PERIYAR UNIVERSITY

SALEM – 636011

DEGREE OF MASTER OF ARTS

CHOICE BASED CREDIT SYSTEM

SYLLABUS FOR

M.A. HISTORY

(SEMESTER PATTERN)

(For Candidates admitted in the Colleges affiliated to

Periyar University from 2026 – 2027 onwards)

REGULATIONS

The following regulations for the M.A., History are framed for the academic year 2026–27 and thereafter in the affiliated colleges of the Periyar University, Salem.

1. CONDITIONS FOR ADMISSION

A candidate who passed any Bachelor degree of this university or any bachelor degree of any other university accepted by the syndicate as equivalent thereto, subject to such conditions may be prescribed therefore are permitted to appear and qualify for the M.A. degree examination of this university after a course of study of two academic year in four semesters.

2. DURATION OF THE COURSE

The course consists of two academic years divided into four semesters under Choice Based Credit System with a total of 92 credits.

3. COURSE OF STUDY AND SCHEME OF EXAMINATION

The course of study shall comprise instruction in the subjects according to the syllabus and books prescribed from time to time.

METHODS OF EVALUATION			
Internal Evaluation	Continuous Internal Assessment Test	**10**	**25Marks**
	Assignments / SnapTest / Quiz	**5**	
	Seminars	**5**	
	Attendanceand Class Participation	**5**	
External Evaluation	End Semester Examination		**75Marks**
Total			**100Marks**

METHODS OF ASSESSMENT	
Remembering(K1)	• The lowest level of questions requires students to recall information from the course content • Knowledge questions usually require students to identify information in the textbook.
Understanding(K2)	• Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words. • The questions go beyond simple recall and require students to combine data together
Application(K3)	• Students have to solve problems by using / applyinga concept learnedin the classroom. • Students must use their knowledge to determine an exact response.
Analyze(K4)	• Analyzing the questionis one that asks the students to break down something into its component parts. • Analyzing requires students to identify reasons causes or motive sandreach conclusions or generalizations.
Evaluate(K5)	• Evaluation requires an individual to make judgment on something. • Questionsto be askedtojudge the value of an idea,a character, a work of art, or a solution to a problem. • Students are engaged in decision-making an problem solving. • Evaluation questions donot have single right answers.
Create(K6)	• The questions of this category challenge students to get engaged in creative and original thinking. • Developing original ideas and problem solving skills

CREDITS DISTRIBUTION (POST-GRADUATE COURSES) (ARTS)

FIRST YEAR – SEMESTER I

Part	List of Courses	Credits	No. of Hours
I	**Core – History of India upto 1206 CE**	**5**	**6**
	Core – Socio - Cultural History of Tamil Nadu upto 1565 CE	**5**	**6**
	Core – History of Europe from 1789 CE to 1945 CE	**5**	**6**
	Core – History of World Civilizations (Excluding India)	**4**	**6**
	Elective – I (Any one): Freedom Struggle in Tamil Nadu / Indian Art and Architecture	**3**	**4**
II	**Skill Enhancement Course – I: Administrative History of Tamilnadu**	**2**	**2**
	Total	**24**	**30**

SEMESTER II

Part	List of Courses	Credits	No. of Hours
I	**Core – History of India From 1206 to 1707 CE**	**5**	**6**
	Core – Socio -` Cultural History of Tamil Nadu from 1565 CE to 1956 CE	**5**	**6**
	Core – Indian Constitution	**5**	**6**
	Core – History of Kongu Nadu	**4**	**5**
	Elective – II (Any one): Women in India through the Ages / Environmental History of India	**3**	**4**
II	**Non-Major Elective Course – I: Intellectual History of Tamil Nadu**	**2**	**2**
	Human Rights –Common Paper for All PG Programs	**1**	**1**
	Total	**25**	**30**

SECOND YEAR – SEMESTER III

Part	List of Courses	Credits	No. of Hours
I	Core – Colonialism and Nationalism in India	5	6
	Core – Historiography and Historical Methods	5	6
	Core – Economic History of India since 1857 CE	5	6
	Core – Intellectual History of India	4	6
	Elective – III (Any one): Principles and Techniques of Archaeology / Study of Numismatics	3	4
II	Non-Major Elective Course – II: Temples in Tamil Nadu	2	2
	Internship	1	Commended/Highly Commended
	Total	25	30

SECOND YEAR – SEMESTER IV

Part	List of Courses	Credits	No. of Hours
I	Core – Contemporary History of India	5	6
	Core – International Relations since 1945 CE	5	6
	Project with Viva - Voce	5	16
II	Skill Enhancement Course – II: General Studies for Competitive Examinations	2	2
	Extension Activity	1	-
	Total	18	30

M.A. HISTORY						SCHEME OF EXAMINATION						
SEMESTER	PAPER CODE	PART	COURSE GROUP	PAPER TYPE	SUBJECT TITLE	HOURS WEEK	EXAM HOURS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS	CREDIT	PAGE NO
I	26PHI01	I	Core I	Theory	History of India upto 1206 CE	6	3	25	75	100	5	12
	26PHI02		Core II	Theory	Socio - Cultural History of Tamil Nadu upto 1565 CE	6	3	25	75	100	5	15
	26PHI03		Core III	Theory	History of Europe from 1789 to 1945 CE	6	3	25	75	100	5	17
	26PHI04		Core IV	Theory	History of World Civilizations (Excluding India)	6	3	25	75	100	4	19
	26PHIE01 / 26PHIE02		Elective – I,II	Theory	Elective – I (Any one): Freedom Struggle in Tamil Nadu / Indian Art and Architecture	4	3	25	75	100	3	22/24
	26PHIS01	II	Skill Based I	Theory	Skill Enhancement Course – I: Administrative History of Tamilnadu	2	3	25	75	100	2	27
					TOTAL	30				600	24	

M.A. HISTORY						SCHEME OF EXAMINATION						
SEMESTER	PAPER CODE	PART	COURSE GROUP	PAPER TYPE	SUBJECT TITLE	HOURS WEEK	EXAM HOURS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS	CREDIT	PAGE NO
	26PHI05	I	Core V	Theory	History of India from 1206 o 1707 CE	6	3	25	75	100	5	29
II	26PHI06		Core VI	Theory	Socio - Cultural History of Tamil Nadu from 1565 to 1956 CE	6	3	25	75	100	5	32
	26PHI07		Core VII	Theory	Indian Constitution	6	3	25	75	100	5	34
	26PHI08		Core VIII	Theory	History of Kongu Nadu	5	3	25	75	100	4	36
	26PHIE03 / 26PHIE04		Elective – III,IV	Theory	Elective – II (Any one): Women in India through the Ages / Environmental History of India	4	3	25	75	100	3	38/41
	26PHINME1	II	Non-Major I	Theory	Non-Major Elective Course – I: Intellectual History of Tamil Nadu	2	3	25	75	100	2	44
	26PHR01			Theory	Human Rights-Common Paper for All PG Programs	1	3	25	75	100	1	46
					Total	30				700	25	

	M.A. HISTORY					SCHEME OF EXAMINATION						
SEMESTER	PAPER CODE	PART	COURSE GROUP	PAPER TYPE	SUBJECT TITLE	HOURS WEEK	EXAM HOURS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS	CREDIT	PAGE NO
III	26PHI09	I	Core IX	Theory	Colonialism and Nationalism in India	6	3	25	75	100	5	47
	26PHI10		Core X	Theory	Historiography and Historical Methods	6	3	25	75	100	5	50
	26PHI11		Core XI	Theory	Economic History of India since 1857 CE	6	3	25	75	100	5	52
	26PHI12		Core XII	Theory	Intellectual History of India	5	3	25	75	100	4	54
	26PHIE05/ 26PHIE06		Elective – V,VI	Theory	Principles and Techniques of Archaeology / Study of Numismatics	4	3	25	75	100	3	56
	26PHINME2	II	Non-Major II	Theory	Non-Major Elective Course – II: Temples in Tamil Nadu	2	3	25	75	100	2	58/60
					Internship	Commended/Highly Commended					1	62
					Total	30				600	25	
			Internship/Industrial Activity During the Summer Vacation After I Year									

M.A. HISTORY						SCHEME OF EXAMINATION						
SEMESTER	PAPER CODE	PART	COURSE GROUP	PAPER TYPE	SUBJECT TITLE	HOURS WEEK	EXAM HOURS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS	CREDIT	PAGE NO
IV	26PHI13	I	Core XIII	Theory	Contemporary History of India	6	3	25	75	100	5	63
	26PHI14		Core XIV	Theory	International Relations since 1945 CE	6	3	25	75	100	5	65
	26PHIPR1			Theory	Project with Viva - Voce	16	-	50	50	100	5	67
	26PHIS02	II	Skill Based II	Theory	Skill Enhancement Course – II: General Studies for Competitive Examinations	2	3	25	75	100	2	68
	26PHIEX1				Extension Activity	-	-	-	-	-	1	70
					TOTAL	30				400	18	

MINIMUM MARKS FOR PASSING

A candidate shall be declared to have passed the examination if the candidate secures not less than 50% marks in semester examinations and internal assessment in each course. A minimum of 38 marks out of 75 in semester examinations and a minimum of 12 marks out of 25 in the internal assessment. For the project work and viva-voce, a candidate should secure 50% marks for pass. The candidate should compulsorily attend the viva-voce to secure pass in the paper. Candidates who do not obtain the required minimum marks for a pass in a course or in a project report shall be required to appear and pass the same at a subsequent appearance.

<table>
<tr><th></th><th>Internal Marks</th><th>Passing Minimum</th><th colspan="2">External Marks</th><th>Passing Minimum</th></tr>
<tr><td>Theory</td><td>25</td><td>12</td><td colspan="2">75</td><td>38</td></tr>
<tr><td rowspan="2">Project</td><td rowspan="2">25</td><td rowspan="2">-</td><td colspan="2">75</td><td rowspan="2">-</td></tr>
<tr><td>Project Evaluation
50</td><td>Viva-Voce
25</td></tr>
<tr><td>Internship</td><td>Commended/High Commended</td><td></td><td colspan="2"></td><td></td></tr>
</table>

QUESTION PAPER PATTERN

Time: 3 Hrs Max Marks ; 75

PART A: 15 × 1 = 15

(Answer all Questions)

(Three Questions from Each UNIT with Multiple Choices)

Part B (2 × 5 = 10 Marks)

Answer **ANY TWO** Questions out of five

Part C (5 × 10 = 50 Marks)

Answer **ALL** Questions

Either (or) Type Five Questions

(One question from Each Unit)

CLASSIFICATION OF SUCCESSFUL CANDIDATE

Candidates who secured not less than **60%** of aggregate marks in the whole examinations shall be declared to have passed the examination with **FIRST CLASS**. All other successful candidates shall be declared to have passed with **SECOND CLASS**.

Candidates who have obtained **75**% of the marks in aggregate shall be deemed to have passed the examination in **FIRST CLASS WITH DISTINCTION**, provided they passed all the examinations prescribed for the course in the first appearance.

RANKING

Candidate who passed all the examinations prescribed for the course in the **FIRST ATTEMPT ONLY** is eligible for classification / Ranking / Distinction.

SEMESTER - I

CORE – I HISTORY OF INDIA UPTO 1206 CE

Learning Objectives are

- To understand the sources and features of Prehistoric and Protohistoric India at the national and regional levels.
- To know the social, political, economic, and religious life of the Vedic Age and the rise of new states and religions in ancient India.
- To learn about the rise, administration, and achievements of the Maurya Empire and the Post-Mauryan period.
- To understand the political, social, and cultural developments during the age of the Gupta Empire.
- To gain knowledge of the history of Peninsular India and the regional kingdoms up to the twelfth century.

UNIT - I

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

UNIT - II

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

UNIT - III

The Mauryan Imperial State: Chandragupta Maurya and his political achievements - Ashoka, his edicts and his policy of Dhamma; Spread of Religion; Mauryan Administration: Kautilya and Arthasastra–Megasthenes; Economy –Mauryan Art and Architecture – Disintegration of the Mauryan Empire; Post Mauryan Political, Economic, Social and Cultural developments: Indo-Greeks –Sakas –Parthians –Kushanas–Western Kshatrapas– Development of Religions –Mahayana; Satavahanas of Andhra: their contribution to art and architecture.

UNIT - IV

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

UNIT - V

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

Books for Study

Singh, Upinder, *A History of Ancient and Early Medieval India:From the Stone Agetothe12th Century*, Pearson, Delhi, 2009

Chakravarthy, Ranabir,*Exploring Early India uptoc. A.D.1300*, Primus Books,Delhi,2016

Thapar, Romila, *Early India: FromtheOriginstoA.D.1300*,Penguin,Delhi,2003(Tamil Translation)

Suggested Readings

Kosambi,D.D.,*The Culture and Civilization of AncientIndia:AnHistoricalOutline*,VikasPub. House Pvt. Ltd., Delhi, 1997

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

Raychaudhuri,Hemchandra,*Political History of AncientIndia,*SurjeetPublications,NewDelhi,2014

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

Web Sources:

https://source books.fordham.edu/india/indiasbook.asp
https://www.pbs.org/thestoryofindia/resources/websites/
https://archive.org/details/IndiaHistory

Course Outcomes

Students will be able to:

CO1 – Know the Prehistoricsites and the life of early man and appreciatet he urban character of Indus Valley Civilization.
CO2 – Know the various theories of origin of Aryan sand their socio-economic life.
CO3 –Detail the polity, administration and religious policy of Mauryas and the origin and development of new religions.
CO4 - Give a detailed account of the Age of Guptas and Harsha's aministration.
CO5 – Explain the history of Peninsular India under various dynasties.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

CORE – II SOCIO - CULTURAL HISTORY OF TAMILNADU UPTO 1565 CE

Learning Objectives are

- To understand the sources and early history of Tamil Nadu through Sangam literature and ancient Tamil civilization.
- To know the history and cultural contributions of the Pallava dynasty and the growth of Bhakti traditions in Tamil Nadu.
- To learn about the administration, society, and cultural achievements of the Chola dynasty.
- To understand the social, religious, and cultural developments under the Pandya dynasty.
- To gain knowledge of the society and culture of Tamil Nadu under the Madurai Sultanate and the Vijayanagara Empire.

UNIT - I

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

UNIT - II

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

UNIT - III

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

UNIT - IV

Pandyas of Madurai: Social Classes–Religion: Saivism and Vaishnavism–Artand Architecture: Later Pandyas, Marco Polo's Account–Society:Valangai and Idangai Religion–Art –and Architecture: Madurai MeenakshiTemple–Religion:Mathas–Saiva siddhantam and Virsaivism.

UNIT - V

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

Books for Study

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

Subramanian,N.,*Social and Cultural History ofTamilnad(upto1336A.D.), 2011*

Suggested Readings:

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

Pillay,K.K.,*Historical Heritage of theTamils*,MJPPublishers,Chennai,2008 Sastri, K.A.Nilakanta, *The Colas*,University of Madras, Madras, 1955

Sastri,K.A.Nilakanta, *AHistory of SouthIndia:FromPrehistoric Times to the Fallof Vijayanagar*, OUP, Chennai, 1997

Web Sources

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

Course Outcomes

Students will be able to:

CO1 – Detail the early history of TamilNadu.
CO2 - Give an account of the history of Pallavas and their contribution.
CO3 - Highlight the impact of the Cholarulers's administration.
CO4 – Present an account of the history of Pandyas of Madurai.
CO5 – Explain the society and culture under Madurai Sultanate and Vijayanagara.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

CORE - III HISTORY OF EUROPE FROM 1789 CE TO 1945 CE

Learning Objectives are

- To equip the students with the knowledge of various Revolutions movements and developments in modern Europe.
- To study the various phases in the unification Italy and Germany.
- To trace the causes and consequences of the world wars and the polices of Fascism and Nazism.
- To understand the emergence of two power Blacks and the factors for the emergence of UNO.
- To know the liberation of countries fromColonial Rule.

UNIT - I Revolutions in Europe

The French Revolution and Napoleon Era (1789-1815)- Vienna Congress, 1815- Revolutions of 1830 and 1848; Industrial Revolution in Europe – Socialist and Labour Movements in Europe.

UNIT –II Unification of Ital yand Germany

NapoleonIII-The Unification of Italy and the foundation of the German Empire– The Russian Revolution- 1917.

UNIT - III Europe and World Wars

World wars: First world war-causes and consequences; Fascism and Nazism; Second World war-causes and consequences–Japanese Imperialism-Roleof Japan in World war-II.

UNIT - IV Emergence of New Europe and World

Emergence of two Powe rBlocs; Emergence of the third world and non-alignment; UNO and the global disputes.

UNIT - V Liberation from Colonial Rule

Liberation from colonial rule: Latin America: Bolivia; Arabworld: Egypt; Africa: Apartheid to Democracy, Southeast Asia: Vietnam.

LEARNINGRE SOURCES

Text Books

1. Hobsbawm.E.J, The Ageof Revolution1789-1848,Phoenixpress,London, 1977.
2. Hobsbawm.E.J, The Age of Capital1848-1878,Phonixpress,London, 2010
3. Hobsbawm.E.J, The Age of Empire,1875-1914,Phoenixpress,London, 2011.
4. The Age of Extremes: The ShortTwentieth Century,London,1914-1991.

5. Ketelbey.C.D.M., A History of Modern Times(from1789).OUP,London, 1973.

Web Sources:

https://swayam.gov.in/
https://onlinecourses.nptel.ac.in/
https://epgp.inflibnet.ac.in

Course Outcome

Students will be able to:

CO 1 – Define the key themes,events and revolutions in modern Europe and History.
CO 2 – Analyse the factors for the unification of Italy and Germany.
CO 3 – Evaluate the important this to historical political, cultural,social and Economic impact of World Wars.
CO 4 – Assess the reasons for the emergence of two power blocs and formation of UNO.
CO 5 – Describe the origin and nature of various countries liberation from colonial rule around the world.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

CORE – IV HISTORY OF WORLD CIVILIZATIONS (EXCLUDING INDIA)

Learning Objectives are

- To understand the origin and growth of civilizations and the features of prehistoric cultures.
- To know the development and contributions of early river valley civilizations such as Mesopotamian civilization and Ancient Egypt.
- To learn about the political, social, and religious developments of the ancient civilizations of Persia and the Jewish people.
- To understand the growth and contributions of Chinese, Japanese, and American civilizations to world history.
- To gain knowledge of the political, social, and cultural achievements of Ancient Greece and Ancient Rome.

UNIT -I

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

UNIT - II

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

UNIT - III

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

UNIT - IV

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

UNIT - V

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

LEARNING RESOURCES

Text Books

1 SwainJ.E,A History of World Civilization,Eurasia Publishing House,NewDelhi, 1938.
2 WillDurant, The Story of Civilization IandII(Simonand Schuster,NewYork,1966)
3 Gokale,B.K ,Introduction toWestern Civilization,S.Chand&Company,NewDelhi,1999.
4 HayesC.J,History of Western Civilization,Macmillan,NewYork, 1967.
5 ManojSharma, History of World Civilization,Anmol PublicationPvt.Ltd,NewDelhi, 2005.

