						
(Language Courses, Core Courses, Discipline Specific Electives, Generic Elective Courses, Non-Major Electives (PG))						
DURATION:3HRS			MAXMARKS:75			
K-LEVELS	K1	K2	K3	K4	K5 / K6	TOTAL MARKS
SECTIONS						
SECTION A (Answer all questions, each question carries One Mark)	5	5				10
SECTION B (Answer all questions, each question carries TWO Marks, ONE question from Each unit)		4	2	2	2	10
SECTION C (Answer all questions- Either/or type-ONE Question from each unit)	5	10	5	5		25
SECTION D (Answer anyTHREE questions, ONE question from each unit, each question carries TEN Marks)	10	10	10	10	10	30
TOTAL	20	29	17	17	12	75

QUESTION PATTERN FOR SUMMATIVE EXAMINATIONS						
For those who join in June 2022						
UG and PG						
(Skill Enhancement Courses, Self Learning Courses, Non Major Electives (UG)and Part V Courses (except NCC))						
DURATION:2HRS				MAX MARKS:50		
K-LEVELS	K1	K2	K3	K4	K5/ K6	TOTAL MARKS
SECTIONS						
SECTION A (Answer all questions, each question carries One Mark)	5	5				10
SECTION B (Answer all questions, each question carries TWO Marks, ONE question from Each unit)	2	2	2	2	2	10
SECTION C (Answer any THREE questions, ONE question from each unit, each question carries TEN Marks)	10	10	10	10	10	30
TOTAL	17	17	12	12	12	50

BLUE PRINT OF QUESTION PAPER FOR INTERNAL ASSESSMENT (CIA)						
DURATION:2HRS				MAX MARKS:60		
K-LEVELS	K1	K2	K3	K4	K5/ K6	TOTAL MARKS
SECTIONS						
SECTION A (Answer all question. Each question Carries ONE Mark)	5	5				10
SECTION B (Answer all questions. Each question carries TWO Marks)		2	4		2	8
SECTION C (Answer all questions- Either/or type -Each question carries SIX Marks)			6	6	6	18
SECTION D (Answer any TWO questions. Each question carries TWELVE Marks)	12	12		12		24
TOTAL	17	19	10	18	8	60

VALUATION

1. Central valuation system is adopted.
2. Single Valuation system is followed for UG, PG and M.Phil. theory examinations. The valuation is done by the external examiners only.
3. UG and PG Practical Examinations are valued by both Internal and External Examiners.
4. Any discrepancy in the question paper should be brought to the notice of the Controller of Examinations by the respective Course Teacher through the Head of the Department within five days from the date of examination.

DECLARATION OF RESULTS

1. The total credit should not exceed 140 for UG Programmes and 90 for PG Programmes, excluding the credits earned for additional credit courses. This is applicable to the students migrating from other colleges also.
2. The students migrating from other colleges have to appear for the Summative Examinations conducted by the college for non-equivalent theory and practical courses. Mark scored by such a student in the Summative Examinations conducted by the previous college shall be converted to 100 if it is less than 100 for any equivalent course.
3. The students who repeat the semester have to appear not only for Summative Examinations but also for internal tests. The Internal marks scored by such students in their previous attempts shall stand invalid.
4. Results will be published within 20 days from the date of completion of all the Examinations.
5. Results will be declared as per the norms given in the following table in consultation with the Awards Committee.

Maximum and Passing Minimum Marks

Course	External Exam (SE)		Aggregate Marks (CIA + SE)	
	Passing Minimum	Maximum Mark	Passing Minimum	Maximum Mark
UG (Theory)	27	75	40	100
UG – NME / SEC / Part V (except NCC)	18	50 (converted to 75 marks)	40	100
UG – SLC	20	50	40	100
UG (Practicals)	21	60	40	100
UG Project	18	50	40	100
PG (Theory)	34	75	50	100
PG (Practicals)	27	60	50	100
PG (Project)	23	50	50	100
M.Phil. (Theory)	34	75	50	100
M.Phil. Project				
1. Dissertation	50	100 (Internal 50 + External 50)	-	-
2. Viva – Voce	50	100 (Internal 50 + External 50)	-	-

REVALUATION AND SUPPLEMENTARY EXAMINATIONS

1. Students can apply for Revaluation within 10 days from the date of the publication of the results.
2. Final year students of UG and PG Programmes can appear for Supplementary Examinations for the arrear papers of only the V and VI Semesters of UG Programmes and III and IV Semesters of PG Programmes. Students having the maximum of three arrear papers alone are eligible for Supplementary Examinations.
3. Absentees in the Summative Examinations are not eligible to apply for the Supplementary Examinations.
4. Supplementary Examinations will be conducted every year in the month of July.

ATTENDANCE

1. Students with the minimum of 75% of attendance (68 days out of 90 days) in a semester are permitted to appear for the summative examinations.
2. Students who do not have the minimum attendance should go for condonation.
3. Students who do not have the minimum attendance of 20 hrs for Certificate Programme and the minimum attendance of 20 hrs for each course in Diploma Programme will not be permitted to appear for the summative examinations.

The following are the regulations for grant of condonation.

Attendance	Condonation Fee	Authority to Consider	Nature of Penalty
65% - 74% (59-67 days)	Rs.500/-	Head of the Department	As decided by the HOD
50% - 64% (58-45 days)	Rs.1000/-	Principal and the Examination Committee	Application for exemption to be made on prescribed form with the specified remarks of the Principal
< 50% (Below 45 days)	To repeat the whole semester	-----	-----

EXAMINATION RULES AND REGULATIONS

1. Students without hall ticket and identity card are not permitted to appear for the examinations.
2. Possession of materials in any form for copying is strictly prohibited in the examination hall.
3. Students indulging in any form of malpractices in the examination are liable for severe punishment.
4. Students are not allowed into the examination hall after 30 minutes of the commencement of the examination.
5. Students should not write their names or any other identification marking except their register number in the answer scripts.
6. Students who have discontinued the Degree Programme are not permitted to write the summative examinations.
7. Students who have not completed the theory and practical courses during the Programme of their study are allowed to appear for the Summative Examinations in the same syllabi up to a period of three years from the year of the completion of Programme. However, after the completion of three years, they have to appear for the summative examinations for the equivalent course in the current syllabi only. The equivalence of a course is to be decided by the respective HOD, Dean, the Controller of Examinations and the Principal. This is also applicable to those students who repeat the semester.

**PENAL ACTIONS FOR VARIOUS FORMS OF
MALPRACTICES IN THE SUMMATIVE
EXAMINATIONS**

Sl. No.	Malpractice	Penal Action
1	In Possession of Materials relevant to the examination concerned	Cancellation of that particular paper.
2	Copied from materials in his/her possession	Cancellation of all papers of that semester
3	Copied from neighbours	Cancellation of all papers including arrear papers of that semester Cancellation of that particular paper of the candidate who helped for copying
4	Copied by exchanging answer script between neighbours	Cancellation of all papers of the candidates who exchanged their answer scripts
5	Misbehaviour in the examination hall	Cancellation of that particular paper
6	Copying and Misbehaviour in the examination hall	Cancellation of all papers of that semester and debarring the candidate from appearing for the next semester examination.

7	Insertion of answer sheets which were previously stolen and written	Cancellation of all papers of that semester and debarring the candidate from appearing for the next semester examination.
8	Impersonation in the examination	Cancellation of all papers of that semester and recommending dismissal from the college.