

# **P G – SYLLABUS 2016**



**P G AND RESEARCH DEPARTMENT OF HISTORY**

**ST. JOSEPH'S COLLEGE (AUTONOMOUS)**

**TIRUCHIRAPPALLI – 2.**

**PG HISTORY – COURSE PATTERN 2016**

<b>Sem.</b>	<b>Code</b>	<b>COURSE</b>	<b>Hours</b>	<b>Credit</b>	
<b>I</b>	16PHS1101	Socio – Political and Cultural History of Ancient India (Up to AD 1000)	7	6	
	16PHS1102	Socio-Cultural History of Tamil Nadu – I (From Pre-History to AD 1675)	7	6	
	16PHS1103	History of World – I (AD 1453 – AD1815)	6	6	
	16PHS1104	History of Science and Technology ( <i>Online Course</i> )**	6	6	
	16PHS1201A	Elective – I: Indian Geography / or	4	4	
	16PHS1201B	Elective – I: Archives Keeping			
		<b>Total for Semester 1</b>		<b>30</b>	<b>28</b>
<b>II</b>	16PHS2105	Socio-Political and Cultural History of Medieval India (AD 1000- AD1707)	8	6	
	16PHS2106	Socio-Cultural History of Tamil Nadu – II (AD 1675 to AD 2010)	7	5	
	16PHS2107	History of World – II (AD 1815 – AD1945)	7	6	
	16PHS 2108	<i>Self-paced Learning</i>	--	2	
	16PHS2202A	Elective – II: Human Rights / or	4	4	
	16PHS2202B	Elective – II: Economic History of Modern India			
	16PSS2401	IDC: Soft Skills	4	4	
		<b>Total for Semester 2</b>		<b>30</b>	<b>27</b>
<b>III</b>	16PHS3109	History of Modern India (AD 1707 – AD 1947)	7	5	
	16PHS3110	Historiography	6	4	
	16PHS3111	Project Dissertation & <i>Viva Voce</i>	5	5	
	16PHS3203A	Elective – III: Women Studies in India/ Or	4	4	
	16PHS3203B	Elective – III: General Studies for Competitive Examinations			
	16PHS3402	IDC – WS: Indian Polity	4	4	
	16PHS3403	IDC – BS: Indian Constitution	4	4	
		<b>Total for Semester 3</b>		<b>30</b>	<b>26</b>
<b>IV</b>	16PHS4112	Contemporary India (AD 1947 – AD 2014)	6	5	
	16PHS4113	Modern Indian Administration	7	6	
	16PHS4114	History of World Civilizations	6	4	
	16PHS4115	Archaeology	5	3	
	14PHS4116	Introduction to Journalism ( <i>Online Course</i> )**	6	4	
	16PHS4117	Comprehensive Examination	--	2	
		<b>Total for Semester 4</b>		<b>30</b>	<b>24</b>
<b>I-IV</b>	16PHS4601	Community work (SHEPHERD) & Gender Studies		5	
		<b>Total for all Semesters</b>		<b>120</b>	<b>110</b>

WS – IDC within School

BS – IDC between Schools

\*\* The entire syllabus is through online

**Sem. I**

**Hours / Week: 7**

**16PHS1101**

**Credit: 6**

**SOCIO – POLITICAL AND CULTURAL HISTORY OF ANCIENT INDIA**

**(UPTO AD 1000)**

**Objectives**

- To inculcate historical consciousness in the minds of students
- To impart knowledge on the Indian Heritage
- To train the students to face the competitive examinations

**Learning Activities**

- ❖ Writing assignments analytically using different sources
- ❖ Conducting Group Discussion on relevant topics
- ❖ Collecting information regarding Aasivagam sites

**Skill Component**

- To develop the skill of presenting the historical events in a chronological order
- To acquire the skill of critical outlook on the historical events

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**Unit-1**

**Concepts, Ideas and Sources:**

Bharatvarsha, Sabha and Samiti, Varnasrama, Purusharthas, Rina, Samskaras, Yajna, Doctrine of Karma, Dandaniti, Arthashastra, Saptanga, Dharmavijaya, Stupa, Chaitya. Sources and approaches to the study of ancient Indian history – Pre-historic cultures in India - Indus Civilization - Aryan invasion and Vedic Society - Evolution of Monarchy and Varna System.

**Unit-2**

**Mahajanapathas and Mauryas:**

Formation of States (Mahajanapathas) - Rise of Aseevagam, Jainism and Buddhism – Rise of Magadas and Nandas - Alexander's Invasion - Mauryan Empire: Chandragupta – Asoka's Dhamma and his inscriptions -Mauryan Administration - Art and Architecture.