Reference Books

1 Judd,G.P, History of Civilization,Macmillan,NewYork,1966.
2 Rebello,World Civilization– Ancient and Medieval,PartII,Mangalore,1969.
3 Scarre C.and Brian Fagan ,Ancient Civilizations,NewJersey:Pearson,2008.
4 FinleyM.I, Ancient Slavery:Modern Ideology,London:ChattoandWindus1980.
5 Brunt P.A.,Social Conflicts in the Roman Republic,London:ChattoandWindus,1971
6 JoshelP, Slavery in the RomanWorld.Cambridge,CambridgeUniversityPress,2010

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

Web Sources

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

Course Outcomes

Students will b eable to:

CO 1- Compare the concepts of civilization, culture and brief history of pre-historic period.

CO 2 – Understand the significant features of Mesopotamian,Sumerian and Egyptian civilizations

CO 3 – Study about origin and growth of river valley civilizations.

CO 4 – Describe the features of Chinese and Japanese civilizations.

CO 5 – Explain the contributions of Greek and Roman civilizations.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

ELECTIVE PAPER – I FREEDOM STRUGGLE IN TAMIL NADU

Learning Objectives are

- To understand the early freedom struggles in Tamil Nadu, including the Poligar Revolt and the Vellore Mutiny.
- To know the growth of nationalist consciousness and the role of socio-political organizations in Tamil Nadu.
- To learn about the role of newspapers and journals in the development of nationalism in Tamil Nadu.
- To understand the contributions of nationalist leaders and revolutionaries of Tamil Nadu in the Indian freedom movement.
- To gain knowledge of the impact of Mahatma Gandhi and the participation of the people of Tamil Nadu in the national movement.

UNIT - I

Poligar Revolt –PuliThevan –Veera Pandiya Kattabomman–VeluNachiyar–Marudu Brothers –South Indian Rebellion –Vellore Revolt of 1806 –Causes –Course –Impact

UNIT - II

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

UNIT - III

Press and Nationalism –- The'Hindu', Swadesamitran, New India, Dinamani, India (edited by Bharathi), Swarajya- ; Salem Desabhimani - –Desabhaktan-Sooryodhayam- - Vijaya-Chakravardhini- Bala Bharatham- Nava Sakthi- Swantira Sangu-

UNIT - IV

Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu –G.Subramiaya Iyer-V.O. Chidamabaram–Subramania Bharathi –Kadalur Anjaliammal- Soundaram Ammayar. Revolutionary Movement in Tamil Nadu –Vanchinathan–Tirupur Kumaran - Subramania Siva- NeelakantaBrahmmachari

UNIT - V

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

Learning Resources

Recommended Books for Study

Rajayyan,K: Rise and fall of Poligars & South Indian Rebellion

Rajayyan,K.:SouthIndian Rebellion,The First War of Independence,1800-1801.

Rajayyan, K.: Tamil Nadu: A Real History

Rajendran,N.K.:The National Movement in TamilNadu,1905-1914:Agitational Politics and State Coercion

G.Venkatesan,History of Indian Freedom Struggle

Reference

Narasimhan V.K.: Kamaraj–AStudy

Sundarajan, Saroja. : March to Freedom in Madras Presidency, 1885-1915.

Suntharalingam,R.:Politics and Nationalist Awakening in SouthIndia,1852-1891.

Web Sources:

1. https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pdf
2. https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/
3.

Course Outcomes

Students will be able to:

CO1 – Appreciate the contribution of early resistance against British rule in TamilNadu.

CO2 – Describe the role of organizations in increasing nationalist consciousness

CO3 – Assess the role of pressinTamilNadu towards the nationalist cause.

CO4 – Evaluate the contribution of various leaders of India'sfreedom struggle.

CO5 – Understand the role of TamilNadu in the final phase of the freedom struggle

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

ELECTIVE PAPER – II INDIAN ART AND ARCHITECTURE

Learning Objectives are

- To understand the development of prehistoric and Indus Valley Civilization art and architecture in ancient India.
- To know the growth and features of Buddhist, Jain, and Gupta Empire art and architecture.
- To learn about the important features of temple architecture under the Pallava dynasty, Chola dynasty, and other Indian dynasties.
- To understand the development of Islamic and Mughal art and architecture in India.
- To gain knowledge of colonial and Indo-Saracenic architecture in India and their cultural significance.

UNIT - I

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

UNIT - II

Hinayana Phase of Buddhist Art –Mahayana Phase of Art: Gandhara School of Art –Mathura School of Art-Amaravathi School of Art- Gupta Art and Architecture –Ajanta and Ellora –Jaina Art: Jaina beds – Shravanabelagola.

UNIT - III

Pallava Art: Rock Cut Cave Temples, Monolithic Temples - Structural Temples–Mahabalipuram - Nagara Style of Architecture: Lingaraja Temple (Bhubaneshwar), Sun Temple(Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur –Gangaikondacholapuram– Airavatesvara Temple, Darasuram- Vesara Style of Architecture: Chennakesava Temple(Belur), Hoysaleswara Temple(Halebid).

UNIT - IV

Islamic Art: Five Pillars of Islam, Mosques, Mausoleums, Palace complexes ,Gardens - Quawwat- ul-Islam Mosque – Qutb Minar - Mughal Art and Architecture: Humayun's Tomb - FatehpurSikri, -Red Fort- Taj Mahal - Mughal Paintings.

UNIT - V

Colonial Architecture: Forts: St. George Fort, Chennai –Indo-Saracenic Architecture: Chatrapati Shivaji Terminal, Mumbai –Victoria Memorial, Kolkata –Amir Mahal and Senate House, University of Madras, Chennai.

Learning Resources

Craven ,Roy,A concise history of Indian Art, Thames and Hudson; London;1976

Hardy, Adam, The Indian Temple Architecture, Abhinav Publications, 2002

Tomory,Edith ,A History of Fine Art in India and theWest, Orient BlackSwan;Reprinted edition (1989)

References

Banerjee.J.N.,Development of Hindu Iconography, Munshiram Manoharlal;3rdedition,2002

Coomaraswamy. A.K., History of Indian and Indonesian Art, Kessinger Publishing, LLC,2003

Deva, Krishna,Temples of NorthIndian National BookTrust,2002

Gupta.R.S.,Iconography of the Buddhist,HinduandJain,Stosius Inc/AdventBooks Division; Subsequent edition,1980

Sivaramamurthy.C.,SouthIndian Bronzes,LalitKala Akademi,1981

Srinivasan.K.R.,Temples of SouthIndia, NationalBookTrust;Fourth edition,2010

Web Sources:

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

Course Outcomes

Students will be able to:

CO1 – Explain the various forms of Indus and Mauryan Art.
CO2 – Compare and contras the Gandhara and Mathura Schools of Art.
CO3 - Examine the similarities and differences between temple architectural styles.
CO4 – Discuss the relation between the five pillars of Islam and Islamic architecture.
CO5 - Appreciate the features of colonial architecture.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

SEC - I ADMINISTRATIVE HISTORY OF TAMIL NADU

Course objectives are

- To examine the administration of Justice party.
- To highlight the achievements of Congress rule.
- To explain the major achievements of government after 1967.
- To point out working of government under AIADMK party.
- To highlight the cumulative impact since independence.

UNIT – I

Justice Party- A.Subbarayulu Reddiyar- Raja of Panagal- P.Subburayan–Raja of Bobbili – achievements- reservation- Communal GO- creation of staff selection board- right to vote for women- regulation of temples-mid –day meal scheme.

UNIT - II

Congress rule: C.Rajagopalachari- K. Kamaraj - M.Bhaktavatsalam- achievements: free mid-day meal scheme- opening of new schools- Increase in irrigation facilities- industrial growth.

UNIT-III

DMK administration-C.N Annadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C -Kalaignar M Karunanidhi-Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission- implementation of reservation policy - Salem Steel plant, Manu Neethi Thittam-Free electricity for farmers-property rights to women; creation of universities-33 percent reservation for women in local body elections-30 percent reservation for women in government jobs- Samathuvapuram scheme-Tidel park-financial assistance for marriage of poor girls- increase of infrastructure-Industrial development.

UNIT -IV

AIADMK administration: MGR-Nutritious Meal scheme-educationalreforms- introduction of Plus Two in Higher Secondary schools- Krishna water project-establishment of new universities-Tamil University at Tanjore-Mother Teresa university at Kodaikkanal-J.Jayalalitha -welfare measures- Amma Unavagam - free laptop for students- Cradle Baby Scheme- infrastructure development-rain waterharvesting.

UNIT - V

Policies and Programmes: economic – social and emographic impact- increase of infrastructure – industrial development - DMK & AIADMK Schemes and Impact.

LEARNING RESOURCES

Recommended Books

Rajaram.PThejustice Party: A Historica lPerspective,1916-1937
Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)

Rajmohan Gandhi., Rajaji: A Life
Narasimhan.V.K.,Kamaraj A Study
Sandhya Ravishankar.,Karunanidhi:A Life in Politics
Vasanthi., A Lone Empress:A Portrait of Jayalalitha

Reference
Subramanian.N, HistoryofTamil NaduVol.2

Web Source

www.jetir.org
https://www.inc.in

https://dmk.in

Course Outcomes
Students will be able to:

CO 1 – Appreciate the administration of Justice Party.
CO 2 – Evaluate the Congress Administration.
CO 3 – Interpret DMK administration.
CO 4 – Compare AIADMK administration.
CO 5 – Assess the impact of various administrations.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

SEMESTER - II

CORE - V HISTORY OF INDIA FROM 1206 CE TO 1707 CE

Learning Objectives are

- To understand the establishment and administration of the Delhi Sultanate under different rulers.
- To know the political, economic, and administrative reforms introduced during the Tughlaq, Sayyid, and Lodi periods.
- To learn about the rise, expansion, and administration of the Mughal Empire from Babur to Aurangzeb.
- To understand the political and military developments in medieval India, including the rise of the Marathas and the decline of the Mughal Empire.
- To gain knowledge of the economic, social, religious, and cultural life of medieval India.

UNIT - I

Establishment of the Delhi Sultanate: Qutb ud din Aibak and Iltutmish IqtaSystem - Centralised Monarchy: Sultana Raziya and Period of Instability -Age of Balban- *Chihalgani*- Theory of Kingship –Reorganisation of the Government - Mongol Threat - Internal Restructuring and Territorial Expansion – Jalal ud din Khalji and Ala ud din Khalji's approaches to the state – Changes among the ruling Classes –Conquest and Annexation.

UNIT - II

Problems of a Centralized State: Ghiyas ud din and Muhammad bin Tughlaq Administrative and Political Measures –Economic and Agrarian Reforms –Token Currency TransferofCapital-Firoz Tughlaq-Economicreforms –MilitaryExpeditions-ImpactofSayyids and Lodis; Administration under the Delhi Sultanate.

UNIT - III

The Foundation of Mughal Empire: Central Asian experience of Babur- India on the eve of Babur's invasion–Struggle for empire in North India –Significance of the Afghan despotism-Rise of Sher Shah Sur; Expansion and Consolidation– Political phase of Akbar; new imperial system and administration; the Mughal nobility, Mansabdari system- Jagirdari system– NurJahan Junta–The Mughals and the North-Western frontier –Shah Jahanand his contribution.

UNIT - IV

Ideology and State in Mughal India:

Akbar's religious policy - Din Ilahi-Aurangzeb's relation with religious groups and institutions-

Mughal and Rajput Relations –Mughal administration – Aurangzeb - Malik Kafur-Deccan wars-

Rise of Marathas under Shivaji- Popular revolts with in the Mughal empire –Decline of the Mughalempire.

UNIT - V

Economic and Socio - Cultural Life in Medieval India: Economy:Agricultural Production,Revenue System – Trade relations with the Europeans- Society: Ruling Classes, Merchants, Artisans, Slaves,Caste,Customs and Women–Religious Ideas and Beliefs-The Sufi Movement–The Bhakti Movement – Architecture – Literature – FineArts.

LEARNINGR ESOURCES

Recommended Books

Chand,Tara, *Influence of Islamon Indian Culture*,IndianPress,1954.

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

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

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

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

Raychaudhuri,Tapan and IrfanHabib,ed.,*The Cambridge Economic History of India,Vol.I:c. 1200 – c. 1750,* Cambridge University Press, London, 1982.

References

Ali, Athar.M.,*Mughal India,StudiesinPolity,Ideas,Society andCulture*, OUP,NewDelhi, 2007

Chandra,Satish,*Essays on Medieval Indian History,*OUP,NewDelhi, 2005

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

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

Hasan, NurulS.,*Religion State and Society in Medieval India*, OUP, New Delhi,

2008Nigam,S.B.P.,*NobilityundertheSultansofDelhi,*MunshiramManoharlal,NewDelhi,1968

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

Qureshi, *Administration of the Mughal Empire,*Low PricePublications,1990.

Web Sources:

https://core.ac.uk.inhttps://studoc.

comhttps://indiaolddays.com

Course Outcomes

Students will be able to:

CO1 – Understand the establishment of centralized monarchy.
CO2 – Evaluate the contributions of Ala ud din Khalji and Muhammadbin Tughlaq.
CO3 – Analyse the religious and Deccan policy of Mughals.
CO4 – Outline the advancements in art and architecture.
CO5 – Detail the facets of economic and socio-cultural life in Medieval India.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

CORE -VI SOCIO - CULTURAL HISTORY OF TAMIL NADU FROM 1565 CE TO 1956 CE

Learning Objectives are

- To narrate the social condition during the Nayak period.
- To describe the contributions of Marathas to the culture of theTamil region.
- To analyse the Contribution of Sethupathis of Ramnad to Tamil society.
- To appreciate the Growth of Western Education.
- To examine the contribution of Dravidian movement to social transformation.

UNIT - I

The Nayaks of Madurai –Thirumalai Nayak–the Nayaks ofSenji –The Nayaks of Tanjore – social and cultural condition under the Nayaks –– contribution of Nayaks to art and architecture and Tamil culture.

UNIT - II

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

UNIT - III

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

UNIT - IV

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

UNIT - V

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

LEARNING RESOURCES

Recommended Books

Irschick, Eugene F.,Tamil Revivalism in the 1930s,Cre-A,Madras, 1986.
Jagadeesan,P,Marriage and Social LegislationsinTamilNadu,ElatchaiappanPub.,1990
Murugesan, Mangala N.K.,Self-RespectMovementinTamilNadu,1920-40,KoodalPub., Madurai, 1981
Rajaraman, P.,Justice Party:A Historical Perspective,1916-37,PoompozhilPublishers, Madras, 1988
Rangaswamy,M.,TamilNationalism,HemaPub.,Chennai,2006
Sastri, V.S. Ramasamy, The Tamils, The People, Their History and Culture in 5 Volumes,Cosmo Pub., New Delhi, 2002
Singaravelu,S.,SocialLifeoftheTamils,Dept.ofIndianStudies,KualaLumpur
Subramaniam, P. Social Historyof the Tamils, 1707 –1947, D.K. Printworld (P) Ltd., New

Delhi, 1996
Swaminathan,S.,Karunanidhi,ManofDestiny,AffiliatedEast-WestPressPvt.Ltd.,New Delhi, 1974

References

K.A.N.Sastri: The Pandyan Kingdom (London.1929)
Kalidos.R: History and Culture of Tamils (FromPrehistoricTimestoPresentrule) Krishnaswamy Dr.A. : The Tamil country under Vijayanagar
Rajaraman, P.,Chennaithrough the Ages, PoompozhilPub.,Chennai,1997. Rajayyan Dr.K : History of Tamil Nadu (1565 – 1982)
Sathianatheir.R.:History of Nayaks of Madurai
Subramanian N : History of Tamil Nadu Vol.II
The culture and History of the Tamils , 1964
Varghese Jeyaraj S:Socio Economic History of TamilNadu

Web Sources:

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

Course Outcomes

Students will be able to:

CO1–Narrate the social condition during the Nayak period.
CO2–Evaluate the contributions of Marathas to the culture of theTamil region.
CO3–Analyse the Contribution of Sethupathis of Ramnad toTamil society.
CO4–Appreciate the Growth of Western Education.
CO5–Assess the contribution of Dravidian movement to social transformation.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

CORE – VII INDIAN CONSTITUTION

Learning Objectives are

- To explain the historical background of the Indian Constitution.
- To compare and contrast the fundamental rights,directive principles of state policy and fundamental duties.
- To know the nature of Indian federalism and the rationale for emergency provisions.
- To describe the powersand functions of the various units of the Government.
- To evaluate the nature of the State constitutional machineryand its functions.

UNIT - I

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

UNIT - II

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

UNIT - III

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

UNIT - IV

Union Government –President : Election – Powers and Functions –Cabinet : Prime Minister – Parliament Composition, Powers and functions- Process of law making – Speaker – Parliamentary Committees –Supreme Court of India: Composition, powers and functions.

UNIT - V

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

LEARNING RESOURCES

Recommended Books

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

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

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

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

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

References

Bhargava Rajeev,*Politics and Ethics of the Indian Constitution*,Oxford University,2009 Durga Das Basu, *Commentary on the Constitution of India*, Wadha& Company,2000
Gautam Bhatia, *Transformative Constitution: A Radical Biography in Nine Acts*, Harper Collins India, 2019

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

Web Sources:

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

Course Outcomes

Students will be able to:

CO1 - U nderstand the various schools of thought in ecological studies.

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

CO 3 - Evaluate the impact of British ecological imperialism.

CO 4 - Examine the impact of various environmental movements in India.

CO5 - Examine the role of various movements.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

CORE - VIII HISTORY OF KONGU NADU

Course Objectives are

- To understand the geographical features, historical sources, and early history of Thagadur and Kongu Nadu.
- To know the political, social, economic, and religious conditions of Thagadur during the Sangam Age and the rule of the Athiyaman dynasty.
- To learn about the history of Kongu Nadu under the Cheras, Gangas, Cholas, Pandyas, and the Vijayanagara Empire.
- To understand the contributions of Kongu Nadu to art, architecture, and the Indian freedom movement.
- To gain knowledge of the social, cultural, trade, and economic activities of the people of Kongu Nadu through the ages.

UNIT - I

Sources of Thagadur region Geographical feature and their influence Pre-Historic period political condition of Thagadur in Sangam Age Athiyar clan -Athiyaman Neduman Anji Social and economic, Religious condition of Thagadur-Art and Architecture - contributions of the Athiyamans. Thagadur under the Gangas,Banar, Nulambas, and Pallavas - The Cholas and the Later Athiyamans - Relationship of Cheras.

UNIT - II

Political Sources of Kongu region Geographical features and their influence conditionsin ancienttimes The Chieftains of Kongu region The Cherasrule social, economic and religious conditions -Administrative Development of Literature.

UNIT - III

The Kongu region under Gangas, Cholas, Pandiyas- Social, Economic, Religious The kongu Nadu under Vijaynagara period.

UNIT - VI

The Kongu region under Hyder ali and Tippu Sultan - Kongu under British - The contributions of Kongu rulers to the development of Art and Architecture - The role Kongu Nadu in freedom struggle.

UNIT - V

Social and Cultural life of the People of Kongu through the ages Trade and Economic activities of the Kongu people from ancient to 20th Century Commerce Kodumanal-different crafts of the Kongu country.

Learning Resources

References:

1. PularRasu-Kongu Nadu(Tamil)
2. MailaiSeeni.Vengadasamy-Kongu NatttuVaralaru(tamil)
3. K.N.Sivarajapillai-The Chronology of the EarlyTamils.
4. Subramaniyan.k.-History of Tamilnadu
5. C.Chandrasekar-Varalartinpakkangalil Thagadur(Tamil).
6. PoongunranR-TholkudiVelirVendar.

Web Sources:

https://www.tn.gov.in/tamilnadustate

https://diksha.gov.in/tn/

Course Outcomes

Students will be able to:

CO1 – Detail the early history of Thagadur region.

CO2 – Give an account of the history of Konguregion.

CO3 – Highlight the impact of the Kongu Nadu under Vijay nagara period.

CO 4 – Explain the society and culture under Kongu rulers.

CO5 – Present and account of the history of 20th Century Kongunadu.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

ELECTIVE – III WOMEN IN INDIA THROUGH THE AGES

Learning Objectives are

- To explain the various perspectives on women's issues.
- To appreciate the contributions of social reformers to the cause of women's empowerment.
- To outline the constitutional safeguards available for women.
- To examine the position of women in society.
- To examine the role of women welfare organizations and their schemes.

UNIT–I

Perspectives On Women's Issues : Liberal – Radical – Socialist – Marxist – Historical Aspects **:** Women in Ancient India **–**Women in Medieval India **–**Women in Modern India
Role of women in India's Freedom Struggle

UNIT - II

Social Reform Movements and their impact: Contributions of Brahma Samaj, Rammohan Roy, Ishwar Chandra Vidhyasagar, Jyotiba Phule and Savitribai Phule, Pandita Rama Bai,Periyar E.V. Ramasamy, and Dravidian Movement **–** Dr.Muthulakshmi Reddy **–**Moovalur Rama mirtham Ammaiyar.

UNIT - III

Constitution, Laws and the changing status of women: Women and Political Participation in India, Right to Vote, 73rd and 74th Constitutional Amendment and Participation in Local Governance, - Constitutional and Legal Safeguards for Women **–**Fundamental Rights, Directive Principles and Fundamental Duties **–**Laws related to Inheritance **–**Dowry Related Laws.

UNIT–IV

Women's Welfare Organizations and Schemes **:** Women's Indian association**–**National Commission for Women and State Commission for Women **–** Women Development Corporation **–**women welfare Schemes of the Government of India.

UNIT - V

Women and Economy : Women and Economic Growth **–**Women in unorganized Sector impact of globalization on women's employment**–**Women Entrepreneurs**–**Poverty and Development alI issues: Self Help Groups**–**Women and Media **:** Women in Print-Visual and Social Media.

LEARNING RESOURCES

Recommended Books

Anil Kumar Jha, "Gender Inequality and Women Empowerment", Axis Books, New Delhi, 2012.

NandalSantosh,"Women and Development".A Mittal Publications, NewDelhi,2012

Rani Sandhya, "Development of Women – Issues and Challenges", Discover Publishing House PvtLtd, NewDelhi,2012.

References

Elson Diane, et al. "Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development", UN Women, 2019

Jenny Edwards, Andrea Cornwall, etal.,"Feminisms, Empowerment and Development: Changing Women"s Lives", Kindle Edition, 2014.

Priyanka Sharma Gurnani, "Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India"Educreation Publishing House, New Delhi, 2016.

Rao, Pulla,"Political Empowerment of Women inIndia–Challenges and Strategies",ABD Publishers, New Delhi, 2012.

Web

Sources1.https://www.ncbi.nlm.nih.gov/pmc/articles/PMC29

82549/2.https://www.sociologydiscussion.com

Course Outcomes

Students will be able to:

CO1 – Explain the various perspectives on women's issues.

CO2 – Appreciate the contribution of social reformers to women's cause.

CO3 – Outline the constitutional safeguards for women.

CO4 – Examine the position of women in society.

CO5 – Examine the women welfare Organisations and schemes.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

ELECTIVE- IV ENVIRONMENTAL HISTORY OF INDIA

Learning Objectives are

- To examine the various schools of thought in ecological studies.
- To trace the impact of ecosystems from a historical perspective.
- To evaluate the impact of British ecological imperialism.
- To explain environmental policies and their significance.
- To examine the role and impact of various environmental movements.

UNIT - I

Introduction To Environmental History – Habitatsin Human History: Modes of Production and Modes of Resource Use –Schools of Thought in Ecology: Marxist, Gandhian, Eco- Feminism, Anthropocene.

UNIT - II

Prehistoric Environment in India –Role of Climate in Indus Valley Civilization –Forest In AncientIndia –Iron Tools and Deforestation in the Vedic Period –Eco-Systems of the Sangam Age In South India –Asoka And Ecology –Mughals And Hunting.

UNIT - III

Ecological Imperialism – Forest Policy : Forest Acts of 1865, 1878 and 1927 – Protest Against British Forest Acts and Policies of Mono culture – Plantation – Public Works – Railways –Hill Stations –Systematic Conservation versus Exploitation Debate.

UNIT– IV

Independent India's Environmental Policy – Forest Policy – Resolutions And Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment – Big Dams And Hydro-Electric Power Projects –Bhopal Gas Tragedy –Tsunami and its Impact –Move Towards Sustainable Development–National Environment Policy –National Conservation Strategy and the Policy Statement of Environment And Development 1992 –National Environment Tribunal – National Green Tribunal.

UNIT- V

Environmental Movements: Bishnoi Movement –Chipko Movement –Appiko Movement –Narmada Bacchao Andolan –Silent Valley Movement –Jungle Bachao Andolan.

LEARNING RESOURCES

Recommended Books

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

Donald Hughes.J., *What is Environmental History?,* Polity Press: Cambridge, U.K. 2006.
MadhavGadgil and RamchandraGuha, *The Fissured Land: An Ecological History of India*

OUP: BerkeleyandLos Angeles, California,USA1992

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

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

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

References

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

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

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

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

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

Web Sources:

https://www.mids.ac.in/assets/doc/WP_203.pdf
https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_A_HISTORICAL_PERSPECTIVE

https://www.jstor.org/stable/41949868

Course Outcomes

Students will be able to:

CO1 – Understand the various schools of thought in ecological studies.

CO2 – Trace the impact of eco systems from a historical perspective.

CO3 – Evaluate the impact of British ecological imperialism.

CO4 – Examine the impact of various environmental movements in India.

CO5 – Examine the role of various movements

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

NME – I INTELLECTUAL HISTORY OF TAMIL NADU

Learning Objectives are

- To understand the importance of intellectual history and the contribution of Sangam literature to Tamil society.
- To examine the role of religion and social reform movements in the modernization of Tamil Nadu.
- To understand the contributions of Tamil scholars to the Tamil Renaissance and the modernization process.
- To learn about the role of freedom fighters in promoting social and political awareness in Tamil Nadu.
- To analyze the impact of social reform movements and leaders on the development of modern Tamil society.

UNIT - I: Importance of Intellectual History and Sangam Age

Modernization Process in TamilNadu The impact of Intellectual son Modernization-Emergence of Social Reforms –Sangam Literature –Sangam Society Thirukkural.

UNIT - II: Role of Religion for Modernisation.

Thesophical Society – AnnieBesant – Christian Missionary Activities.

UNIT- III: Role of Tamil Scholars for Modernization

Tamil Renaissance – Sundarampillai – Thiru Vi.Ka – Maraimalai Adigal Pure Tamil Movement.

UNIT- IV: Role of Freedom Fighters for Modernization

Bharathi - V.O.C.-Subramanya Siva-Bharathidasan.

UNIT - V: Social Reform Movements

Sanmarga Movement-Vallalar-Self Respect Movement – Justice Party- Dravidian movement -E.V.R.& C.A.Annadurai -Swami Sahajananda.

Text Books

1. Anaimuthu,V.,1974.Thoughts of PeriyarB.V.R.,3vols.,Thinker's Forum,Trichy.
2. Irschick and Eugune,F.,1986.Tamil Revivalismin1930s Cre-APublication, Madras.
3. Kundrakudi Adigalar,1981,Thiruvalluvar,Annamalai University,
4. Shanmugam and R.Vinayagamurthy, 1983. Thiru Vi.Ka., Oru Palkalai kazhakam (Tamil), Manivasagar Pathipakam, Chidambaram.
5. Sivagnanam,M.P.,1967.Vallalar Kanda Orumaipadu(Tamil), InbaNilayam, Madras.

References

1. Hardgrave,R.L.,1965,TheDravidian Movement, Bombay,
2. MahakaviBharathi Centenary Souvenir,1982. Annamalai University.
3. Phillips, C.H. and Wainwaright, M.O. (eds.), 1976. Indian Society and the Beginning of Modernization, London.
4. Schweitzer and Albert,1951.IndianThoughtandits Development,Adam and Charles Black, London.
5. Teachers of TamilDepartment,1-979.Thirukkural Sinthanaikal(Tamil), Annamalai University.

Course Outcomes

Students will be able to:

CO 1 - Understand the importance of intellectual history and modernization in TamilNadu.

CO 2 - Explain the role of religion and religious organizations in social change.

CO 3 - Describe the contributions of Tamil scholars to the Tamil Renaissance.

CO 4 - Identify the role of freedom fighters in the modernization of Tamil society.

CO 5 - Understand the impact of social reform movements and their leaders on Tamil Nadu.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

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COMMON PAPER FOR ALL PG PROGRAMS

SEMESTER– III

CORE – IX COLONIALISM AND NATIONALISM IN INDIA

Learning objectives are

- To trace the processof colonization.
- To explain the rise of nationalism.
- To highlight the transition to self-rule.
- To examine the role of masses in the freedom struggle.
- To detail the process of transfer of power and the attainment of independence.

UNIT - I

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

UNIT - II

Emergence of Nationalism in India**:** Manifestation of Discontent against British Rule –Poligar Revolt –South Indian Rebellion –Vellore Revolt of 1806 - Revolt of 1857 - Popular Pre-nationalist movements: Peasant uprisings - Tribal Resistance Movements and the Civil Rebellions - Causes, Nature, and Impact –Socio-Religious Reform Movements: Ideological Base for the national movement - Predecessors of the Indian National Congress - Factors leading to the origin of Indian National Movement.

UNIT - III

From Representative politics to the idea of Self-rule**:** Birth of Indian National Congress - Composition, Methods of Work, Policies, Demands and Attitudes of the British –Evaluation of the Early Phase of the National Movement - Rise of Extremism - Partition of Bengal and SwadeshiMovement–FoundationofMuslimleague-RevolutionaryMovements -Reactions to the Morley-Minto Reforms -Home Rule Movements - Montague-Chelmsford Reforms – Government of India Act 1919.

UNIT - IV

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

UNIT - V

Independence and Partition: Resignation of Congress Ministries - Individual Satyagraha – Cripps'Mission–Quit India Movement - Indian National Army - Last years of Freedom Struggle (1945– 47) - SimlaConference - Cabinet Mission Proposal - Transfer of Power and Partition.

LEARNING RESOURCES

Recommended Readings

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

Chandra, Bipan,et.al.,ed.,*India'sStruggle for Independence*,Penguin Random House India, New Delhi, 2016

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

Masselos, Jim, *Indian Nationalism: A History,* New Dawn Press, 2005
Sarkar,Sumit,*Modern India,1885-1947,* LaxmiPub.,NewDelhi,2008

References

Chand, Tara, *History of Freedom Movement in India,Vol.I-IV,*Pub.Div.,NewDelhi,2017 Dutt, R.P., *India Today,* Read Books, 2008

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

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

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

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

Web Sources

https://www.routledge.com/A-History-of-Colonial-India-1757-to-1947/Roy-
https://www.jstor.org/stable/44140761
https://www.jstor.org/stable/44141769

Course Outcomes

Students will be able to:

CO1 – Evaluate the impact of British imperialism.
CO2 – Examine the nature of early resistance against British rule in India.
CO3 - Compare the relative merits of different methods of anti- British struggle.
CO4 – Evaluate the Gandhian non-cooperation movement and its influence on the masses.
CO 5 - Explain the process of partition.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

CORE - X HISTORIOGRAPHY AND HISTORICAL METHODS

Learning Objectives are

- To explain the concepts related to history and its relationship with the disciplines.
- To discuss various philosophies and interpretations of history.
- To explain the processes and procedures involved in the conduct of historical research.
- To examine the evolution of historical writing in theWest.
- To examine the contribution of various historians to the development of Indian historiography.

UNIT - I

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

UNIT - II

Philosophy of History –Positivist History –Marxist Interpretation of History –Annales Paradigm –Subaltern History– Subjectivity and Need for Objectivityin History.

UNIT - III

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

UNIT - IV

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

UNIT - V

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

LEARNING RESOURCES

Recommended Books

Ali, Sheik, *History: Its Theory and Method*, Laxmi Publications, 2019Carr,
E.H., *What is History?*, Penguin Books Ltd., New Delhi, 2018.
Manikam,S.,*On History & Historiography,*PadumamPublishers,Madurai

Rajayyan, K,*History in Theory and Method: AStudy in Historiography*, RajPublications,Madurai, 1982

Sreedharan,E.,*ATextbookofHistoriography:500BCtoAD2000*,OrientLongman,New Delhi, 2004

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Bloch,Marc, *The Historian's Craft*,AakarBooks,Delhi,2017 Collingwood,
R.G., *The Idea of History,* OUP, Delhi, 1994

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

Jenkins,Keith, *Wh yHistory? Ethics and Postmodernity,*Routledge, London,1999
Sen,S.P.,*Historians and Historiography in Modern India*,Institute of Historical Studies, Calcutta, 1973
Sreedharan,E.,*AManual of Historical Research Methodology,*CentreforSouthIndian Studies, Trivandrum, 2007
Tosh,John,*The Pursuit of History: Aims,Methods and New Directions in the Study of History,*Routledge, New York, 2015
Webster,JohnC.B.,*Studying History,*PrimusBooks,Delhi, 2019

Web Sources:

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

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

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

Course Outcome

Students will be able to:

CO1 – Explain the meaning and scope of history.
CO2 – Outline the various the ories and philosophical approaches to history.
CO3 – Undertake historical research.
CO4 – Analyse the contribution of western historians.
CO5 - Highlight the historical writings of important Indian historians.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

CORE - XI ECONOMIC HISTORY OF INDIA SINCE 1857 CE

Learning Objectives are

- To examine the agrarian condition and the impact of commercialization of agriculture.
- To assess the impact of international link ages on the growth of industries in colonial India.
- To know about the trade and monetary policy of colonial India.
- To learn the development of various transport infrastructure and the growth of cities.
- To critique the ideas of the economic nationalists.

UNIT - I

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

UNIT - II

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

UNIT - III

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

UNIT - IV

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

UNIT - V

Nationalist Critique**:** Dadabhai Naoroji – Amartya Sen – Raja Chelliah – C.Rangarajan.

LEARNING RESOURCES

Recommended Books

Desai,S.S.M.,et.al.,*Economic History of India,*HimalayaPub.House, 2010

Dutt,R.C.,The Economic History of India,Vols. I & II,Publications Division,NewDelhi, 2006

Dutt,R.P.,*IndiaToday,*ReadBooks,2008

Roy, Tirthankar, *The Economic History of India, 1857-1947,* OUP India, New Delhi, 2010

Singh,V.B.,*Economic History of India,1857-1956,*AlliedPub.Pvt.Ltd.,NewDelhi,1965

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

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

Cambridge University Press, Cambridge,2008

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

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

Course Outcomes

Students will be able to:

CO1 – Examine the agrarian condition of Colonial India and the impact of commercialization.
CO2 – Assess the impact of international linkages on the growth of industries in colonial India.
CO3 – Explain the trade and monetary policy of colonial India.
CO4 – Examine the development of various transport systems.
CO5 - Critique the ideas of the economic nationalists.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

CORE -XII INTELLECTUAL HISTORY OF INDIA

Learning Objectives are

- To understand the concept of intellectual history and the contributions of major thinkers to the Indian Renaissance.
- To examine the economic ideas of early Indian nationalists and their role in shaping national consciousness.
- To analyze the political thoughts and contributions of prominent nationalist leaders in India.
- To understand the role of social reformers in promoting social justice and equality in Indian society.
- To evaluate the contributions of Mahatma Gandhi, Jawaharlal Nehru, and Jayaprakash Narayan to Indian nationalism and nation-building.

UNIT - I

Understanding Intellectual History and its impact –Indian Renaissance –Raja Ram MohanRoy–Dayananda Saraswati – Syed AhmedKhan-Vivekananda - Annie Besant.

UNIT -II

Economic through of Early Nationalists – Dadabhai Naoroji - R.C.Dutt - M.G.Ranade - J.C.Kumarappa.

UNIT - III

Bala Gangadhar Tilak – AurobindoGhosh – SubramanyaBharati - M.AJinnah.

UNIT - IV

Social Thinker: JyothiRaoPhule – PeriyarE.V.Ramasamy - B.R.Ambedkar, Ayothi Das Pandithar- M.N.Roy.

UNIT - V

Mahatama Gandhi and Nationalism-Jawaharlal Nehru and Nation Building - Jaya Prakash Narayan and Total Revolution.

LEARNING RESOURCES

Recommended Books

Guha, Ramachandra,Makers of Modern India,Harvard University Press,Harvard, 2013.

Varma,V.P.,Indian Political Thought,Vol.II,Laxmi Narayan Agarwal Educational Pub., Agra, 1959

Bhagwan,Vishnoo, Indian Political Thinkers, Atma Ram Pub.,Lucknow, 1999

References

CPAndrews, The Renaissance in India

P.K.Gopalakrishnan,Development of Economic Ideas in India.

V Brodovo, Indian Philosophy of Modern Times

Hanskohn, History of Nationalism in the East

C.Y.Chintamani,Indian Politics Since the Mutiny

Mujumdar.R.C,History of Political Thought from Mohan to Dayananda.

Beniprasad, The Hindu – Muslim Questions

H.C.E.Zacharias, Renascent India

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

Web Sources

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

Course Outcomes

Students will be able to:

CO1 – Understand the evolution of intellectual history of India
CO 2 – Evaluate the contributions of economic nationalists.
CO3– Appreciate the contribution of radical thinkers.
CO4 – Assess the role of social thinkers.
CO5 - Appreciate the legacy of Gandhi,Nehru and Jaya Prakash Narayan.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

ELECTIVE – V PRINCIPLES AND TECHNIQUES OF ARCHAEOLOGY

Learning Objectives are

- To explain the meaning of archaeology and the importance of its relations with allied disciplines.
- To describe the development of archaeology in India and the West.
- To learn the methods and techniques of excavation.
- To know the Archaeological study Centre's.
- To classify the excavated materials and explain the methods of interpretation

UNIT -I

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

UNIT -II

Beginnings in Archaeology from Antiquarianism to Archaeology -Process of Archaeology in the West - Growth of Archaeology in India - Development of Archaeological Survey of India.