**Unit-3**

**Post Mauryan Period:**

Evolution of Jatis - Sathavahanas and State Formation in the Peninsula – Sangam Literature and society - Indo-Greeks, Sakas, Parthians, Kushanas: Kanishka, Culture and Art

**Unit-4**

**Gupta Period:**

Guptas: Changes in political organisation of empire - Decline in foreign trade and economy-Decay of towns –Growth of literature - Science - Art and Architecture – Harshavarthana – Educational Institutions: Nalanda, Vikramasila, Vallabhi - Golden Age: A Critical Analysis.

**Unit-5**

**Regional States:**

Kadambas – Gangas – Pallavas –Chalukyas of Badami, Gujarat and Kalyana – Administrations, Trade guilds – Growth of Vaishnava and Saiva religions – Varmanas of Kamrup: Palas, Senas, Rashtrakutas, Pratiharas – Imperial Cholas - Arab conquests – Kalhana and Alberuni.

**Books for Study**

1. Khurana K.L., *History of India: Earliest times to 1761 A.D.*, LakshmiNarainAgarwal, Agra, 2001. (Unit – 1-5)

2. Majumdar R.C., *An Advanced History of India*, Mac Millan, New Delhi, 2002. (Unit (1-5))

### Reference Books

1. Jha D.N., *Ancient India: In Historical Outline*, Manohar, New Delhi, 2004.
2. Sharma R.S., *Shudras in Ancient India, A Social History of the Lower Order Down to AD 600*, New Delhi, 1980.
3. Vincent A. Smith, *The Oxford History of India*, OUP, New Delhi, 2002.
4. Romila Thapar, *Early India*, Penguin, New Delhi, 2002.
5. Basham AL, *The Wonder that was India*, Rupa & Co., New Delhi, 2003.
6. Sharma S., *Aspects of Political Ideas and Institutions in Ancient India*, New Delhi, 1991.
7. Romila Thapar, *Interpreting Early India*, OUP, New Delhi, 1992.

**Sem. I**

**Hours /Week: 7**

**16PHS1102**

**Credit: 6**

## **SOCIO-CULTURAL HISTORY OF TAMILNADU - I (From Pre-History to AD 1675)**

### Objectives

- To analyze the Ancient Tamil Civilization
- To reveal the achievements of Kalabras and Pallavas
- To discuss the uniqueness of Chola's Society

### Learning Activities

- ❖ Collecting remains of Archaeological evidences in Tamil Nadu
- ❖ Preparing a chart showing the chronological order of Ancient Tamil Nadu
- ❖ Conducting group discussion on Ayyanaar and Aaseevagam

### Skill Component

- To develop the skill of equipping in preserving historical monuments
- To acquire the skill of understanding the socio-cultural aspects of Tamil Nadu through observing cultural practices in Tamil Nadu

### Unit-1

Pre – Historic Period – Ancient Tamil Civilization: Sangam and Post-Sangam - Literature- Social Condition - Cultural Condition – Political Condition – Economic Condition – Aaseevagam.

### Unit-2

Early Pandyas - Kalabras - Pallavas: Society - Economy – Religion: Bhakti Movement- Literature and Education – Art and Architecture

### Unit-3

Imperial Cholas: Society -Economy - Religion - Art and Architecture

### Unit-4

Later Pandyas: Society - Economy -Religion - Foreign Accounts - Literature -Art and Architecture

## Unit-5

Nayaks: Administration - Society –Economy - Religion - Literature –Art and Architecture

### BOOKS FOR STUDY

1. Chellam VT, *History of Tamil Nadu*, Madras: Kudal Publication, 1990.
2. Devanesan, *History of Tamil Nadu*, Marthandam: Benu Publication, 2004. (Unit – 1 & 3)
3. Rajayyan K, *History of Tamil Nadu*, Madurai: Raj Publishers, 1982. (Unit – 3)
4. Subramanian T *Social and Cultural History of Tamil Nadu*, Madras, 1985 (Unit – 2)
5. Yesudhasan V & Isaac Jayadhas, *History of Tamil Society and Culture Since 1336*, McL Roy Publications, Martandam, 2002, (Unit – 3 & 5)

### Reference Books

1. Arockiasamy, *History of Tamil Nadu*, Madras: Kudal Publications, 1958.
2. Arnold David, *The Congress in Tamil Nadu Nationalist Politics in South India*, Madras, Koodal Publications, 1980.
3. Nambi Aroran, T, *Tamil Renaissance and Dravidian Nationalism*, Madras, Kudal Publications, 1980.
4. Baker C.J & Washbrook, D. A, *South India Political Institution & Political Change*, Macmillan Publication, New Delhi, 1975.
5. Irschic, Eugene, F, *Politics and Social Conflict in South India: The Non – Brahmin Movement and Tamil Separation 1916 – 1929*, 1969. University of California Press, 1969.
6. Thangavelu, *Tamilaga Varalatuvarisai – tamilaga Samooga Panpattu Varalaru*, Amiltham Pathippagam, Chennai, 2008.