UNIT -III

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

UNIT -IV

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

UNIT - V

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

LEARNING RESOURCES

Recommended Books

Raman,K.V. : Principles an dMethods of Archaeology
Rajan.K : Archaeology: Principles and Methods

References

Atkinson.R.J.C :Field Archaeology,2nd edition
BarkerPhilip :Understanding Archaeological Excavation
Fleming.S. :Datingin Archaeology
Renfrew,CandBhan : "Archaeology"
Robert.f.Heizer(ed.,) :The Archaeologist at Work:Asource Book in Archaeological Method and Interpretation
Roy.Sourindranath : The Story of Indian

Archaeology
Renfrew,C&PaulBahn :Archaeology:Theories, Methods and Practicals

Web Sources

https://www.britannica.com/science/archaeology
https://asi.nic.in

Course Outcomes

Students will be able to:

CO 1 - Understand the meaningof archaeology and the importance of its relations with allied disciplines.
CO2 – Describe the evolution of archaeology.
CO3 – Describe the methods and techniques of excavation.
CO4 – Listthe Archaeological study centres.
CO5 – Ability to interpret the artefacts.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

ELECTIVE –VI STUDY OF NUMISMATICS

Learning Objectives are

- To understand the importance of coins as a source for the study of history.
- To learn about the origin and evolution of coinage in ancient India.
- To examine the coins issued by foreign rulers and their influence on Indian coinage.
- To understand the coinage systems of major Indian dynasties from the Mauryas to the Mughals.
- To gain knowledge of the currency system during the British period and post-Independence India.

UNIT-I

Importance of the study of Coins – Origin and Evolution of Coinage Early Indian Coins **–** Punch Marked Coins.

UNIT-II

Coins of Foreign Invaders – Indo – Greeks – Romans and the Kushanas.

UNIT-III

Coins of theMaurya, Gupta, Satavahana, Chalukya and Cholas.

UNIT-IV

Coinage of the Vijayanagara **–** Coins of the sultanates of Delhi **–** Coins of the Mughal Emperors.

UNIT-V

Coins and Currency system under British and Post- Independence.

Learning Resources

Books

1. Chattopadhyaya,B.,-The Age of Kushanas-A Numismatic Study.
2. Chattopadhyaya,B.D.,- Coins and Coinage in SouthIndia,NewDelhi,1977.
3. Gupta,P.L.,- Coins,NewDelhi,1996.
4. Sarma,I.K.,-Coinage of the Satavahana Empire, NewDelhi,1980.
5. Kosambi, D.D.,- Indian Numismatics, Delhi,1992.
6. Paula JTurner, Roman Coins branch India,1989, London.
7. P.Srivastava, Encyclopaedia of Indian Coins **–**Vol.I&II,Delhi,2012.
8. David RSear, Roman Coins and their Values,London,1988.
9. Durga Prasad ,Silver Punch marked Coins of Ancient India [N.S.XLV,&LVII] S.K. Chakravarthi, Ancient Indian Numismatics

Course Outcomes

Students will be able to:

CO1 – Understand the historical background of the Indian Constitution.
CO2 – Compare and contrast basic features of the constitution.
CO3 – Evaluate the nature of Indian federalism and the rationale for emergency provisions.
CO4 – Describe the powers and functions of the various units of the government.
CO5 - Explain the structure at the state level.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

NME - II TEMPLES IN TAMIL NADU

Learning Objectives are

- To understand the historical and religious significance of the Arupadai Veedugal and other important Murugan temples in Tamil Nadu.
- To learn about the history, architecture, and cultural importance of major Saiva temples in Tamil Nadu.
- To examine the religious and architectural features of important Vaishnava temples in Tamil Nadu.
- To understand the contribution of Jainism and the significance of Jain temples and monasteries in Tamil Nadu.
- To gain knowledge of the spread of Buddhism and the importance of Buddhist centres and temples in Tamil Nadu.

UNIT - I

Arupadai Veedugal : Palani – Pazhamudir Cholai – Tiruchendur – Tiruthani – Tirupparakundram - Swami malai – Mariyamman Temple Samayapuram.

UNIT–II

SaivaTemples :Thillai Nataraja Temple, Chidambaram - Meenakshi Amman Temple, Madurai - Ramanathaswamy Temple, Rameswaram - Arunachaleshwarar Temple,Tiruvannamalai.

UNIT - III

Vainava Temples : Sri Ranganathaswamy Temple, Srirangam - Parthasarathy Temple, Tiruvallikeni - Andal Temple, Srivilliputhoor - Srivaikuntanathan Perumal Temple, Srivaikuntam.

UNIT- IV

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

UNIT-V

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

Reference Books

Chandramoorthi.M. 2016, Tamilnadu Sivalayangal(Thokuthi-1), Manivasakar Padippagam, Chennai.

Chandramouli.C.,2003,Temples of Tamilnadu Volume-1,Controller of Publications, University of California.

Chittra Madhavan, Dr., Vishnu Temples of South India. Seeni.

Venkatasamy. Mayilai., 2007, *BouthamumThamilum*, 2007,

SamanamumThamilum, Pavai Publicactions, Chennai Surendar Sahai –

Temples of South India.

M.A.Chandramurthy– Temples of Tamilnadu – 2Volume. K.A.Nilakanda Sastri – A History of South India.

Bala Sarma –Temples of Tamilnadu–Tamil. C.Vasanthi– Temples arts in Tamilnadu –Tamil.

Course Outcomes

Students will be able to:

CO1 - Describe the significance of important Saiva temples and their contribution to Tamil religious traditions.

CO2 - Discuss the history and religious importance of major Vaishnava temples in Tamil Nadu.

CO3 - Identify the heritage and architectural features of prominent Jain temples and centres in Tamil Nadu.

CO4 - Understand the growth and influence of Buddhism and Buddhist centres in Tamil Nadu.

CO5 - Analyze the role of temples in preserving Tamil culture, art, architecture, and religious traditions.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

INTERNSHIP

- Helps students gain real-world experience beyond classroom learning.
- Improves archival research, data collection, documentation, and report-writing skills.
- Provides firsthand knowledge of museums, archives, monuments, and heritage sites.
- Enhances communication, teamwork, and organizational skills.
- Develops professional confidence through fieldwork and project activities.
- Strength the resume and improves prospects for higher studies and employment.

Course Outcomes

Students will be able to:

CO1 - Apply historical knowledge in professional and field-based settings.

CO2 - Conduct basic historical research and documentation.

CO3 - Understand the functioning of museums, archives, and heritage institutions.

CO - Analyze and interpret historical sources effectively.

CO5 - Demonstrate improved communication and professional skills.

SEMESTER– IV

CORE – XIII CONTEMPORARY HISTORY OF INDIA

Learning Objectives are

- To evaluate the contributions of different governments to the development of India.
- To assess the impact of government policies on scientific advancements in India.
- To describe the economic development and foreign policy of independent India.
- To explain the uniqueness of Indian society and culture.
- To examine the culture and arts in independent India.

UNIT - I

Demographic profile–characteristics of Indian Population – growth - Religion – Language – Occupation –National Policyon Population.

The Political Development –Reorganisation of States on Linguistic basis – Channels of integration–Political parties – From Sastri to IndiraGandhi– Rajiv years– changes during Bharathiya Janata Party.

UNIT - II

Science and Technology – Government of India Policy – Atomic and Nuclear Policy – Space Research - ISRO – DRDO – IT – National Research Institutes.

Transport and Communications – Railways –Roads –Shipping – Civil aviation – Postal, Telegraph – Telecommunication – Landline – internet, Communication satellites – Mobile communication.

UNIT - III

The Economic Development – Planning Commission – National Development Council – State Plans – Five Year plans – Liberalization and Privatization and their impact.

The Foreignpolicy – objectives of Foreign Policy, Basic principles of Indian Foreign Policy – India and China – India and Pakistan – India and USA– India and Russia

UNIT - IV

Indian Society: Rural and Urban context – Constitutional frame work for safeguarding the social interest

Education – Indian Education Commission – University Grants Commission – Kothari Commission – Progress of women education - growth of science education.

UNIT - V

Culture and the Arts – Society – Religion– Family– Festivals– Cuisine– Recreation and Sports – Performing Arts – Drama and Cinema - Folk Arts.

LEARNING RESOURCES

Recommended Books

S.C.Dube(Ed) :India since Independence (1947-1977)

S. Gopal :Jawaharlal Nerhu:Foreign policy of India 1960's,Vol.III.

M.J.Akbar : The Siege within: Problems of Modern India

A. Appadurai :Foreign policy (Consumer Library)
V.D. Mahajan : History of Modern India up to1980's

References

B.Kuppuswamy :Social Change in India
R.N. Sharma :Social problems in India

Ronald Segal : The Crisis of India

Bipan Chandra,et.al: India After independence,1947-2000

Web

Sourceshttps://www.ddutkal.ac.in

https://www.jstor.org/contemporaryindia

Course Outcomes

Students will be able to:

CO1– Evaluate the contribution of different governments.
CO2– Assess the impact of government'spolicy on scientific advancements in India.
CO3 – Describe the India's economic development and foreign policy.
CO4 – Explain the uniqueness of Indian society and culture.
CO5 - Examine the culture and Arts in Independent India.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

CORE - XIV INTERNATIONAL RELATIONS SINCE 1945 CE

Learning objectives are

- To explain the various theories and concepts of International Relations.
- To evaluate the impact of the Cold War on international relations.
- To assess the achievements of the United Nations and other regional organizations.
- To examine the role of international economic organizations in global development.
- To examine key international issues with special reference to contemporary global concerns.

UNIT - I

Theories of International Relations: Idealist Theory – Realist Theory –WorldSystems Theory –Neorealist Theory –Neoliberal Theory; State System: Origin –Nature –Sovereignty – Nationalism –Balance of Power: Meaning –Characteristics –Types –Techniques –Collective Security: Meaning –Nature –Diplomacy: Meaning –New Diplomacy –Types of Diplomacy – National Security: Definition – Internal Threats –External Threats.

UNIT -II

Cold War: Origin –Phases of Cold War – End of Cold War –NAM: Origin –Membership and Conferences – Objectives –Achievements –India's Role; Middle East: Arab Israeli Conflict – Oil Crisis.

UNIT -III

United Nations Organization and its Specialized Agencies (UNESCO –UNICEF –WHO) – European Union –Organization of African Unity – ASEAN – SAARC.

UNIT -IV

Bretton woods Institutions: World Bank and IMF– UNCTAD– North– South Dialogue– NIEO – GATT –WTO.

UNIT -V

Nuclear Politics : IAEA – NPT– CTBT– Concepts - India's Nuclear Policy- International Terrorism: Origin – Types – 9/11 – US War on Terrorism–Indian Perspective; Indian Ocean: Cold War Politics – Contending Interests – India's Concerns ; Environmental Concerns: Rio – Kyoto –Green Peace.

LEARNING RESOURCES

Recommended Books

Palmerand Perkins., International Relations:World Community in Transition
Hans J. Morgenthau., Politics among Nations
PeterCalvocoressi.,World Politics since 1945
AsitSen ., International Politics
Prakash Chandra.,International Relations:Foreign Policy of Major Powers and Regional Systems

References

Joseph Frankel :International Relations in a Changing World
K.R. Narayanan, ed. :Non-Alignment in Contemporary International Relations
Rasul B. Rais : The Indian Ocean and the Superpowers

K.R.Singh :The Indian Ocean: Big Power Presence and Local Response

Web Source
https://www.britannica.com/topic/international-relations
https://www.futurelearn.com/experttracks/global-studies-international-relation**ns**

Course Outcomes

Students will be able to:

CO1 – Explain the various theories and concepts of International Relations.
CO2 – Evaluate the impact of cold war.
CO3 – Assess the achievements of UNO and other regional organizations.
CO4 – Examine the role of international economic organisations.
CO5 – Examine the key international issues with special reference to India's concerns.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

PROJECT WITH VIVA-VOCE

Project at P.G. level is essentially an experience in Historical Research. It provides opportunity to the student for an independent source-based study. It also facilitates the development of subject skills to acquire select and synthesize relevant and appropriate knowledge in a range of historical evidence in a critical manner. It is hoped that this exercise would develop transferable skills with independence of mind, communication skills and ability to work in a self-disciplined way.

Each student has to do a project/dissertation in the range of 9,000 –10,000 words including references and excluding Bibliography.

Each student should work under a faculty allotted by the Department. After completion of the project there will be a Viva Voce Examination.

PROJECT MARK EVELUATION

Project Evaluation	**:**	**50 Marks**
Internal	**:**	**25 Marks**
Viva-Voce (External)	**:**	**25 Marks**

Total		**100 Marks**

SEC – II GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS

Learning Objectives are

- To understand the physical and geographical features of India, including its natural resources, climate, and wildlife.
- To gain knowledge of the structure and development of the Indian economy and its major policies.
- To understand the Constitution, political system, and governance of India.
- To examine recent developments in science, technology, and disaster management in India.
- To acquire knowledge of India's culture, society, international organizations, and its relations with the world.

UNIT - I

Indian Geography: The Earth– Atmosphere– Soils –Minerals– Crops– Forests– Monsoons – Mountain Ranges – Rivers – River water Disputes among the States National highways – Airports – National Wildlife Sanctuaries.

UNIT - II

Indian Economy: Planning Commission (Niti Aayog) - New Economic Policy - LPG, Liberalization, Privatization, Globalization - Finance Commission - Controller and Auditor General of India Prime Minister Relief Fund-Chief Minister Relief Fund.

UNIT - III

Indian Polity: The President-The Parliament Executive and Judiciary Centre and State Relationship - State Government - Recent Constitutional Amendments.

UNIT - IV

Science and Technology: Bio-technology - Nano Technology - Space Research - Oceanography - Communication Technology Indian Medical Council - Natural Disaster Management.

UNIT - V

India and World: Indian States - Census- Flag- Emblem - Indian Art and Music - Awards in India and World - Sports in India and World - South Asia Association for Regional Co-operation (SAARC) - Association for South East Asian Nations (ASEAN) –United Nations Organization(UNO).

Learning Resources

Reference Books

Unique Publishers: General Studies UPSC and State Civil Service Preliminary Examination.
Punniah K.V : The Constitutional History of India.
Pearson Publication :General knowledge Manual.
Duttand Sundram : Indian Economy.
Spectrum Publications : Science and Technology.
MM Series : Geography of India.
Daily News Paper : The Hindu

Course Outcomes
Students will be able to:

CO 1 - Identify key geographical features and resources of India.

CO 2 - Describe important concepts related to the Indian economy and economic reforms.

CO 3 - Interpret the constitutional and administrative structure of the Indian political system.

CO 4 - Discuss recent advancements in science, technology, and disaster management.

CO 5 - Apply knowledge of current affairs, national institutions, and international organizations in competitive examinations.

CO Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

EXTENSION ACTIVITY

Extension activities provide opportunities for M.A. History students to apply their academic knowledge beyond the classroom and contribute to society through community engagement, heritage conservation, and public awareness programmes.

Suggested Extension Activities

- Heritage Awareness Campaigns Historical Site Visits and Documentation
- Museum and Archive Outreach
- Village History Documentation
- National Days and Commemorative Events
- School Outreach Programmes
- Digital Heritage Projects

Course Outcomes

Students will be able to:

CO 1 - Develop a sense of social responsibility and civic engagement.

CO 2 - Apply historical knowledge to community-based activities.

CO 3 - Promote awareness of cultural heritage preservation.

CO 4 - Strengthen leadership, teamwork, and organizational abilities.

CO 5 - Improve employability and professional competencies in history-related fields.

MODEL QUESTION PAPERS

SEMESTER - I

HISTORY OF INDIA UPTO 1206 CE

Time : 3 Hours **Part – A (15 X 1 = 15)** **Total Marks : 75**

Choose the correct answer:

1. Who is known as the Father of History?
   a) Plato b) Aristotle c) Herodotus d) Socrates
2. The Indus Valley Civilization was discovered at:
   a) Delhi b) Harappa c) Agra d) Patna
3. Who founded the Mauryan Empire?
   a) Ashoka b) Bindusara c) Chandragupta Maurya d) Harsha
4. Who wrote the Arthashastra?
   a) Kalidasa b) Kautilya c) Panini d) Banabhatta
5. Which ruler embraced Buddhism after the Kalinga War?
   a) Chandragupta Maurya b) Harsha c) Ashoka d) Samudragupta
6. The Golden Age of Ancient India is associated with:
   a) Mauryas b) Mughals c) Guptas d) Pallavas
7. Who was the Chinese traveler who visited India during Harsha's reign?
   a) Fa-Hien b) Ibn Battuta c) Megasthenes d) Xuanzang
8. Who founded Buddhism?
   a) Mahavira b) Gautama Buddha c) Ashoka d) Nagarjuna
9. Who was the 24th Tirthankara of Jainism?
   a) Rishabha b) Parsvanatha c) Mahavira d) Bahubali
10. What was the capital of the Chola Empire?
    a) Madurai b) Kanchipuram c) Thanjavur d) Uraiyur
11. Who built the Brihadeeswarar Temple?
    a) Rajendra Chola I b) Rajaraja Chola I c) Karikala Chola d) Vijayalaya Chola
12. The Shore Temple is located at:
    a) Madurai b) Thanjavur c) Mamallapuram d) Chidambaram
13. The First Battle of Tarain was fought in:
    a) 1191 CE b) 1192 CE c) 1206 CE d) 1001 CE
14. Who defeated Prithviraj Chauhan in the Second Battle of Tarain?
    a) Mahmud of Ghazni b) Muhammad Ghori c) Babur d) Qutb-ud-din Aibak
15. In which year was the Delhi Sultanate established?
    a) 1192 CE b) 1206 CE c) 1220 CE d) 1290 CE

Part – B (2 x 5 = 10)

Answer Two questions

16. Explain the salient features of the Indus Valley Civilization.

17. Discuss the administrative system of the Mauryan Empire under Chandragupta Maurya.

18. Describe the causes and effects of the Kalinga War.

19. Write a short note on the Gupta Age

20. Describe the achievements of Harshavardhana

Part – C (5 x 10 = 50)

All question Answers

21. (a) Explain the origin, town planning, and socio-economic life of the Indus Valley Civilization.

Or

(b) Discuss the sources and significance of Ancient Indian History.

22. (a) Describe the rise of the Mauryan Empire and the achievements of Chandragupta Maurya.

Or

(b) Examine the administration and Dhamma policy of Ashoka.

23. (a) Explain the causes for the rise of Buddhism and its impact on Indian society.

Or

(b) Discuss the origin, principles, and spread of Jainism.

24. (a) Evaluate the political, economic, and cultural achievements of the Gupta Empire.

Or

(b) Describe the reign and achievements of Harshavardhana.

25. (a) Discuss the administration, military organization, and cultural contributions of the Chola

Or

(b) Explain the art, architecture, and achievements of the Pallavas.

.

SEMESTER I

SOCIO - CULTURAL HISTORY OF TAMIL NADU 1565 CE

Time: 3 Hours Maximum: 75 Marks

Part – A (15 x 1 = 15 Marks)

1. In the following list which is not excavating site in Tamil Nadu.
   (a) Adichanallur (b) Arikamedu (c) Kodumanal (d) Lothal
2. Keeladi excavations have revealed area settlement
   (a) Mauryan (b) Sangam (c) Chola (d) None of the above
3. Foreigners established domination in Tanjore during the reign of
   (a) Serfoji (b) Pratap (c) Tuljaji (d) Amar Singh
4. Robert De Nobili was a missionary of mission
   (a) Jesuit (b) Madurai (c) Arcot (d) Tanjore
5. The Saraswathi Mahal Library is located at
   (a) Madurai (b) Trichy (c) Tanjore (d) Madras
6. The Sivaganga Seemai was formed in
   (a) 1725 (b) 1730 (c) 1735 (d) 1747
7. The Marathi Brahmins who migrated to Tanjore were known as
   (a) Deshastha (b) Kothanies (c) Karnatakas (d) Loha
8. The capital of Nawab of Carnatic was
   (a) Madras (b) Arcot (c) Vellore (d) Trichy
9. Malik Kafur invaded Madurai in the year AD
   (a) 1311 (b) 1310 (c) 1312 (d) 1313
10. The Treaty of 1792 was signed between English and the
    (a) French (b) Marathas (c) Nayakas (d) Nawabs
11. The Fourth Mysore War came to an end in
    (a) 1774 (b) 1796 (c) 1795 (d) 1799
12. Who is the founder of Madurai Mission?
    (a) De Britto (b) St. Thomas (c) Robert De Nobili (d) St. Xavier
13. Self-Respect Movement was started by whom?
    (a) V.O. Chidambaram (b) Periyar E.V. Ramasamy (c) Rajaji (d) Gandhiji
14. When did C.N. Annadurai become Chief Minister of Tamil Nadu?

(a) 1952 (b) 1957 (c) 1962 (d) 1967

15. The Treaty of 1792 was signed between English and the

(a) French (b) Marathas (c) Nayakas (d) Nawabs

Part – B (2 x 5 = 10 marks)

16. Write a note on Rani Mangammal.

17. Give an estimate on Venkoji.

18. Examine the causes of Carnatic Wars.

19. Write a note on Dravidian Movement.

20. Write a short note on Self Respect Movement.

Part – C (3 x 10 = 30 marks)

21. (a) Write an essay on the sources for the study of Ancient Tamil Nadu.

(Or)

(b) Give a detailed account of the five-fold classification of land during the Sangam Period.

22. (a) Elucidate the development of temple architecture during the Pallava Period.

(Or)

(b) Discuss the growth of education under the Pallavas.

23. (a) Write about the development of local self-government under the Cholas.

(Or)

(b) Give an account of the economic life of the Chola Period.

24. (a) Trace the development of art and architecture under the Pandyas.

(Or)

(b) Examine the religious condition of the Pandya Period.

25. (a) Explain the society and culture under the Madurai Sultanate.

(Or)

(b) Analyse the contribution of Krishnadevaraya to art and literature.

SEMESTER - I

HISTORY OF EUROPE FROM 1789CE –1945 CE

Time : 3 Hours **Part –(15 x 1 = 15)** **Total Marks : 75**

Choose the Correct Answer:

1. The French Revolution began in:
   a) 1776 b) 1789 c) 1815 d) 1848
2. Who was the King of France during the French Revolution?
   a) Louis XIV b) Napoleon Bonaparte c) Louis XVI d) Charles X
3. The slogan of the French Revolution was:
   a) Unity, Justice, Peace b) Liberty, Equality, Fraternity c) Truth, Duty, Honour d) Freedom, Faith, Progress
4. Napoleon Bonaparte became Emperor of France in:
   a) 1799 b) 1804 c) 1815 d) 1830
5. The Battle of Waterloo was fought in:
   a) 1804 b) 1812 c) 1815 d) 1848
6. The Congress of Vienna was held in:
   a) 1789 b) 1815 c) 1848 d) 1871
7. Who was known as the "Iron Chancellor" of Germany?
   a) Kaiser Wilhelm II b) Metternich c) Otto von Bismarck d) Garibaldi
8. Germany was unified in:
   a) 1848 b) 1866 c) 1871 d) 1914
9. Who played a major role in the unification of Italy?
   a) Napoleon III b) Garibaldi c) Lenin d) Trotsky
10. The First World War began in:
    a) 1905 b) 1914 c) 1918 d) 1939
11. The immediate cause of the First World War was the assassination of:
    a) Kaiser Wilhelm II b) Tsar Nicholas II c) Archduke Franz Ferdinand d) Mussolini
12. The Treaty of Versailles was signed in:
    a) 1918 b) 1919 c) 1920 d) 1925
13. The Russian Revolution took place in:
    a) 1905 b) 1914 c) 1917 d) 1921
14. Who led the Bolshevik Revolution in Russia?
    a) Stalin b) Lenin c) Kerensky d) Trotsky
15. The Second World War began in:
    a) 1933 b) 1936 c) 1939 d) 1945

Part – B (2 x 5 = 10)

Answer Two questions

16. Explain the causes of the French Revolution of 1789.

17. Write a short note on the achievements of Napoleon Bonaparte.

18. Discuss the causes of the First World War

19. Describe the structure and functions of the UNO

20. Discuss the impact of colonial rule on Asian and African countries.

Part – C (5 x 10 = 50) Answer All Questions

21. (a) Explain the causes, course, and results of the French Revolution of 1789.

Or

(b) Discuss the significance of the French Revolution in the history of Europe.

22. (a) Describe the rise of Napoleon Bonaparte and evaluate his administrative reforms.

Or

(b) Examine the causes and consequences of the downfall of Napoleon.

23. a) Explain the causes, course, and consequences of the First World War.

Or

(b) Discuss the immediate and underlying causes of theSecond World War

24. a) a) Explain the origin, objectives, and principles of the United Nations Organization

Or

(b) Discuss the circumstances that led to the formation of the UNO after the Second World War

25. a) Analyze the causes and impact of the Vietnam Liberation Movement.

Or

(b) Discuss the role of Ho Chi Minh in Vietnam's fight against colonial rule.

SEMESTER I

HISTORY OF WORLD CIVILIZATIONS (EXCLUDING INDIA)

Time: Three Hour **Maximum: 75 Marks**

PART – A (15×1=15 marks)
Answer ALL the questions.

1. The book "The study of History" is written by
   (a) Arnold J. Toynbee(b) Fr. Heras(c) Max Muller(d) David
2. In the given list which is not a human race?
   (a) Negro(b) Mongoloid(c) Semitic(d) Barbarians
3. The Generally accepted period of Ice age
   (a) 50000 BC to 7000 BC(b) 70000 BC to 40000 BC(c) 50000 BC to 20000 BC
   (d) 30000 BC to 30000 BC
4. The Sumerians recorded the lunar eclipse in the year
   (a) 300 BC(b) 400 BC(c) 500 BC(d) 600 BC
5. The famous ruler of the Hammorite dynasty of Babylonia was
   (a) Shorgon(b) Azur Panipal(c) Hammurabi(d) Nebuchad Nezzar
6. "Egypt was the gift of the Nile" who said this?
   (a) Socrates(b) Aristotle(c) Herodotus(d) Plato
7. The first ever known prophet of the Jewish religion was
   (a) Moses(b) Abraham(c) Jesus Christ(d) Fr. Heras
8. The holy book of Zoroastrian religion is
   (a) Theepavansa(b) Zend Avesta(c) Bible(d) Geetha
9. The founder of the Persian Empire was
   (a) Darius I(b) Darius II(c) Darius III(d) Cyrus
10. The river which is called sorrow of China
    (a) Lancang Rive (b) Brahmaputra c) Amur River (d) Yellow River
11. The land route between China and ancient Rome was known as
    (a) Spice route (b) Cotton route (c) Woollen route (d) Silk route
12. In the following civilizations which is not belongs to the American Continent?
    (a) Inayan (b) Inca (c) Aztec (d) Mayan
13. The hero of the epic Odyssey was (a) Herculis (b) Ulisses (c) Moses (d) Trago
14. In the given list which is not a pioneer of Athenian Democracy
    (a) Lincon (b) Abraham (c) Salom (d) Trago
15. The total number of Roman Republic was (a) 9 (b) 7 (c) 5 (d) 2

PART B – (2 × 5 = 10 Marks)
Answer any TWO questions.

16. State the different definitions of culture.

17. Write about the invention of writing in early period.

18. Point out the achievements of Assyrians.

19. Bring out the importance of the Inca Civilization.

20. Write about the early tribes of Greece.

ART C – (5×10=50 marks)
Answer ALL the questions.

21. (a) Assess the importance of the prehistoric period.

Or

(b) Distinguish the Paleolithic culture with Neolithic Culture.

22. (a) Describe the development of art and architecture in ancient Egypt.

Or

(b) Write about the rise of Hittites and their greatness.

23. (a) Examine the achievements of new Babylonian empire.

Or

(b) Estimate the career and achievements of Cyrus.

24. (a) Write an essay on the philosophers of ancient China.

Or

(b) Give an account of the contribution of ancient China to World Civilization.

25. (a) Why is called the reign of Caesar as the golden age?

Or

(b) Write an essay on the Greek City States.

SEMESTER I

FREEDOM STRUGGLE IN TAMIL NADU

Time: 3 Hours **Total Marks: 75**

Part – A (15 × 1 = 15 Marks)

1. Puli Thevan poligar of?

   a) Kurvikulam b) Panchalan Kurichi c) Siruvayal d) Nerkattumseval

2. Poligar of Panchalankurichi?

   a) Puli Thevan b) Veera Pandya Kattabomman c) Subramanian d) Velu Nachiyar

3. When the Vellore Mutiny broke out? a) 1805 b) 1806 c) 1857 d) 1800

4. Permanent Land Revenue System was introduced by?

   a) Lord Warren Hastings b) Lord Wellesley c) Lord Hastings d) Lord Cornwallis

5. Swedish Steam Navigation was founded by?

   a) V.O.C b) Rajah c) Gandhiji d) Tilak

6. The Military General of Chennai at the time of Vellore Mutiny?

   a) Sir John Cradock b) Sir John Shore c) Col. Gillespie d) Colonel Fencourt

7. The first session of Indian National Congress was held at?

   a) Calcutta b) Mumbai c) Chennai d) Delhi

8. Father of Swadeshi Movement in Tamil Nadu?

   a) V.O.C b) Rajagopalachariyar c) Satyamorthi d) Subramanian Siva

9. In his early life Prayer was in which party?

   a) Swaraj Party b) Justice Party c) Dravida Kazhagam d) Congress Party

10. Kappalottiya Tamilana) Bharathi b) V.O.C c) Periyard) Tilak

11) The Home Rule Movement was started by?

   a) Annie Besant b) P. G. Tilak c) Gandhi d) Nehru

12) The main slogan of Swadeshi Movement

   a) Bande Mataram b) Jai Hindh c) Dilli Chalo d) Do or Die

13) The leader of Vedaranyam Salt Satyagraha?

   a) Gandhiji b) Nehruji c) Nethaji d) Rajaji

14) Quit India Movement was started in response to?

   a) Cabinet Mission b) Cripps Mission c) Simon Commission d) Wavell Plan

15) Who headed the Interim Cabinet formed in the year**?**

   a) Rajendra Prasad b) Jawaharlal Nehru c) Patel d) Rajaji

Part – B (2 × 5 = 10 Marks)
Answer any TWO questions

16) Write a note on Poligar System?

17) Puli Thevan?

18) List out the achievements of Home Rule Movement?

19) Write a note on the Dandi March?

20) Mountbatten Plan?

Part – C (5 x 10 = 50 marks)
Answer All Questions

21. (a) Give an account of British Land Revenue System? (OR)
    (b) Describe the causes and results of Poligar Rebellion?

22. (a) Describe the causes and results of the revolt of 1857? (OR)
    (b) Write an essay on Swadeshi movement?

23. (a) Assess the early achievements of Indian National Congress? (OR)
    (b) Estimate the Role of Bharath in Indian Freedom Struggle?

24. (a) Describe the salient features of Government of India Act of 1935? (OR)
    (b) Examine the causes for the failure of Cripps Mission?

25. (a) Trace the importance of the Civil Disobedience Movement? (OR)
    (b) Illustrate the significance of the Quit India Movement?

SEMESTER - I

INDIAN ART AND ARCHITECTURE

Time : 3 Hours **Part –(15 X 1 = 15)** **Total Marks : 75**

Choose the Correct Answer:

1. The Great Bath is located at:
   a) Harappa b) Mohenjo-daro c) Lothal d) Kalibangan
2. The famous Sanchi Stupa was built by:
   a) Chandragupta Maurya b) Ashoka c) Harsha d) Samudragupta
3. Ajanta Caves are mainly associated with:
   a) Jainism b) Buddhism c) Sikhism d) Islam
4. The Kailasanatha Temple at Kanchipuram was built by:
   a) Cholas b) Pandyas c) Pallavas d) Cheras
5. The Shore Temple is situated at:
   a) Madurai b) Thanjavur c) Mamallapuram d) Chidambaram
6. Brihadeeswarar Temple was built by:
   a) Rajendra Chola I b) Rajaraja Chola I c) Karikala Chola d) Vijayalaya Chola
7. The Sun Temple is located at:
   a) Khajuraho b) Konark c) Puri d) Bhubaneswar
8. Khajuraho Temples were built by the:
   a) Chandelas b) Cholas c) Pallavas d) Guptas
9. The Qutub Minar was constructed by:
   a) Alauddin Khalji b) Qutb-ud-din Aibak c) Sher Shah d) Akbar
10. The Taj Mahal was built by:
    a) Akbar b) Humayun c) Shah Jahan d) Jahangir
11. The architectural style of South Indian temples is known as:
    a) Nagara b) Dravida c) Vesara d) Indo-Islamic
12. The architectural style of North Indian temples is called:
    a) Dravida b) Nagara c) Vesara d) Mughal
13. The famous Nataraja bronze sculptures belong to the:
    a) Pallava Period b) Chola Period c) Gupta Period d) Maurya Period
14. The Lotus Mahal is located in:
    a) Hampi b) Madurai c) Delhi d) Agra
15. The capital of the Vijayanagar Empire was:
    a) Warangal b) Hampi c) Madurai d) Mysore

PART B (2 x 5 = 10 marks)
Answer any TWO questions

16. Write a note about caves of Barabar and Nagarjuni hills.
17. Write a note on Ajanta caves.
18. Vettuvankovil is Ellora of Tamil Nadu - explain?
19. Explain about mandapa architecture of Vijayanagar dynasty.
20. Write a note on Qutub Minar.

PART C (5 x 10 = 50 marks)
Answer any ALL questions

21. a) Explain the architecture styles in India with proper examples.

Or

b) Explain the contribution of Mauryas in development of art and architecture of India.

22. a) Describe the Buddhist architecture in Central India.

Or

b) Explain the evolution of architecture during Gupta period.

23. a) Explain three architectural phases of Pallava dynasty.

Or

b) Developments of horizontal and vertical architecture from Vijayalaya to Rajendra Chola-I.

24. a) Explain about Badami group of monuments.

Or

b) Contribution of the Vijayanagar dynasty in architectural development of South India.

25. a) Describe the architectural development during Delhi Sultans period.

Or

b) Explain the contribution of Akbar in the art and architecture of India.

SEMESTER I

ADMINISTRATIVE HISTORY OF TAMILNADU

Time: Three Hour Maximum: 75 Marks

PART A - (15 × 1 = 15 Marks)
Answer ALL the questions.

1. **Who was the first Chief Minister of Madras Presidency?**
   a) Subbarayalu Reddiar b) Natesa Muthaliyar c) Srinivasa Iyengar
   d) P. Subburayan
2. **When was the Staff Selection Board created?** a) 1921 b) 1920 c) 1919 d) 1924
3. **The first Communal G.O. was issued by the Justice Party in**
   a) 16th September 1921 b) 6th September 1924 c) 20th September 1924
   d) 20th October 1921
4. **Who was the last Governor General of India?**
   a) Lord Minto b) C. Rajagopalachari c) Subhash Chandra Bose d) Abbas Ali Khan
5. **Where was Kamaraj from?** a) Nagercoil b) Villupuram c) Virudhnagar d) Madurai
6. **When was the first anti-Hindi agitation launched?** a) 1935 b) 1937 c) 1942 d) 1945
7) **The DMK was founded on** a) 17th September 1949 b) 7th September 1949 c) 20th September 1950
   d) 7th October 1950
8) **Who was responsible for the Samathuvapuram Scheme?**
   a) Jeevanantham b) M. Karunanidhi c) Rajendra Prasad d) E.V. Ramaswami Naicker
9) **When was the Hindu Women's Rights to Property Act passed?**
   a) 1937 b) 1935 c) 1930 d) 1945
10) **AIADMK party was founded by**
   a) M.G. Ramachandran b) J. Jayalalitha c) M.N. Naidu d) Kalkivan
11) **Mother Teresa Women's University was situated in**
   a) Bombay b) Kodaikanal c) Chennai d) Pondicherry
12) **J. Jayalalitha served as Chief Minister of Tamilnadu in**
   a) 1990-2016 b) 1995-2015 c) 1991-2016 d) 1991-2014
13) **Expand TNDP**
   a) Tamil Nadu Data Policy b) Tamil Nadu District Project
   c) Tamil Nadu Disabled Person d) Tamil Nadu Data Programme
14) **Social Demography is a study of**
   a) Human Population b) Democracy c) Unemployment d) Poverty
15) **____ is one of India's top Fish Producers**
   a) Kerala b) Andhra Pradesh c) Bihar d) Tamilnadu

Part – B (2 x 5 = 10)
Answer Two questions

16. Write a short note on Raja of Panagal.

17.Assess the Mid-Day Meal scheme of Mr.Kamaraj.

18.Estimate : Manu Neethi Thittam

19. Describe AIADMK

20. Examine Dhanalakshmi

Part-C (5 × 10 = 50 Marks)

Answer all questions choosing either (a) or (b)

21) a) Analyze the Social Transformation of Justice party

(or)

b) Summarize the achievements of Raja of Bobbili

22) a) Generalize the educational contribution of Kamaraj

(or)

b) Illustrate the Industrial growth in Tamilnadu

23) a) Examine the policies of C. N. Annadurai

(or)

b) Evaluate 33 percentage of reservation policy for Women

24) a) Enumerate the Educational reforms of M.G.R.

(or)

b) Justify the welfare measures of Dr. J. Jayalalitha

25) a) Narrate the Social Welfare Schemes of Tamilnadu

(or)

b) Explain the Social Demographic impact

SEMESTER II
HISTORY OF INDIA FROM 1206 CE TO 1707 CE

Time: 3 Hrs Maximum Mark: 75

PART-A (15x1=15 Marks)
Answer all the questions:

1. Arab Conquests of Sind took place in the year. A) 712 AD B) 1000 AD C) 1192 AD D) 1206 AD
2. Who among the following was the author of Tarikh-i-Alai.
   A) Shamsi Siraj Afif B) Amir Khusrau C) Barani D) Yakhiya Bin Ahmad
3. Who was called Lakhbaksh? A) Q. Aibak B) lltumish C) Alauddinkhilji D)Muhammad Bin Thuqlaq
4. Who introduced Dagh system? A) Q. Aibak B) Balban C) Iltumish D) Alauddin Khilji
5. Name the founder of Tughlaq dynasty.
   A) Ghiasuddin Tughlaq B)Q. Aibak C) Jalaluddin Khilji D)Firoz Tughlaq
6. In which year Vijayanagar Empire was established?. A) 1206 B) 133 C) 1347 D) 1398
7. Which Delhi Sultan constructed Qawatul Islam?
   A)Qutubdin Aibak B)Alauddin Khilji C)BalbanD)Firoz Tughlaq
8. Who was the Guru of Kabi? A)Ramanjja B)Vallbhacharya C)Ramananda D)Namadeva
9. Who was the Deli Sultan at the time of establishment of Vijayanagar empire?
   A)Ghiyasuddin Tughluq B)Muhammad Bin Tughluq C)Feroz Tughluq D)Alauddin Khilji
10. First battle of Panipat took place in the year A)1192 B)1526 C)1556 D)1398
11. Who defeated Humayun in the Battle of Kannacy?
    A) Sher Shah B) Nusrat Shah C) Bahadur Shah D) Bahar Khan
12. Who was Akbar's teacher?
    A) Abul Fazl B)Bairam Khan C) Abdul Latif D) Abdul Faizi
13. Who ended Shah Jahan's rule and made him as a prisoner?
    A) DaraSikoh B) Aurangazeb C) Shuja D)Murad
14. Who abolished Tuladan? A)Babar B) AkbarC)HumayunD)Aurangazeb
15. Shivaji celebrated his coronation in 1674 at
    A) Rajagarh B)Torna C)Purandhan D)Surath

Section — B (2x5=10)
Answer any two questions

16. Write a note on litrary sources for Medieval Indian.

17. Explain Market reforms of Alauddin Khilji.

18. Analyse the revenue administration of Delhi Sultanate.

19. Give an account on Mansabdari system.

20. Explain the religious policy of Aurangazeb.

Section — C (5x10=50)
Answer any two questions:

21. a) Describe the character and achievements of Qutubdin Aibak.