**Sem. I**  
**16PHS1103**

**Hours / Week: 6**  
**Credits: 6**

## HISTORY OF WORLD – I (AD 1453 – AD 1815)

### Objectives

- To prepare the students for Civil Services Examinations
- To make students understand the concepts like Feudalism, Socialism, Absolutism, Parliamentary Democracy etc
- To inculcate the spirit of Universal brotherhood

### Learning Activities

- ❖ Preparing a map showing the route and the countries discovered
- ❖ Collecting the pictures of the art and architectural features of Renaissance
- ❖ Collecting the pictures of the Leaders of French Revolution

### Skill Component

- Students to learn the skill of teaching the routes of Geographers
- To enhance the skill of comprehending historical developments of the world in its totality

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### Unit – 1

Decline of Feudalism – Geographical Discoveries –Renaissance and Reformation in Europe– Industrial Revolution - Rise of Capitalism

### Unit – 2

Age of Enlightenment- France-Spain- Austria-Russia-Prussia- Emergence of Nation States England – France - Russia

### Unit – 3

Commercial Revolution in Western Europe – Mercantilism – Theocracy in India – Policy of Isolation in China (Close Door Policy)

### Unit-4

Growth of Parliamentary Institutions in England – Thirty Years War – Its significance in European History – Ascendancy of France

### Unit – 5

The French Revolution and Napoleonic Era (AD 1789 to 1815) – Its significance in the World History – Vienna Congress.(1815)

### Books for Study

1. Khurana K.L, *World History (AD1453-1966)*, Laxmi Narayan Agarwall, Agra, 2008.(Unit – I& 2)
2. Weech W.N,*History of the World*, Odhamas Press, 2001 (Unit – 3, 4 & 5)

### Reference Books

1. Cocking D.C, *History of Europe*Mangaldeep Publications, Jaipur, 2004
2. Derbek Wood, *The Modern World*, Heinemann Educational Books Ltd., London, 1970.
3. Fisher H.A.L, *History of Europe*, Fantane Classics, 1936.
4. Manoj Sharma, *History of World Civilization*, Anmol Publications P. Ltd., New Delhi, 2005.
5. Swain J. E, *A History of World Civilisation*, Eurasia Publishing House (Pvt.) Ltd, New Delhi, 1997.

**Sem. I**

**16PHS1104**

**Hours / Week: 6**

**Credits: 6**

## **HISTORY OF SCIENCE AND TECHNOLOGY**

**(Online Course)**

### Objectives

- To study the scientific and technical inventions of ancient civilizations
- To illustrate the technological growth in nineteenth century
- To estimate the services of scientists in developing India

### Learning activities

- ❖ Creating ability to search materials from internet
- ❖ Field trip to Tiruchirappalli Planetarium
- ❖ Collecting newspaper clippings on recent Science and Technological growth

## **Skill Component**

- The skill of developing scientific enquiry  
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### **Unit – 1**

Definitions – Elements of Science and Technology - Science and Technology in Ancient and Medieval period in Greece, Rome, India, China, Europe and Arabia – Birth of Scientific inventions in Astronomy : Copernicus, Kepler, Galileo – Progress in Medical Science: Andreas Vesalius, Ambroise Pare, Paracelsus.

### **Unit – 2**

Foundations of Scientific Academics & Scientific growth in 18<sup>th</sup> Century: Royal Society of London and France – Progress in Physics and Mathematics, Chemistry and Medical Science – Invention in Textile Industry

### **Unit – 3**

Science and Technology in the 19<sup>th</sup> Century: Charles Darwin – Michael Faraday – Sigmund Freud – Maxwell – Kelvin – Louis Pasteur – Patrick Manson – Progress in technology, transport – Steam Navigation – Automobiles– Modern Chemical Industry – Alfred Nobel – Communication: Telegraphs and Telephones

### **Unit – 4**

Science and Technology in the 20<sup>th</sup> Century: X - Ray – Radium – Atom Bomb – Radio – Radar – Television – Computers & Internet-History of Aviation – Space Research in Russia & America.

### **Unit – 5**

Progress of Science and Technology in Modern India: Progress in Astronomy – Space Research – Atomic Energy Commission – Green Revolution – Defiance Research and Development Organization.