(or)

b)Analyse the Blood and Iron policy of Balban.

22. a) Estimate the reforms and achievements of Alauddin Khilji.

(or)

b)Elucidate the innovative projrets of Mummad Bin Tughlaq.

23. a) Describe the Socio-Economic condition of Delhi Sultanate.

(or)

b)Assess the remarkable career of KrinaDeva Raya.

24. a) Evaluvate the different battles of Babur in India.

(or)

b)Akbar was the First national Monarchi : Discuss.

25. a) Bring out the contribution of Shajahan to Art and Architecture.

(or)

b) Write an essay on the Significance on Mughal administration.

SEMESTER II

SOCIO - CULTURAL HISTORY OF TAMIL NADU 1565 CE -1956 CE

Time: 3 hours Part —A (15x1=15 marks) Maximum:75 Marks

1. Adichanallur is Situated in District
(a) Toothukudi (b) Salem (c) Nagapattinam (d) Ramannathapuram
2. Keeladi excavations have revealed area settlement
(a) Mauryan (b) sanagam (c) Chola (d) None of the above
3. Foreigners established the domination in Tanjore during the reign of
(a) Serfoji (b) Pratap (c) Tulgaji (d) Amarsingh
4. Robert De Nobili was a missionary of mission
(a) Jesuit (b) Madurai (c) Argot (d) Tanjore
5. The saraswathi mahal library is located at
(a) Madurai (b) Trichy (c) Tanjore (d) Madras
6. The sivaganaseemai was formed in
(a) 1725 (b) 1730 (c) 1735 (d) 1747
7. The Maratha Brahmins who migrated to Tanjore were know as by the locals
(a) Deshastha (b) Kothantees (c) Kammalars (d) Loha
8. The capital of nawab of crenate war
(a) Madras (b) Arcot (c) Vellore (d) Trichy
9. Malik kafur invaded Madurai in the year AD
(a) 1311 (b) 1310 (c) 1312 (d) 1313
10. The treaty of 1792 was signed between English and the
(a) French (b) Marathas (c) Nayaks (d) Nawabs
11. The Fourth mysore war came to an end in
(a) 1774 (b) 1796 (c) 1795 (d) 1799
12. who is the founder of Madurai mission ?
(a) De Britto (b) St.Thomas (c) Robert De Nobili (d) St-Xavier
13. Self—Respect movement was started by whom?
(a) V.O.Chidambaram (b) PeriyarE.V.Ramasamy (c) Rajaji (d) Gandhiji
14. When did C.N. Annadurai become cheief minister of TamilNadu ?
(a) 1952 (b) 1957 (c) 1962 (d) 1967
15. The Treaty of 1792 was signed between English and the
(a) French (b) Marathas (c) Nayakas (d) Nawabs

Part —B (2x5=10 marks)

Answer Any Two Questions

16. Write a note on Rani Mangammal.
17. Give an estimate on Venkoji.
18. Examine the causes of Carnatic wars ?
19. Write a note on Dravidian Movement ?
20. Write a short note on Self Respect movement?

Part -C (50x10 =50 marks)

Answer All Questions

21. (a) Write an essay on the Nayakas of Senji (OR)

    (b) Discuss the socio — cultural condition of Tamil Country under the Nayakas of Madurai
22. (a) Sketch an account on the consolidation of Maratha rule at Tanjore? (OR)

    (b) Give an estimate on The Setupathis of Ramnad.
23. (a) Describe the cultural contribution of Marathas of Tanjore.(OR)

    (b) Examine the causes and results of carnatic war
24. (a) Explain the impact of Christian missionaries in Tamil Nadu (OR)

    (b) Give an estimate on the western education in growth
25. (a) What are the social reforms of periyarE.V.Ramasamy? (OR)

    (b) What was the contribution done by Annadurai to Tamil literature?

II SEMESTER

INDIAN CONSTITUTION

Time : 3 Hours Total Marks: 75

SECTION A (15 X 1= 15)

Answer All Questions

1. The study of the political constitution is a branch of ----------

A. Political science B. History C. Sociology D. Ethics

2. Who is the author of the term 'Preamble is the Key note to the Constitution'

A. Jawaharlal Nehru B.Mountbatten C. Ernest Barker D. B.R.Ambedkhar

3, ---------- state is under a single government. A. Federal B. Unitary C. Welfare D. Secular

4. Presidential Election in India followed ---------- type of representation.

A. Communal B. Direct C. Proportional D. Indirect

5. The Parliament of India consists of A. The President, Lok Sabha and Rajya Sabha

B.Lok Sabha and Rajya Sabha C. Lok Sabha D. Rajya Sabha

6. The Council of Ministers is collectively responsible to

A. The President of India B.The Lok Sabha C ..The Rajya Sabha D. The Prime Minister.

7. Which of the following is the executive head of the state

A. The President of India B. Vice-President C .Governor of the State D. The Chief Minister.

8. The Council of Ministers is collectively responsible to

A. The President of India B.The Lok Sabha C.The Rajya Sabha D. The Prime Minister.

9. The State Cabinet meetings are held under the Chairmanship of the

A. The Governor B.Chief Minister C .Speaker of the House D. Finance Minister.

10. The maximum strength of Legislative assembly in Tamil Nadu is

A. 222 B.224 C .228 D. 234

11. The Judges of the Supreme Court held office till they attain the age of

A. 62 Years B. 65 Years C .66 Years D. 70 Years

12. The Chief Justice of High Court is appointed by

A. The President B. The Governor of the State C .Chief Justice of India

D. The President in consultation with the Chief Justice of India and the Governor of the State.

13. On what ground can a judge of a High Court be removed

A. insolvency B. Proved misbehavior or in capacity __C .Insanity D. all the above

14. The Planning Commission of India was established in A. 1947 B. 1948 C. 1949 D. 1950

15. Which of the following composition of Election Commissioners in India

A. 1 B.2 C.3 D.4

SECTION B

Answer any TWO questions out of Five (2X5=10)

16. Writs a short note on Constituent Assembly.

17. Describe the Executive Head of the Indian State.

18. Define the Council of Ministers in the State.

19. Write a short note on power of judicial review in the Supreme Court of India.

20. Examine the role of Election Commission of India.

SECTION C

Answer All Questions (5X 10=50)

21. a) Describe the various sources of the Indian Constitution.

(OR)

b) Point out the Salient features of the Indian Constitution.

22. a) Bring out the Powers and functions of the President of India.

(OR)

b) Enumerate the main functions of Central Cabinet in India,

23. a) Bring out the powers and functions of the Governor.

(OR)

b) Give a account on the Duties of Chief Minister in the State.

24. a) Explain the powers and functions of the Supreme Court of India.

(OR)

b) Explain the Independence of Judiciary in India.

25. a) Narrate the functions of the Planning Commission of India.

(OR)

b) What are the procedures of Constitutional Amendment in India? RAR

SEMESTER II

HISTORY OF KONGU NADU

Time : Three hours Maximum Marks :75

PART A ---(15 x 1 = 15 marks)
Answer ALL questions

1) Who is the most powerful Velir king of the Sangam age?
a) Valvil Ori b) Pari c) Athiyaman Neduman Anji d) Thirumudi Kari
2) Which inscription mention the Athiyamans clan?
a) Hathikumba Inscription b) Kirnar Inscription c) maski Inscription d) Jambai Inscription
3) Among the five fold division , the Kongu region is identical with
a)Kurunji and mullai b) Mullai and Marutham c)Neithal and Palai d) Kurinji and Marutham
4) Thiruchengodu copper plate was issued by
a) Paranthaga I b) Vira Chola C) Sundara Cholan d) Raja Rajan I
5) The term “Devanar Makkal “referred in Chola inscription denoting the group
a) Farmers b) Devadasi c) Weavers d) Temple servent
6) PitranKotran is the Chieftain of .....
a) The Cholas b) The Pandiyas c) The Cheras) The Athiyiaman
7) Who is the founder of Bharath Madha Temple at Papaurappatti?
a) Subramaniya Siva b) Theerthagiriyar c) Mrs. Sivagamiammal }) SubramaniyaBhatathiyar
8) Which kongupoyigars is traind By French Millitary?
a) Gopal Naiker b) Marudhu Brothers c) Theeran ChinnaMalai d) Puli Devan
9) The Vijamangalam is famous for the temple
a) Saivism b) Jainism c) Vaishnavism d) Christianity
10) Which is the trading center of Kongunadu in Sangam age?
a) Poruni b) Alagan Kulam c) Kodumanal d) Keeladi
11) The Rajakesari Peruvazhi is located in
a) Kongu region b) Thagadur region c) Kolli hills d) Servarayan Hills
12) In which year the Kongu region annexed with Madras Presidency?
a) 1799 b) 1800 b) 1801 d) 1806
13) Which one of the Kongu community is called “Kaduvetti”?
a) Vellalar b) Vanniyar c) Vettuvar d) Maravar
14) Who is referring as Nattar or Nattars in Cholas inscription?
a) Agamudiyar b) Vellalar c) Vanniyar d) Kallar
15) Which city is called as “Manchester of South India”
a) Thiruppur b) Pollchi c) Erode d) Coimbatore

PART B(2 X 5 = 10 marks)
Answer any TWO questions

16. Write the important sources about Thagadur Nadu.
17. Write a short note on Raja rajaAthigaman.
18. Describe the Sources for the study of Kongu Nadu.
19. Trace the rule Hydar Ali in Kongu region.
20. Briefly give the outline about social life of the Kongu people.

PART B(5 x10 =50 marks)
Answer any ALL questions

21. a) Write an essay on Pre — Historic period culture of the Thagadur region.

Or

b) Estimate the achievements of Athiyaman Neduman Anji.

22. a) State the rule of the Later Cheras in ThagadurAthiyamans.

Or

b) Trace the contribution of Athiyamans in the field of Art and Architecture.

23. a) Enumerate the influence of geographical feature of Konge nadu.

Or

b) Estimate the role of Kongu region in Indian freedom struggle.

24. a) Explain the Trade and Commerce in Kongu region and contact with Romans.

Or

b) Examine the Kongunadu under the British rule.

25. a) Elucidate the Social and Cultural conditions of the Kongu people through the ages.

Or

b) Analysis the Challenges in the growth of Industrial development in Kongu in 20" century

II SEMESTER

Elective III WOMEN IN INDIA THROUGH THE AGES

Time: Three hours Maximum:75 marks

PART A - (15 x 1 = 15 marks)

Answer ALL the question

1. Who invented the new concept of feminist education?
a) Mary Ritterbort b) Catherine Stimpson c) Charlotte Punch d) Sanro Polk

2. The word feminism is derived from which language. a) English b) Latin c) Tamil d) Urdu

3. Rick is the name of the woman who was the greatest philosopher of the time
a) Gosha b) Abala c) Visvavara d) Lopamudra

4. He was the first of the early feminist reformers.
a) Sarojini Naidu b) Kamala devi c) Pandita Ramabai d) Muthulakshmi Reddy

5. He started the autonomous movement in Chennai.
a) Annie Besant b) Swarnakumari c) Karly d) Madam Kamma

6. Name of the magazine which Gandhiji started
a) Sri Dharma b) Young India c) Daily Thanthi d) Indian

7. Who started the Indian Women's Association.

a) Chaudharani b) Annibescent c) Dorothy Janarajadasa d) Sarojini Naidu

8. Who started the orphanage called Aviva Illam.a) Annipessant b) Mrs. Renukaray

b) Margaret Cousins d) Sarojini Naidu

9. He was a key factor in the formation of the Indian National Women's Committee.
a) Lady Torres Tata _b) Margaret Cousins c) Sarojini Naidu —d) Renukarai

10. Who Introduced self-help groups for the first time in India State.
a) Tamil Nadu __b) Karnataka c) Andhra Pradesh d) Madhya Pradesh

11.Who was India's first female President. a) Indira Gandhi b) Meera Kumar c) Pradeepa Bottle d) Kiranbedi

12. Delhi University Faculty and Students started a magazine in the name of
a) Manushi b) Dhinamalar c) Sridharma d) India Today

13. The year in which the women's suffrage movement was launched in India

a) 1917 b) 1920 c) 1918 d) 1922

14. Name of the Hindu law enacted by Haripilas Sarada?

a) Special Marriage Act b) The Saratha Act c) Prevention of Feminism d) Widow Remarriage Act

15. When was the first widow remarriage law passed? a) 1846 b) 1866 c) 1856 d) 1896

PART B-(2 x 5=10 Marks)
Answer any two questions

16. A short note on the American Girl Movement?

17. At the end of the 19th century and the beginning of the 20th century
Write a note on women who fought for feminist liberation.

18. Write a brief note on NGO Women's Health Organization.

19. Write about the political entry of Annipesent.

20. An annotation on the Law of Abolition of the Goddess

PART C - (5 x 10 = 50 Marks)

Answer All questions

21. a) Write an article about feminist principles. (OR)
b) Write an article on the status of Vedic women.

22. a) The Indian liberation struggle before the Gandhian era The Role of Women. (OR)

b) The Indian liberation struggle after the Gandhian era .The Role of Women.

23. a) Write about some important feminist organizations in India.
(OR)
b) Write an article on government-based women welfare organizations!

24. a) Write about the role of women in mass communication devices
(OR)
b) Write an article about women self help groups in India.

25. a) Write an article on contemporary issues of women.
(OR)
b) Write an article about Laws enacted for the benefit of women in independent India

SEMESTER II
ELECTIVE-IV ENVIRONMENTAL HISTORY OF INDIA

Time: Three Hour **Maximum: 75 Marks**

PART A- (15x 1=15 marks)

Answer All Questions

1) The solid component of the earth is called

(a) Troposphere (b) Lithosphere (c) Mesosphere (d) Exosphere

2) The graphic composition of the trophic levels of an ecosystem is called

(a) Trophic levels (b) Food Web (c) Green Belt (d) Eltonian Pyramids

3) The resources that are not replaced or recycled after the utilization are called

(a) Inexhaustible resources (b) Renewable resources (c) Exhaustible resources

(d) Non-renewable resources

4) Red Data Book contains list of(a) Earthquake prone areas (b) polluted areas (c) depleted forests

(d) species at risk of extinction

5) First Earth Summit was held in

(a) Johannesburg (b) Copenhagen (c) Rio de Janeiro (d) Stockholm

6) The symbol of the World Wide Fund for Nature (a) Giant Panda (b) Elephant (c) Penguin (d) Tiger

7 The complex network of interconnected food chains is called

a) Trophic level b) Food web c) Ecological pyramid d) Ecosystem

8. Each organism in an ecosystem is at a specific feeding stage called as the

a) Climax level b) Producer level c) Trophic level d) None of these

9. The area to which a species is biologically adapted to live is known as

a) Niche b) Habitat c) Succession d) Shelter

10). Official date of Earth Day is on a) April 22 b) March21 c) May 22 d)June7

11). The ocean cover percentage of Earth's surface. a) 51% b) 61% c) 71% d)66%

12). The animal which consumes decaying organic matter is

a) Carnivore b) Detrivore c) Herbivore d) None of these

13. What is the name of the action plan for sustainable development in the twenty

first century framed in the Rio Declaration on Environment & Development (1992)?

a) Action 21 b) Agenda 21 c) Rio21 d) CoP 15

14. The area where all the living organisms interact with each other and their environment

a) Biosphere b) exosphere c) mesosphere d) troposphere

15. Jnum is a method of cultivation by a) tribals b) big peasants c) commercial firms d) urban people

PART B-(2x5 = 10 marks)
Answer any TWO questions.

16. Assess how colonial forest policies reflected the sentiment of imperialism.

17. Examine the role of people in the success of the Chipko Movement.

18. Evaluate the importance of big dams in the development of the Indian economy and society.

19. Give examples of the environmental consciousness and concerns of the Indus Valley civilization.

20. How did the Mughal state interact with forests and natural resources?

PART C-(5x10 = 50 marks)
Answer ALL questions.

21. (a) Define environmental history. What do you understand by environmental justice ?

Or

(b) Write a note on Hunter-Gatherers.

22. (a) Discuss the significance of water and lakes in Indian Philosophy.

Or

(b) Write a note on environmental conservation in colonial and post-colonial contexts in India

23. (a) "Development should not be pursued without taking into consideration the environmentalconcern."

Or

(b) Discuss ideological aspects of eco-feminism.

24. (a) How did European colonialism impact Indian environment ?

Or

(b) "Human intervention transformed physical environment in early societies."
Explain with reference to water and forest resources in India.

25. (a) Write a note on the importance of the environment explained in the Indian philosophy.

Or

(b) Write a note on the importance of conservation of environment.

SEMASTER - II

NME I - INTELLECTUAL HISTORY OF TAMIL NADU

Time: Three hours Maximum:75 marks

PART A—(15 x 1 = 15 marks)

Answer ALL the question

1. Schwarz, the Christian preacher came to India in the year? a) 1750 b) 1760 c) 1850 d) 1800

2. In which city did Vallalar formulate religious doctrines? a) Madras b) Nagapattinam c) Trichy d) Vadalur

3. The founder of the Brahmana Sabha? a) S. P. Blavatsky b) Dayananda Saraswati c) Anniepresent d) Swami Vivekananda

4. Were was Subrahmanya Bharati born? a) Tirunelveli b) Tiruchendur c) Ettayapuram d) Tuticorin

5. In which year Kalyana Sundaranar was born? a) 1883 b) 1783 c) 1893.) 1793

6. What is the name of the magazine that started spreading the saivasiddhanta through the feet of the Maraimalaiadigalar? a) The Oriental b) Sridharma c) The Hindu d)Indian

7. Where was Chidambaranar born? a) Tirchyb)Ottapidaram c) Tirunelveli d) Madurai

8. Name of the magazine begin by Subramanya Siva? a)Gnanapadu_b) The Oriental c) Young India d) Prapanja mithran

9. A.L. muthalayar year of birth? a) 1885 b) 1875 c) 1887 d) 1897

10. Where was the first convention of self-styled movement started by Periyar -The venue? a) Salem b) Chengalpattu c) Erode d) Coimbatore

11. In which year Kamarajar became the Chief Minister of Tamil Nadu? a) 1944 b) 1964 c) 1954 d) 1974

12. Aringar Anna was born in? a) Kanchipuram b) Chengalpattu c) Madras d) Coimbatore

13. Where is the mother therasa University located? a) Dindigul b) Madurai c) Kodaikanal d) Tirunelveli

14. The year that Bharathidasan University started? a) 1982 b) 1972 c) 1962 d) 1992

15. Where is the annamalai University in Tamil Nadu Located? a) Trichy b)Chidambaram c) Thanjavur d) Madurai

PART - B (2X5 = 10marks)
Answer any TWO Questions

16. write an annotation on the Brahmana Sabha.

17. MarumalaiAdikallar is a charity in Tamil language

18. write an annotation on the AJ Pannirselvam,

19. commenton the Communist Party's policy of Jeevananda

20. write on Periyar University

PART - C (5X10 = 50marks)
Answer ALL Questions

21. a) Write an article about the life history of Ramalinga Adikal.

(OR)

b) Draw on article on the activities of the Christian religious group in Tamil Nadu the article.

22. a) Write an article on Bharathidasan's Tamil charity!

(OR)

b T.K Chidambaranath Mudaliar Draws an oriticle about the charity Tamil language

23. a) Ex.Draw an article about Chidambaranar’s life history

(OR)

b) write an article about freedom fighter Subramania Siva

24. a) Eassy on Annadurai Administration

(OR)

b) Eassy of Periyar's Self-Esteem Movement,

25. a) Write an article about Madurai Kamaraj University.

(OR)

b) Write an article about Bharathiar University. Aoesedekeaegoede

SEMESTER II

HUMAN RIGHTS

Time: Three Hour **Maximum: 75 Marks**

PART A- (15X 1=15 marks)
Answer ALL the questions.

1. Which document states that "All men are born and remain free and equal in rights"?
   (a) Universal declaration of human rights 1948 (b) Indian constitution
   (c) Declaration of the rights of man and of the citizen in France d) None of these
2. What is the symbol of human rights? (a) White flag (b) Two open hands (c) Flower petal (d) Rainbow flag
3. In which year did the ICESCR come into force? (a) 1948 (b) 1956 (c) 1966 (d) 1976
4. How many fundamental rights are there in the Indian constitution at present? (a 6 (b)7 (c)8 (d)9
5. Who described the directive principles of state policy as a "novel feature" of the Indian constitution?
   (a) Jawaharlal Nehru (b) B.R. Ambedkar (c) Mahatma Gandhi (d) Rajendra Prasad
6. What does the Nari Shakti Vandan Adhiniyam refer to?
   (a) Free education scheme for women (b) Financial aid for women entrepreneurs
   (c) 33% reservation for women (d) Separate employment for women
7. Article 17 of Indian constitution deals with (a) Abolition of untouchability (b) Abolition of bonded labour
   (c) Right to religion (d) Right to freedom
8. In which year was the national council for senior citizens established? (a) 2007 (b) 2012 (c) 1999 (d) 2015
9. Which article of the Indian constitution prohibits 9.gender discrimination?
   (a) Article 14 (b) Article 21 (c) Article 19 (d) Article 15
10. In which year was the transgender persons (protection of rights) Act enacted? (a) 2014 (b) 2016 (c) 2019
    d) 1950
11. What kind of rights did Mahar and Ad-Dharmi movement primarily demand?
    (a) human rights (b) cultural rights (c) religious rights (d) political rights
12. Who was the leader of the Narmada Bachao Andolan?
    (a) Sunderlal Bahuguna (b) Aruna Roy (c) Indira Jaising (d) Medha Patkar
13. The chipko movement deals with
    (a) Education rights (b) Environmental rights (c) Religious rights (d) Voting rights
14. National human rights commission is a
    (a) Constitutional body (b) Executive body (c) NGO (d) Statutory body
15. In which year was the state human rights commission established? (a) 1950 (b) 1976 (c) 1997 (d) 1993

PART B-(2x5 = 10 marks)
Answer any TWO questions.

16. What is meant by human rights?

17. Explain the historical background of human right development in India.

18. What legal measures exist to prevent violation of prisoners rights?

19. Write a short note on the munda movement.

20. Write about the functions of the national commission for women.

PART C-(5x10 = 50 marks)
Answer ALL questions.

21. (a) Examine the structure and functions of the united nations assembly.

Or

(b) Explain the origin and growth of human rights.

22. (a) Analysis the challenges faced in implementing human rights in India and the constitutional safeguards to overcome them?

Or

(b) Write an essay on the fundamental duties of citizens in India.

23. (a) Examine the rights of scheduled tribes in India.

Or

(b) Discuss the rights of persons living with HIV/AIDS in India.

24. (a) Write an essay on environmental movements.

Or

(b) Make a study of how the self respect movement contributed to the development of human rights.

25. (a) Discuss the structure and functions of the national human rights commission.

Or

(b) Examine the contribution of national commission for scheduled castes to the protection of human rights.

SEMESTER III

COLONIALISM AND NATIONALISM IN INDIA

Time: Three Hour **Maximum: 75 Marks**

PART A- (15 x 1=15 marks)

Answer All Questions

1) Kattabommon was the poligarof?

a)Kurvikulam b)panchalankurichi c)Hayarusanendal d)siruvayal

2) Who was the first to use the word of Swaraj?

a)Raja Ram Mohan Roy b)Swami dayanand saraswathi c) H.J.Alcott d) AnnieBesent

3. The first President of Indian National Congresswas? a) LalaLajpatRai b) G.SubramaniyaIyer

c) SurendranathBanerjee d) W.C.Banerjee

4. Who organised"Abhinava Bharath Sangam? a) GaneshSavarkarb) Tilak c)VeeraSavarkar d)Gohale

5. Who was known as the Grandfather of Indian Nationalism?

a) DadabhaiNavroji b) Gandhiji c) Jawaharlal Nehru d)Vallabhai Patel

6. Whose slogan was'Swarajis my birth right and I shall have it?

a) Mahatma Gandhi b) Jawaharlal Nehru c) Kohale d) Tilak

7. The leader of Gadder party was a) V.D.Savarkar b)Bhagat Singh c)LalaHardayad) kudiramBose

8. At which one of the following places did Mahatma Gandhi first started Satyagrah in

a) Ahamadabad b)Bardoli c)Champaran d) Lahore

9. Which was me capital of French India? a)Pondicherry b) Chennai c) Calcutta d) Bengal

10. The Siman Commission reached in India was in a) 1905 b) 1907 c) 1928 d) 1930

11. Presidency was the Lahore session of the Indian National Congress held on1929?

a) Gandhi b) Tilak c)Gokhale d)Jawaharlala Nehru

12. The Home rule movement was started by? a) Anniebesant b)P.G Tilak c)Gandhi d)Nehru

13. Quit India Movement was started in Response to? a) cabinet mission b) crippsmission

c) simon commission d) Wavell plan

14. Political Guru of kamara jwas? a) satyamurthi b) Rajiji c) Nehru d) Gandhi

15. Which one of the following movement is the Slogam DO or Die associated with ?

a) swadeshi movent b) Noncooperationmovement c) civil Dis obelience movement

d) Quit India movement

Part–B(2x5=10)

Answer Any TWO questions.

16. The principles of Aryasamaj.
17. Who were the Extremists?
18. The Rowlett Act of 1919.
19. Write a note on the Dandi March.
20. Mounbatten plan

Part–C (5 x10= 50) Answer all the questions

21. a) Give an account of the early up risings against the British rule before1857?

(or)

b) Describe the causes and results of the revolt of1857?

22) a) Describe the causes for the rise of socio religious for movement in the 19 th century?

(or)

b) Write an essay on the rise and fail of Moderates movement?

23) a) Examine the impact of the First world war in the Indian National movement?

(or)

b) Discuss the main features and importance of the Act of 1935?

24) a) Estimate the role of Bharathi in Indian Freedom struggle?

(or)

b) Discuss the role of the revolution aries in the Indian National Movement

25) a) Trace the importance of the civil Disobedience movement?

(or)

b) Illustrate the significance of the Quit India movement?

SEMESTER III

HISTORIOGRAPHY AND HISTORICAL METHODS

Time: Three Hour **Maximum: 75 Marks**

PART A- (15 x 1=15 marks)

Choosethe correct answer:

1. Military History is a branch of (a)Social History (b)Political History (c)Economic History (d)Diplomatic History
2. Who stated History is the unfolding story of human freedom
   (a)Lord Acton (b)Charles Firth(c)J.B. Bury(d)John Sheely
3. First used the term Sociology. (a)AdamSmith (b) Vico(c)Herbert Spencer(d)Victor Hugo
4. Marx borrowed the idea of Dialectical Materialism from
   (a) Herodotus (c)Voltaire (b)Hegel (d) Rousseau
5. Who coined the term Philosophy of History
   (a) Voltaire (b)Rousseau (c)Montesquieu(d)St.Aquinas
6. New Scienco was written by (a) Herder (b)Giambattista Vico(c)Immanuel Kant (d)Auguste Comto
7. ----------comes under primary data. a)Interview b)Ballads c) News Paper d) Text Books
8. ----------is the listof all sourcesused for research
   a) Foot Notes b) End-Note c) Bibliography d) IIustrations.
9. _____is the writing part of the work.
   (a)Internal Criticism (b)External Criticism(c)Selection of Topic(d)Exposition
10. _____followed analytical approach inwriting history.
    (a) Herodotus (b) Thucydides (c)Hecatacus(d) Pliny
11. ----------was one of the members of British delegation to Paris peace
    (a) A.J. Toynbee(b)J.B.Bury(c)Thomas Carlyle(d)Lord Acton
12. Is considered as the true founding father of modern sociology
    (a)Ibn-Batuta(b)Ibn-Khaldun(c)Machiavelli(d)Rousseau
13. Called Samudra Guptaas theNapoleon of India
    (a)V.A. Smith (b) R.G.Bhandarkhar (c)D.D.Kosambi(d)J.N.Sarkar
14. Communal interpretation of History relates to
    (a)K.Rajjayyan (b) S.KrishnaswamiAiyangar(c)RomilaThapar(d)K.K.Pillai
15. K.Λ.N.Satricompleted hisF.A.educationfromCollege.

a)St.Xaviers(b)M.D.THinduCollege(c)St.StephonsCollege d) John's College

PARTB-(2x5 =10marks)
Answer Two Questions.

16. Economic History.

17. Dialectical Materialism

18. Oral Datas

19. City of God

20. K.K .Pillny

PARTC (5x10 =50marks)
AnswerALL questions,

21. (a)Explain the meaning andNatureofHistory.

Or

(b)Describe theusesand A buses of History.

22. (a)Explain Subjectivity in History.

Or

(b)Describe about Annals.

23. (a)Explain different Kinds of Data Collection

Or

b)Analyze Internaland External Criticism

24. a) Assess the contribution of Herodotusto History

Or

b)Analyze the hook Astudy of History

25. a) Critically analyze the works of J.N.Sarkar

Or

b) Bring out the Contributions of Rannjit Guha to Historiography

SEMESTER III

ECONOMIC HISTORY OF INDIA SINCE 1857 CE

Time: Three Hour **Maximum: 75 Marks**

PART A- (15 x 1=15 marks)

Choosethe correctanswer:

1. Who was the father of Mahal wari system?
   (a)ThomasMunro (b) HoltMackenzie (c)Zamindars (d)Alexander Cunningham
2. What was the worst famine in India under British Rule
   (a)1872-1874 (b)1833-1836 (c)1859-1861(d)1876-1878
3. Who started permanent settlement
   (a)Holt Machenzie (b) CharlesRend (c)Cornwalis(d)ThomasMunro
4. What is the capital limit for small scale industries
   (a)8crore (b)6crore(c) 10crore(d)5 crore
5. What is the meaning of industrial revolution
   a)change in monarchy b)change in social system (c)change in economic growth (d)change in production system
6. The district industries center was launched on
   (a)1May1978(b)1May1987 (c)1May1981 (d)1May1971
7. Where was the first steel plant setup in Indin
   a) Rourkela (c)JamShedpur (b)Bokaro(d) Bhadravati
8. The primary purpose of the RBI monetary policy is to maintain
   (a)Growth (b)Price (c) Pricestability (d)Exchangerate
9. C.Rangaraja was born on (a)5th January1932(b)4thJanuary1932(c) 7 January1930 (d)8January1931
10. When did the Indian Railways being using electric log omotives
    (a)1945 (b)1925 (c)1955 (d)1965
11. Which among the following is a commercial bank
    (a)Regional Rural Bank (b)Reserve Bank of India(c)State Bank of India
    (d)Cooperative Bank
12. What is the full form of GT road
    (a) Grand Trunk opening road (b) Grand Trunk Road (c) Grand Treaty Road
    (d)Grand Training Road
13. Who is the father of finance in India
    (a) Maidavolu Narasimhan (b) Dadabhai Naoroji (c)Vishweshwaran
    (d)Venkata Chelliah
14. Who is the father of tax reforms
    (a)Amartya Sen(b) Raja Chelliah (c)Narashimha Rao(d) C.Rangarajan
15. Who is known as mother of Indian Economy.
    (a)Alfred Zipf (b) Amartya Sen (c) Osborne Smith (d) C.Rangarajan

PARTB - (2x5 =10marks)

Answer ALL questions

16. Describe the role of money lenders and its impact in the pensants life.

17. Describe the Indian Economy growth of small scale industry

18. How to explain the finance and banking growth and Indian Economy?

19. Describe the modernrail ways in India.

20. Describe about the visionary economist Raja Chellinh.

PARTC-(5x10=50marks)

Answer ALL questions

21. (a)Explain the condition of agricultural sector during19th contury.

Or

(b)Explain the evolution of irrigation policy.

22. (a) Explain theTraditional Industries in India.

Or

(b) Describe the industrialization on small scale industries and long scale industries.

23. (a) Describe the in ternal trade and external trade during the19th century in India.

Or

(b) Growth and development of commercial banks and central bank.

24. (a) Explain the British period in1857 transportation specialties in India.

Or

(b) Describe the development and growth of ports and cities.

25. (a) Sketch out the Indian Economist .Dadabhai Naoroji.

Or

(b) Examine the early life of C. Rangarajan.

SEMESTER III
INTELLECTUAL HISTORY OF INDIA

Time: Three Hour Maximum: 75Marks

PART A- (15x 1=15 marks)

Choosethe correct answer:

1. What was Jyothi Rao Phule known for?

a) Promoting the caste system b) Advocating for women's education and the abolition of un touchability c) Supporting British colonial policies d) Establishing the Indian National congress

2. Periyar E.V.Ramasamy was a strong proponent of

(a)Imperalism(b)Caste abolition and rationalism(c)Hindu nationalism

(d)British colonial administration

3. What did B.R.Ambedkar emphasized in his social reform efforts?

a) Preservation of the traditional caste system(b)Promotion of Hindu orthodoxy

c) Abolition of untouchability and promotion of social justice

d) Support for British economic policies

4. Who among the following was the one of the founder of communist party of India (CPI)

(a) Bhagat Singh (b) M.N.Roy (c)E V Ramasamy (d) Jeevanandham

5. In which year sati was abolished (a)1828 (b)1829 (c)1830 (d)1831

6 .Mahatma Gandhi's philosophy of non-violence is also known as

a) Ahimsa (b) Swaraj (c)Tapasya (d)Dharma

7. Which movement was associated with Gandhi's leadership in 1930

a)The civil dis obedience movement(b)The non-cooperatio nmovement

(c)The quit Indis movement(d)The home rule movement

8. What was Jawaharlal Nehru's vision for post-independence Indis?

a)Establish in gamonarchy(b)Promoting a socialist pattern of society

c)Maintaining colonial economic policies d) Focusing sole lyon traditional industries

9. Who says"Go back to the Vedas"?

(a)Swami Dayanand Saraswati (b) Swami Vivekananda (c)Ramanuja (d)Kabir

10. Who founded the Hindu college at Calcutta?

a)Swami Dayanand Saraswati(b)Raja Ram Mohan Roy (c)Swami Vivekananda (d) Ramanuja

11. Who was the Governor general of India when widower marriage Act was passed?

(a) Lord Mayo (b) Lord Canning (c)Lord Lytton d)Lord Ripon

12. Who was the first individual satyagrahi? (a)Jawaharlal Nehru(b)Vino baBhae (c)MahatmaGandhi(d)Lala LajpatRai

13. Who edited an Anglo-Marathi daily paper,the Indu prakashi

(a) MG Ranade(b)Dayanad Saraswati(c) Jyotirao Phule (d) Ishwar Chandra Vidyasagar

14. Who authored "Panjali Sabatham"?

a) Bharathidasan b) SubramaniaBharati c) Kannadasan d) Swaraha

15. Who founded Adhvaidhananda Sabha?

(a) MCRaja (b) Maraimalai Adigal (c)Ayothidasa Pandithar (d)Rettamalai Srinivasan

PARTB-(2x5 =10marks)

Answer ALL questions

16. Discuss the role of Vivekannanda in shaping modern Indian society.

17. Explain the significance of Dadabhai Naoroji in the development of early nationalist movement.

18. Assess the impact of M.A.Jinnah's ideas on Indian nationalism.

19. Discuss the philosophy of Ayothi Das Pandithar.

20. Highlight the major contributions of Jawaharlal Nehru to India's intellectual and political landscape.

PARTC-(5x10=50marks)

Answer ALL questions

21. (a) Analyze the influence of the Indian renaissance on the socio-religious reforms of the 19th Century.

Or

(b)Analyze the role of Dayananda Saraswati and Annie Besant for the revival of Indian culture.

22. (a)Assess the impact of economic nationalism in the Indian national movement.

Or

(b)Examine the economic reforms proposed by J.C.Kumarappa

23. (a) Discuss the contemporary relevance of Sir Aurobindo Ghosh's teachings in the socio-political landscape of India.

Or

(b) Examine the contributions of Mahakavi Bharatiyar nationalism. toTamil literature and

24.(a) Discuss the role of BR Ambedkar in making of the Indian constitution.

Or

(b)Critically analyse the major reforms propsed by Periyar.

25.(a) Estimate the political career of Mahatma Gandhi in Indian freedom struggle.

Or

(b)Elucidate the role of Jayaprakash Narayanan in Indian

SEMESTER III

ELECTIVE – V PRINCIPLES AND TECHNIQUES OF ARCHAEOLOGY

Time: Three Hour Maximum:75 Marks

PART A- (15 x 1=15 marks)

Choose the correct answer:

1. Archaeological evidence are
   (a) Tool (b)Kid (c) Primary (d)Reference
2. Mesolithic technology was based on
   a)Microblades (b) Parallel sided blades(c)Packed and ground tools (d)Tiny tools
3. The credit of South Indian Archacology in definite chronology goes to
   a) Mortimer Wheeler (b)John Marshall (c) A Ghosh(d) James Burgess
4. The Asiatic Society of Bengal was established by Sir William Jonesin
   (a)1784CE (b)1874CE (c)1878CE (d)1788 CE
5. Studying the external features of an archaeological site is called as
   (a)Archaeology (b) Epigraphy (c)Exploration(d) Excavation
6. The study of iconographical features of a site is
   (a) Archaeology (b) Epigraphy(c)Exploration(d) Excavation
7. Topographyhelpsto findout (Morphology?
   (a)Site (b)Bird (c)Animal (d)Flowers
8. The Section is most important field operation in the excavation as it provide
   a) Horizontal profile of the strata(b)Vertical profile of the strata of the size
   (c)Slanting profile (d)Cross section
9. Nitrogen dating relies on release of amino from
   a) Bone (c)Wood (b)Iron (d)Stone
10. The most reliable method of datingis
    (a)Radio carbon (b)Potassium (c)Pollen(d) Dendrochronology
11. Potteries are dated using
    a)Tree Ring Method (b)Thermolumini science
    (c)Flourine dating (d) Nitrogen dating
12. Lothal is located in
    (a) Rajasthan (b)Gujarat(c)Agra(d) TamilNadu
13. ASI was established by
    (a)Alexander Cunningham (b)John Marshall(c)Woodrow Wilson(d)Socrates
14. Tamiluniversitywasestablishedin a) 1981 b) 1982 c) 1983 d) 1984

15. The word facto in artefact is a

(a) Spanish (b)Greekword (c)Englishword (d)Latinword

PARTB-(2x5=10marks)
AnswerALLL questions

16.Discuss the life pattern of Palaeolithic people.