## **References: (Web Sources)**

### **Unit I**

- [https://en.wikipedia.org/wiki/Ancient\\_technology](https://en.wikipedia.org/wiki/Ancient_technology)
- [https://en.wikipedia.org/wiki/History\\_of\\_science\\_and\\_technology\\_in\\_the\\_Indian\\_subcontinent](https://en.wikipedia.org/wiki/History_of_science_and_technology_in_the_Indian_subcontinent)
- [https://en.wikipedia.org/wiki/History\\_of\\_science\\_in\\_early\\_cultures](https://en.wikipedia.org/wiki/History_of_science_in_early_cultures)
- <http://www.crystalinks.com/egyptscience.html>
- [http://www.asbmb.org/asbmbtoday/asbmbtoday\\_article.aspx?id=32437](http://www.asbmb.org/asbmbtoday/asbmbtoday_article.aspx?id=32437)
- <http://www.civilserviceindia.com/subject/History/prelims/science-technology.html>
- [http://www.ducksters.com/history/mesopotamia/science\\_and\\_technology.php](http://www.ducksters.com/history/mesopotamia/science_and_technology.php)
- [http://www.newworldencyclopedia.org/entry/History\\_of\\_science\\_and\\_technology\\_in\\_China](http://www.newworldencyclopedia.org/entry/History_of_science_and_technology_in_China)
- [http://www.mhs.ox.ac.uk/scienceislam\\_education/docs/Science\\_and\\_technology\\_in\\_Medieval\\_Islam-Teachers\\_notes.pdf](http://www.mhs.ox.ac.uk/scienceislam_education/docs/Science_and_technology_in_Medieval_Islam-Teachers_notes.pdf)
- <http://www.amazon.com/Science-Technology-World-History-Vol/dp/0786439327>
- <http://regentsprep.org/regents/global/themes/science/clas.htm>
- [http://www.iisc.ernet.in/prasthu/pages/PP\\_data/105.pdf](http://www.iisc.ernet.in/prasthu/pages/PP_data/105.pdf)
- [https://books.google.co.in/books?id=9oZsCwAAQBAJ&pg=PT1389&lpg=PT1389&dq=development+of+science+and+technology+in+ancient+world&source=bl&ots=Ebwp8LYU2k&sig=NCy0yMPImhSRGtCUt\\_9HFEIFaM8&hl=en&sa=X&ved=0ahUKEwio07Tf0uzLAhXBCY4KH](https://books.google.co.in/books?id=9oZsCwAAQBAJ&pg=PT1389&lpg=PT1389&dq=development+of+science+and+technology+in+ancient+world&source=bl&ots=Ebwp8LYU2k&sig=NCy0yMPImhSRGtCUt_9HFEIFaM8&hl=en&sa=X&ved=0ahUKEwio07Tf0uzLAhXBCY4KH)

[aEsCHY4ChDoAQhCMAM#v=onpage&q=development%20of%20science%20and%20technology%20in%20ancient%20world&f=false](http://www.hindubooks.org/sudheer_birodkar/india_contribution/)  
[http://www.hindubooks.org/sudheer\\_birodkar/india\\_contribution/](http://www.hindubooks.org/sudheer_birodkar/india_contribution/)  
<http://www.timemaps.com/civilization/ancient-mesopotamia>  
<http://www.ancient-origins.net/ancient-technology/ten-amazing-inventions-ancient-times-001539>  
<http://www.mpoweruk.com/history.htm>  
<http://www.aldokkan.com/science/science.htm>  
<http://www.eolss.net/sample-chapters/c07/e2-07-06.pdf>  
[https://en.wikipedia.org/wiki/History\\_of\\_astronomy](https://en.wikipedia.org/wiki/History_of_astronomy)  
<https://explorable.com/greek-astronomy>  
<http://www.starteachastronomy.com/archaeoastronomy.html>  
<http://ircamera.as.arizona.edu/NatSci102/NatSci102/lectures/ancientast.htm>  
<http://abyss.uoregon.edu/~js/ast121/lectures/lec02.html>

## **Unit II**

<https://www.loc.gov/rr/scitech/tracer-bullets/scitech18tb.html>  
[http://www.daviddarling.info/encyclopedia/S/science\\_in\\_the\\_eighteenth\\_century.html](http://www.daviddarling.info/encyclopedia/S/science_in_the_eighteenth_century.html)  
<http://www.esamskriti.com/essay-chapters/Indian-Science-ad-Technology-in-the-18th-century-1.aspx>  
<http://inventors.about.com/od/timelines/a/Eighteenth.htm>  
<http://www.arvindguptatoys.com/arvindgupta/sciencedharam.pdf>  
<http://www.history1700s.com/index.php/articles/24-science-and-technology/33-18th-century-science-and-technology.html>  
<http://www.scaruffi.com/science/18th.html>  
[https://en.wikipedia.org/wiki/Science\\_and\\_technology\\_in\\_the\\_United\\_States](https://en.wikipedia.org/wiki/Science_and_technology_in_the_United_States)  
<http://theinventors.org/library/inventors/bl1700s.htm>

## **Unit III**

<http://www.localhistories.org/victech.html>  
<http://www2.sunysuffolk.edu/westn/scitech.html>  
[http://www.iun.edu/~hisdc1/h114\\_2002/nineteenthcentury.htm](http://www.iun.edu/~hisdc1/h114_2002/nineteenthcentury.htm)  
[http://www.mzwtg.mwn.tum.de/fileadmin/w00bmt/www/Arbeitspapiere/Wengenroth\\_sci-tech-ind-19c.pdf](http://www.mzwtg.mwn.tum.de/fileadmin/w00bmt/www/Arbeitspapiere/Wengenroth_sci-tech-ind-19c.pdf)  
<http://teachinghistory.org/history-content/ask-a-historian/24470>  
<http://www.scaruffi.com/science/19th.html>  
<http://www.toptenz.net/top-10-greatest-inventions-of-the-19th-century.php>  
<http://inventors.about.com/od/timelines/a/Nineteenth.htm>  
[https://en.wikipedia.org/wiki/History\\_of\\_technology](https://en.wikipedia.org/wiki/History_of_technology)

## **Unit IV**

<http://www.scaruffi.com/science/20th.html>  
<http://www.unesco.org/bpi/science/content/press/anglo/6.htm>  
[https://en.wikipedia.org/wiki/20th\\_century](https://en.wikipedia.org/wiki/20th_century)  
<http://www.slideshare.net/sushmitamaeleones/technology-in-the-20th-century>  
<http://content.time.com/time/photogallery/0,29307,2026224,00.html>  
<http://www.toptenz.net/top-10-inventions-of-the-20th-century.php>

<http://inventors.about.com/od/timelines/a/twentieth.htm>  
[http://www.ntm.cz/data/veda-a-vyzkum/publikace/what\\_to\\_do\\_20\\_century.pdf](http://www.ntm.cz/data/veda-a-vyzkum/publikace/what_to_do_20_century.pdf)  
<https://www.timetoast.com/timelines/20th-century-breakthroughs-in-science-and-technology>  
<http://www.press.uchicago.edu/Misc/Chicago/284158.html>  
<http://in.alhea.com/ego4/search/web?q=science%20technology&dev=c&gclid=COPNst3V7MsCFdeJaAod6M8ApA>

## Unit V

[https://en.wikipedia.org/wiki/Science\\_and\\_technology\\_in\\_India](https://en.wikipedia.org/wiki/Science_and_technology_in_India)  
<http://www.ibef.org/industry/science-and-technology.aspx>  
<https://india.gov.in/topics/science-technology>  
<http://www.shareyouessays.com/1034/essay-on-scientific-and-technological-development-in-india-free-to-read>  
<http://www.yourarticlelibrary.com/technology/importance-of-science-and-technology-in-national-development-essay/8563/>  
<http://www.frontline.in/science-and-technology/>  
<http://www.imsc.res.in/~jayaram/Articles/lfrontline/node3.html>  
<http://www.slideshare.net/sandhyapillai5201/technological-advancements-in-india-34507898>  
[https://www.youtube.com/watch?v=bt4mJLTt\\_AU](https://www.youtube.com/watch?v=bt4mJLTt_AU)  
<http://www.publishyourarticles.net/knowledge-hub/essay/essay-on-science-and-technology-in-india/2649/>

PPTs will be prepared and uploaded in college website [www.sjctni.edu](http://www.sjctni.edu) for all the units...

Sem. I  
16PHS1201A

Hours / Week: 4  
Credits: 4

### Elective I: INDIAN GEOGRAPHY

#### Objectives

- To know the Physical nature of India.
- To study the changes in Climate.
- To appreciate the significance of Bio-diversity.

#### Learning Activities

- ❖ Preparing charts showing the landscape
- ❖ Preparing power point presentation on ecosystem, environmental hazards
- ❖ Making field visits to neighboring industries and farm lands.

#### Skill Component

- To develop the skill of understanding history in its geographical background
- To acquire the skill to understand the relationship between history and geography and to realize the impact of geography on history

#### Unit - 1

**Physical Geography:** Geological History of India – Location: Area and Boundaries – Major Physical Features – Islands of India - Drainage System of India – Climate: The Seasons, Monsoon, Climatic Regions-Remote sensing

## Unit - 2

**Bio - Geography:** Soil: Mineral and forming process- Important Types, Erosion and Conservation – Natural Vegetation: Major Types, Problems of Deforestation and Conservation Measures, Chipko movement, Social Forestry, Agro-Forestry- Wild Life.