17.Mention the photography.importance of Aerial

18. Stale the open stripping method of excavation.

19. Now is stratigraphy used in archaeology?

20. Who discovered the Carbon-14 method of dating?

PARTC (5 x 10= 50 marks)
AnswerALL questions

21. (a) Trace the value of archaeology.

Or

(b) Narrate the importance of Ethno and Salvage archaeology.

22.(a) Write an essay on the new techniques in exploration.

Or

(b)Examine the achievements of SirJohn Marshall.

23. (a) Sketch the various types of excavation methods.

Or

(b)How does the study of Antiquities help us to understand history and culture?

24. (a) Discuss the prerequisites for an archaeological excavation.

Or

(b)Examine the principles of strati graphy.

25. (a) Enlighten how archaeomagnetic dating useful in archacology.

Or

(b) Write about the potassium-argon dating.

SEMESTER III

ELECTIVE – VI STUDY OF NUMISMATICS

Time: Three Hour **Maximum: 75 Marks**

PART A- (15x1=15 marks) (Answer All Questions)

1) Electrum was an alloy of which metals with which ancient coins were produced in places like Asia Minor a) Gold and Copper b) Copper and Tin c)Gold and Silver d)Copper and Silver

2) Which one of the following statement is not true?

a) Gold coins did not become very common until the time of Phillip II

b)Roman emperor Nero lowered the silver content of the coins

c) The Indo-Parthians used aYellowish alloy of copper and zinc for the higher token denominations

d) Rome obtained most of its tin from increased exploitation of Spanish mines 3:-Match the following:

(A)Attribution of lion	(1) Protesilaos
(B)Attribution of Eagle	(2) Appollo
(C)Attribution of Ship	(3) Hermes
(D)Attribution of Goat	(4) Zeus

a)(A)-2(B)-3(C)-1(D)-4 c) (A)-2(B)-4(C)-1(D)-3

b)(A)-4(B)-2(C)-3(D)-4 d) (A)-3(B)-2(C)-1(D)-4

4:-Which one of the following coins issued by Alexander the Great the head of Herakles appeared?

a) Copper and Bronze coins b) Silver and Copper coins

c) Bronze and Gold coins d) Gold and Silver coins

5 In the questions given below are two statements labelled as Assertion (A) and Reason (R).In the context of the two statements,which of the followingis correct?

Assertion (A):Capitoline hill in Rome, located under the Church of Santa Maria in Aracoeli was the location of Rome's first mint.

Reason (R):The word Money is derived from Latin word Moneta,an epithet of the goddess Juno and "money" and "mint" derived from *Monetoa*

A:-Both (A) and (R) is true and(R) is the correct explanation of (A)

B:-Both (A) and (R) is truea nd(R) is not the correct explanation of(A)

C:-(A) is true and (R) is false D:-(A) is false and (R) is true

6:-Which one of the following figures of deities not foundin the ancient Roman coins?

a) Marco b) Janus c) Appollo d) Mercury

7 Which one of the following was not one among the"Five Good Emperors of Rome" as characterized by Edward Gibbon who minted quality coins?

a)Nemono b) Hardian c)Trajan d) Marcus Aurelius

8 Which one of the following is the double dinarii coin introduced by the Roman Emperor Caracalla that had the weight of only one and one-half *denarii*?

a) Antoninianus b) Denarius c) Solidus d) Aureus

9 It is generally observed that the first regulated coins were issued by the kingdom of Lydia. The Kingdom of Lydia is located at a) Turkey b) India c) USA d) china

10 Name the Chinese Emperor who issued rational round coin in the century BC.

a)Qin Shi Huang b) Shi Huangdi c) Tai Zong d) WuZetian

11 Which one of the following Mahajanapadas minted the imperial punch Marked coins in Karshapana standard of 32 rattis roughly weighing 3.4grams?

a) Anga b) Kosala c) Avanti d) Magadha

12.Which one of the following figures was not popularly found in the Mauryan coins?

a) Elephant Emblem b) Dog Emblem c) Fence Emblem d) Tree Emblem

13 Which one of the following was not the regions from where the Satavahana coins were excavated?

a) Deccan b) Vidarbha c) Tamil Nadu d) WesternGhats

14 Arched Hill or Hill symbol, popularly known as Chaitya Symbol is the peculiarity of the coins of

a)Satavahanas b) Sungas c) Guptas d) Kushans Correct

15 In the coins a writing about the issuing authority was started in which one of the following period in India?

a)Vedic Period b) Mahajanapada Period c) Mauryan Period d)Post Mauryan Period

PARTB-(2x5=10marks)
Answer any Two questions

16 Explain the importance of numismatics as a source of historical reconstruction.

17Discuss the significance of the Punch-Marked coins in ancient India.

18 How did the Indo-Greek coins influence Indian numismatics?

19 How does the metallurgical analysis of coins aid the study of numismatics?

20 What information do coins provide about the religious and cultural life of ancient civilizations?

PARTC-(5x10=50 marks)
AnswerALL questions.

21. a)Write an essay on the major of importance of the study of coins?

or

b) Elucidate the origin and Evolution of coinage early Indian coins?

22. a) Given an elaborate account on Indo Greeks coin system?

or

b)Asses the impact out the romance coins?

23. a)Explain the different of mouray aand Gupta?

or

b)Explaintheprocess oftheeconomicsystemofchalukyasandcholascoins marketing?

24. a)Writeasalientsfeaturesofthevijayanagaremperorcoinssystem?

or

b)Emplain the process of coin system of sultanates of delhi of Mughal emperor. merits and demerits.

25 a) Narrate the main principles of currency system under British?

or

b) Estimate the achievements of development of Indian coins system under the pot Indepedence?

SEMESTER III

NME – II TEMPLES IN TAMIL NADU

Time: Three Hour **Maximum: 75 Marks**

PART A- (15 x 1=15 marks)
AnswerALL questions.

1. Thiruthani Subrahamaniya Swamy temple has
(a)365steps (b) 367steps (c)364steps (d) 360steps
2. The second among the six abodes is
(a)Thiruchendur (b)Thiruthani (c)Palani (d) Swamimalai
3. The main idol of Samayapuram is made up of
(a)Mud (b)Bronze (c)Stone (d)Wood
4. The Siva temple which represents fire is at
(a) Tiruvannamalai (b) Trichy (c) Kanchipuram (d) Chidambaram
5. Agni Theertham is found in
(a) Tiruvannamalai (b) Rameshwaram (c)Kanchipuram (d)Chidambaram
6. Deepamfestivalisafamousfestivalcelebrated inthemonthof
(a) Karthikai (b) Avani (c)Ayppasi (d)Purattasi
7. Ramanuja's mortal remains are preserved at
(a) Meenakshi temple(b) Srirangam Temple(c)Tanjore Bigtemple
(d) Gangaikonda Cholapuram
8. Parthasarathy Temple was built by
(a) Mahendravarman(b) Narasimhavarman(c) Parameshwaravarman
(d)Nandivarman
9. The residing deity of Srivaikundam is called as
(a) Kallapiran (b)Mallan (c)Nanmugan (d)Arumugan
10. Trilokyanatha Temple is also called as
(a)Thirupaaruthi kundramTemple(b)Meenakshi temple
(c)SrirangamTemple (d)Tanjore Big temple
11. Jina Kanchi Jain math is located in
(a) Gingee (b)Trichy (c)Kanchipuram (d)Chidambaram
12. The Chitharal Jain Temple is located in
(a) Tiruvannamalai (b)Kanniya kumari(c)Kanchipuram(d)Chidambaram
13. The Chudamani vihara was built in the year
(a)1006 C.E. (b)1000 C.E. (c)1001C.E. (d)1002 C.E.
14. A Buddha Statue belonging to1st century B.C.E was discovered at
(a)Kaveripoompattinam (b) Uraiyur (c)Nagapattinam,
(d)Rameshwaram

15. World renowned scholar Bodhidharma is from
a)Kaveripoompattinam(b)Uraiyur(c)Kancipuram(d) Rameshwaram

PARTB-(2×5=10marks)
AnsweranyTWO questions.

16. Write a note on the legend behind Swamimalai.

17. Write a detailed note on the five sabhas in Chidambaram.

18. Point out the cultural significance of AndalTemple.

19. Brief upon the religious importance of Melsithamur JainTemple.

20. Give a short account on Mangala Buddha Vihar.

PARTC-(5×10=50marks)

AnswerALL questions.

21. (a) Write an essay on the art and architecture of Palani Temple.

Or

(b) Elucidate the cultural significance of Thiruttani temple,

22. (a) Discuss the contribution of Nayaks to Meenakshiamman Temple,

Or

(b) Give an account of the variousTheerthams in Rameshwaram.

23. (a) Describe the festivals celebrated in ParthsarathyTemple.

Or

(b) Discuss the architectural features of SrirangamTemple.

24. (a) Explain about Jina Kanchi.

Or

(b) Discuss the religious significance of Chitharal Jain Temple.

25. (a)Trace the importance of Madurai Buddhist site.

Or

(b) Give an account of Buddhist vestiges in Kaveripoompattinamin the light of Archaeological evidences.

SEMESTER IV

CONTEMPORARY HISTORY OF INDIA

Time: Three hours Maximum:75 Marks

PARTA--(15 x1=15 marks)
AnswerALLquestions

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1. Who isRazakkars?
   a) Freedom Fighters b)Extremist c)Social reformers d) Revoiters
2. Who is the Deputy Prime minister of India?
   a) Rajai b) SardarVallabai Patel
   c)Moulana Abul kalam Azad d)Indra Gandhi
3. Which committee is known as "Health Survey and Planning committee"
   a) Dr.Radhakrishnan committee b) A.L.Mudaliyar committee
   c) Bhore committee d) Karthar committee
4. The agreement signed between China and Indiain 1954 is called……
   a) The Disarmament b)The Panchasheel
   c)Non– Alignment d)The peace and friendship agreement
5. Who initiated Bhoodan Movement?
   a) AcharyaVino Babave b)Mahatma Gandhi ji
   b) Nehru d) Jayaprakash Narayan
6. The China occupied IndianTerritory
   a) Ladakh b)Azad Kashmir c) Tibet d)AksaiChin
7. Blue Revolution is related to
   a) Fish production b)Milk production
   c)Oil production d)Food production
8. How many time did Indira Gandhi got elected as a Prime Minster?
   a) FiveTimes b)FourTimes
   C)Three Times d) TwoTimes
9. When was National Development Council established in India?
   a) 1950 b)1951
   c)1952 d)1953
10. The first non–congress government is formed by
   b) Lal Bhadur Shastri b)Moraji Desai
   c)Vajpayee d)Saran Singh

11. The State Bank of India is formally Known as……
   a) Imperial Bank of India b) Bank ofIndia
   c) RBI d)Algabad Bank
12. If the announcement of the National Emergency approved by both Houses of Parliament,how many months it would be?

a) One month b)Twomonth
c)Three month d)Sixmonth

13. Who started the Khalisthan Movement?
a) Bhadal Singh c) Khuswanth Singh
c) Berant Singh d) Jagit Singh Chohan

14. Whoi s the only Dalit member In OBC Commission
a) L.R.Naik b)R.K. Narayanan
c) Ram Manohar Logia d)Krishnasamy

15. Whatis the name of IPKF's opertation in SriLanka?
a) OperationRedStar b)OperationPawan
c) OperationVavunia d)OperationSriLanka

PARTB–(2 X5 =10 marks)
Answerany TWO questions

16. Bring out the significance of Dr.Radhakrishnan Commission.
17. What was the aim of Bhoodan Movement?
18. Write about Atomic Energy commission of India?
19. Write a short notes on Jayaprakash Narayan.
20. What do you know about the Blue star Operation.

PART B–(5x10=50marks)
Answer any ALL questions

21. a) Critically Analyses the role of Patel in the Integration of Princely States of India.

Or

a) Describe the FiveYear Plan and Its important to the development of Indian Economy.

22. a)Examine the features of Non alignment

Or

b) Analys is the Causes, course,and Result of Indo-Chinawar

23. a)Write about the Account of development of Space research in India.

Or

a) Evaluate the achievement of the Indira Gandhi.

24. a) Enumeration the circumstance the leads of the Total Revolution.

Or

b) Explain the impact of the rise of the Regional Parties of India.

25. a)Write an essay about the achievement of Janatha Party.

Or

b) State the India's foreign relationship with the Neighboring country.

SEMESTER IV

INTERNATIONAL RELATIONS SINCE 1945 CE

Time: Three Hour **Maximum: 75Marks**

Part – A (15 x 1=15 marks)
AnswerALL questions.

1. Who is known as pioneer of the Neorealist?

(a)Kenneth Waltz (b) Charles Gide (c) Maffeo Pantaleoni (d)Jean Bodin

2. Which is the oldest theory about origin of state?

(a) Social Contract Theory (b) Evolutionary / Historical Theory

(c) Divine Origin Theory (d) Force Theory

3. Where was NAM formally founded? (a) Cairo (b)Delhi (c) Beijing (d)Belgrade

4. When did the Middle East oil crisis occur? (a) Oct 1973 (b) Oct1975 (c) Oct1983 (d) Oct1985

5. Realist theory is put forward by? (a) palmer(b) Harold nickoison (c)Sydney (d) Morganthey

6. System theory is introduced by? (a) Laswell (b)Kaplan (c)Coilimcherry (d) Mark

7. Way of eliminating war? (a)cold war (b) Disarmament (c)civil war (d)Total war

8. The headquarters of the international labour organization is located at?

(a)London (b)Geneva (c)Berlin (d)Washington

9. Saarc was founded in? (a)1985 (b)1995 (c)1990 (d) 1965

10. UN day is celebrated by? (a)January (b) December 31 (c) October24 (d) November

11. Philosophical approach studies? a) Human Nature (b)Nature(C) States (d)World

12.During Cold war world was divided into Blocks (a)10 (b)3 (c)5 (d)2

13.The Cuban missile crisis wa son? (a)1950 (b)1962 (c)1952 (d)1971

14.NATO is a alliance? (a) civil (b)Natural (c) Military (d) non-military

15.The World Bank was originally known as (a) IMF (b) IBRD (c) GATT (d) WHO

Part–B (2 X5 =10 marks)
Answer ALLL questions

16.Give an account of balance of power?

17.Discuss the collective security?

18.What were the causes for the formation of Triple Entente?

19.Discuss the important of India - U.S.Civil Nuclear Agreement

20. What are the three Bretton Woods Institutions?

PARTC(5 x 10= 50 marks)

Answer ALL questions

21. (a).Evaluate the importance of National power?

(or)

(b) Write a note on salient features of India Foreign Policy?

22 . (a) Enumerate the achievement of UNO ?

(or)

(b)Write an essay on cold war?

23. (a)Critically Analyze the role of NAM in international polities?

(or)

(b)Assess the achievements of SAARC?

24. (a)How does the World Bank assist in the reconstruction and development of nations, particularly in the post-war era

(or)

b) Why was the NIEO established in the1970s? Discuss the failure of the existing international economic system.

25. (a)Assess the merits of India's case against signing the Comprehensive Test Ban Treaty.

(or)

b) What are the Key Strides India has Made in Environmental Governance?

SEMESTER IV

GENERAL STUDIES FOR COMPETITATIVE EXAMINATIONS

Time: 3 Hours Total Marks:75

SECTION A (15X1=15)
Answer All Questions

1. Which layer of the earth is considered a zone of weakness?
   A.Crust B.Lithos phere C .Core D.Asthenos phere
2. To which group does the black cotton soil of India belong?
   ALaterite B. Podzol C .Chernozem D.alluvial
3. Which State has longest coastline?
   A.Maharashtra B. Odisha C.Tamil Nadu D.Gujrat
4. Which agency is responsible for the estimation of poverty in India?
   A. NITI Aayog B. Rural Development Ministry C.Ministry of Food and Civil Supplies D.Finance Commission
5. Among the tax revenues of the union government,the most important source is
   A.Income Tax B.Corporation Tax C. Union Excise duties D.Customs duty
6. The ' 100 ' Days Approach deals with which of the following areas?
   Programme to selectively bread farm animals
   A. Qualitative improvement in school education C.Ensure nutritional foundation of child
   D. Action plan to implement the ruling party's manifesto.
7. Which of the following is the executive head of the state
   A. The President of India B.Vice-President C.Governor of the State
   D.The Chief Minister.
8. The Parliament of India consists of
   A. The President of India B.The Lok Sabha C.The Rajya Sabha
   D.The President, Rajya Sabhaand Lok Sabha
9. The State Cabinet meetings are held under the Chairmanship of the
   A.The Governor B.Chief Minister C.Speaker of the House D.Finance Minister.
10. Weget energydirectly from
    A.thesun B. ocean C .space D.atmosphere

11. 'IC Chips' for computers are usually made of

A.lead B. silicon C .chromium D.gold

12.'Global warming' is on the rise due to an increasing concentration of

A.O3 B.NO2 C .SO2 D.CO2

13. Which of the following states put forth demand for greater autonomy for the states?
A.Andhra Pradesh B.Jammu & Kashmir C .Punjab D.all the above

14.Who was conferred the "Mars Man" during the 51st Engineers day celebration in Kuwait?
A.. A.P.J.Abdul Kalam B.Mayilswamy Annadurai C. K. Sivan
D.Radha Krishnan

15.Which Indian cricket player was inducted in to the ICC Hall of Fame in 2018.?
A.Anil Kumble B.Sachin Tendulkar C. Raul Dravid D.Yuvaraj Singh

SECTION - B

Answer any TWO question (2 X5 =10)

16. Writs a short note on 'Green House Effect.'

17. What are the effects of the Globalization?

18. Enumerate the main functions of the Indian Cabinet.

19. Explain various application of Bio-Technology.

20. Examine the role of Indiain UnitedNationsOrganization.

SECTIONC

Answer **All** Questions (5 X10 =50)

21. a) Write an essay on Forest Conservation in India.
(OR)
b)Highlight the features of Indian Railway System.

22. a) Bring out the Powers and functions of the Planning Commission of India.
(OR)
b) Enumerate the Prime Minister Relief Fund.

23. a) Bring out the powers and functions of the President .
(OR)
b) Give an account on the Duties of Chie fMinister in the State.

24. a) Bring out the functions of Natural Disaster Management.
(OR)
b) Explain the Indian Medical Council of India.

25. a) Write an essay on India's relationship with SAARC Countries.
(OR)
b)Enumerate the role United Nations Organization in maintaining world peace