## Unit - 3

**Economic Geography :** Resources and their Classification - Agriculture : Agricultural Regions – Crop Groups – Types of Cultivation – Intensive and Extensive Farming - Important Crops – Agricultural Development in India – Irrigation - Animal Husbandry – Fishing – Mineral Resources : Classification and Distribution – Industries- Transport and Communication.

## Unit - 4

**Human Geography:** Demographic Structure: Racial Groups - Composition– Distribution and Density – Population Explosion – Poverty- India’s role on climatic changes.

## Unit - 5

**Major Issues:** Environmental Degradation – Earthquake and Tsunami – Disaster Management – Pollution: Land, Air and Water- Government policies and Programmes on Environmental protection.

### Books for Study:

1. Surender Singh, *Geography*, Tata McGraw Hills *General Studies Manual*, 2002.
2. Tara Chand, *Tata McGraw Hills General Studies Manual*, 2001. (Unit 1-5)
3. Indian Geography, *Tata McGraw Hills General Studies Manual*, 2002.

### Reference Books

1. Chauhan R. N, *Geography*, Oxford Books Company, Jaipur, 2007.
2. Alan Strahler & Arthur Strahler, *Physical Geography*, II Edition, 1991.
3. Sushil Kumar and Sharma, *Environmental Management*, Noida, 2004.
4. Singh. R.B. and Thakur. D.K, *Environmental Management*, Mumbai, 2000.

**Sem. I**  
**16PHS1201B**

**Hours / Week: 4**  
**Credits: 4**

### Elective I: ARCHIVES KEEPING

#### Objectives

- To realize the importance of Archives
- To know the practice of archives keeping
- To study different types of preservation techniques
- To elucidate the different types of documentation procedures

#### Learning activities

- ❖ Field trip to Shembaganur Jesuit Madurai Province Archives, Madras State Archives and Tiruchirappalli District Record Centre
- ❖ Assignments by using government records & Archival materials

#### Skill Component

- Students are to equip the skill of preserving archival sources

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### **Unit – 1**

Archives: Definition - Creation – Uses – Archives and Library - Various types of Archives – Materials used for creation – Birth of a document

### **Unit – 2**

History of Archives in Europe and India - Preservation Techniques – Enemies of Records – Rehabilitation of Records – Functions of Archivists

### **Unit – 3**

Functions and Administration: – Rules relating to Accession of Records in Archives – Appraisal of Records- Retention Schedule – Compilation and Publication – Role of IT in the development of Archives

### **Unit – 4**

Records Management: Requirements of Record Room – Documentation Practices and Filing System, Life cycle of a file and Nature of Modern Records – Classification of Records and Methods of control on Mass Production

### **Unit – 5**

National Archives of India and Tamil Nadu State Archives –Administration of Tamil Nadu Archives – SarfojiSaraswathiMahal Library of Tanjore –Jesuits Madurai Province Archives in Shembaganur – Field Work

### **Books for Study:**

1. Thyagarajan J, *Archives Keeping*, Tensy Publications, Sivakasi, 2009. (Unit - 1-5)

### **Reference Books**

1. Cook, Michael, *Archives Administration*, Dawson UKI Ltd, London, 2000.
2. Hodson, John, VK, *An Introduction to use of Public Records*, Oxford Clarendon Press, 1934.
3. Jenkinson Hilary, *An Introduction to use of Public records*, Oxford Clarendon Press, 1934.
4. Kahn, Gilbert, *Filing System and Record Management*, New York, 1971.
5. Mac Millan, David (ed), *Archives, Techniques and Functions in a Modern Society*, Sydney, 1957.
6. Muller, Samuel, Feith, JA, Frunin, R, *Manual for the arrangement and description of Archives*, New York, 1995.

**SOCIO AND CULTURAL HISTORY OF MEDIEVAL INDIA  
(AD 1000 TO AD 1707)**

**Objectives**

- To provide knowledge on the cultural contribution of Muslim rulers
- To impart an quest to know deeply the unexplored areas of medieval history
- To imbibe the moral values given by different religions and the Bhakti Saints

**Learning Activities**

- ❖ Field visits to the important monuments of Medieval period
- ❖ Assignments using articles on Medieval History

**Skill Component**

- To develop the skill of presenting historical events in a chronological order so as to appear in competitive examinations
- To develop the skill of situating past historical events in today's context
- To develop the skill of understanding the pluralistic past in India

**Unit – 1**

**Turkish Invasions**

Expeditions of Mahmud of Gazni - Alberuni - Muhammad of Ghor and his invasions –  
Impact of Battles of Tarain

**Unit – 2**

**Delhi Sultanate**

Theory of Kingship - Central and Provincial Administration - Iqta System - Agrarian Measures -  
Market Control - Currency System

**Unit – 3**

**Regional States in Southern India**

Malik Kafur's Invasion – Vijayanagara Empire: Administration - Society – Economy – Art and  
Architecture - Bahmini Kingdom – Marathas

**Unit – 4**

**The Mughals**

Mughal Theory of State – Administration: Sher Shah and Akbar - Land Revenue System -  
Mansabdari System - Religious Policy - Literature – Secular and Religious Architecture –  
Paintings – Music

**Unit – 5**

**Religious Ideas and Believes**

Sikhs – Bhakti – Saivites and Vaishnavites - Sufi Movements – Din-I-lahi

**Books for Study:**

1. Mahalingam T.V, *Economic life in the Vijayanagar Empire*, (Unit – 2)
2. Srivastava and Majumdar, *History of Medieval India*, (Unit – 1)
3. Khurana K.L, *Medieval India*, Lakshmi Narayan Agarwal, Agra, 2007 (Unit – 3-5)

## Reference Books:

1. Mehta J.L., *An Advanced Study in the History of Medieval India* (3 Vols), Sterling Publication, New Delhi, 2002.
2. Satish Chandra, *History of Medieval India*, Mac Millan, New Delhi, 1984.
3. Vincent A. Smith, *The Oxford History of India*, OUP, New Delhi, 2002.
4. Majumdar R.C., *An Advanced History of India*, Mac Millan, New Delhi, 2002.
5. Basham A. L (Ed.), *A Cultural History of India*, OUP, New Delhi, 2001.
6. SathiyanaathaIyer, *A History of India*, Chennai, 2002.
7. Robert Sewell, *A Forgotten Empire*, New Delhi, 2000.

**Sem. II**

**716PHS2106**

**Hours / Week:**

**Credits: 5**

### **SOCIO-CULTURAL HISTORY OF TAMIL NADU – II (AD 1675 – AD 2010)**

#### **Objectives**

- To understand the contribution of Marthasto Tamilagam
- To learn the values for which the Socio- Religious Reform Movements emerged in Tamil Nadu
- To discuss the uniqueness of Chola's Society

#### **Learning Activities**

- ❖ Preparing portraits of women and men social reformers
- ❖ Preparing a chart showing the works of different political parties
- ❖ Conducting group discussion on emergence of Dravidian Movement

#### **Skill Component**

- To develop the skill of comparing the historical events in a fruitful way
- To develop the skill of critiquing the historical issues

#### **Unit – 1**

##### **Thamizhagam under Marathas**

Marathas of Tanjore - Vengoji – Serfoji – Literature– Art and Architecture – The Sethupathis of Ramnad –Advent of the Europeans – The Portuguese – The French – The English – The Anglo – French Conflict - The revolt of Poligars – Vellore Mutiny - Role of Tamil Nadu in freedom struggle

#### **Unit – 2**

##### **Socio-Religious Reform Movements**

Hinduism - Revivalist Movements - Theosophical Movement - SaivaSiddhantam - Mutts - Islam - Wahabi Movement - Sufism - Fakirs - Christianity – Impacts of Socio-Religious Reform Movements.

#### **Unit – 3**

##### **Social Reform Movements**

Dalit Movement: Pandit C.IyotheeThasar - RettamalaiSrinivasan - N.SivarajVaikundaSwamy Movement - Indian National movement. Congress and Social Reforms - Self - Respect Movement - Women movements and Social Legislations (1800-1947)

## Unit – 4

### Growth of Tamil Literature (1800 - 1947)

Prose - Poetry - Novels - Dramas - Journals - Its Impact on Society - Growth of press and media in Tamilnadu - Film and Politics - Its Impact on Tamilnadu - Development of Information Technology - Its Impact on the Society and Economy.

## Unit – 5

### Thamizhagamsince Independence

Rajaji - K.Kamaraj - M.Bhakthavatsalam – their Achievements - Social - Economic - Educational Policies -Tamilagam under D.M.K Rule : C.N.Annadurai - M. Karunanidhi - Social - Economic - Languages Policies - Role of Communist Party. Tamilagam under AIADMK Rule: M.G.Ramachandran - J.Jayalalitha - Socio and Economic Policies

### Books for Study:

1. Chellam V.T, *ThamizhagaVaralarumPanpandum (in Tamil)*, ManivasagarPathipagam, Chennai, 2005.
2. Subramanian N, *Social and Cultural History of Tamilnadu (A.D.1336 - A.D. 1984)* Ennes Publications, Udumalpet, 1999.

### Reference Books:

1. Hardgrave R, *The Dravidian Movement*, Popular Prakashan, Bombay, 1965.
4. Hardgrave (Jr) R.L, *TheNadars of Tamilnadu*, University of California Press (Berkley and Los Angeles), 1969.
5. Irschick E.F, *Politics and Social Conflict in South India*. Oxford University Press, Bombay, 1969.
6. Nambiarooran K, *Tamil Renaissance and the Dravidian Nationalism*, Madurai, 1980.
7. PillayK.K, *A Social History of the Tamils*, University of Madras, Madras, 1969, Tamilnadu History, Its People and Culture (in Tamil). International Institute of Tamil Studies, Chennai, 2004.
8. RajaramanP, *The Justice Party, 1916 - 1937*, Poompozhil Publishers, Madras, 1988.
9. Sathianadhan S, *Historyof Education in the Madras Presidency*, Madras, 1894.

Sem. II

16PHS2107

Hours / Week: 7

Credits: 6

## HISTORY OF WORLD – II (AD 1815 – AD1945)

### Objectives

- To prepare the students for the competitive examinations.
- To realize the impact of colonialism and imperialism.
- To make them understand the ideas of Liberalism, Nationalism and Communism

### Learning Activities

- ❖ Organizing a symposium on the growth of Democracy
- ❖ Group Discussion on League of Nations
- ❖ Marking the Important battle fields of the Second World War in a Map

## **Skill Component**

- To cultivate the skill of looking at the international issues from the local point of view
- To develop the skill of critiquing the international issues

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### **Unit – 1**

Growth of Liberalism and Democracy in Western Europe (1815 – 1914) – Socialist and Labour Movements in Europe – Emergence of Marxism

### **Unit – 2**

Colonialism and Imperialism in Asia and Africa in the 19<sup>th</sup> and 20<sup>th</sup> Centuries – China and the Western Powers – Modernisation of Japan and its emergence as a great power – The European powers and the Ottoman Empire (1815 – 1914)

### **Unit – 3**

Unification of Italy and Germany - World War I – Causes and Consequences – Russian Revolution of 1917 – League of Nations – Economic and Social Reconstruction in Soviet Union – Rise of National Movements in Indo-China and Indonesia.

### **Unit – 4**

Awakening in the Arab World – Struggle for Freedom and Reform in Egypt – Emergence of Modern Turkey under Mustafa Kamal Basha – Rise of Arab Nationalism – Communism in China – PRC and Role of Mao–Tse–Tung.

### **Unit – 5**

The Great Depression – Fascism in Italy – Nazism in Germany – USSR between the Wars – World War II – Causes and Consequences.

## **Books for Study**

1. Khurana A.L, *World History (1453-1966AD)*, Lakshmi Narayan Agarwal, Agra, 2007. (Unit–3-5)
2. Cromwell R.D, *World History in the 20<sup>th</sup> Century*, London, 1969. (Unit – 1-2)

## **Reference Books**

1. Fisher HAL, *History of Europe*, Fontaire Classics, 1936.
2. Grant AJ, *Europe the story of last five centuries*, Longmans, 1921.
3. Grant and Temperly, *History of Europe*, G. Bell & Son, 1936.
4. Hayes CD, *Modern Europe*, Madras: S. Chand & Co., 1979.
5. Swain J. E, *A History of World Civilisation*, Eurasia Publishing House (Pvt.) Ltd, New Delhi, 1997.
6. Weech W.N, *History of the World*, Oldhams Press, 2001.
7. Dharam Singh, *History of Modern World (1919-1945)*, Sonali Publications, New Delhi, 2005.

**Sem. II**

**16PHS2108**

**Credit: 2**

## **SELF – PACED LEARNING**

### **DRAVIDIAN MOVEMENT IN TAMILNADU**

#### **Objectives**

- To understand the origin of the concept Dravidian
- To learn the contributions of Dravidian Movement
- To inculcate the spirit of Self-Respect Movement

#### **Learning Activities**

- ❖ Collecting speeches and writings of the leaders of Dravidian Movement and their contributions
- ❖ Organizing Group Discussion of Dravidian and Aryan debates

#### **Unit – 1**

Seeds for Dravidian consciousness: Robert Caldwell, Manonmaniam Sundaranar, Devaneya Pavanar, Dravida Mahajana Sangam of Ahothidasa Pandidhar - Formation of South Indian Liberal Federation and Justice Party and its measures – First communal order 1921 and 1922 – Reservation for Non-Brahmins.

#### **Unit – 2**

EVR Periyar and Self Respect Movement – Its principles and its social reforms – Efforts for establishing social justice - Anti-Hindi Agitation – Demand of Separate Dravidasthan 1939–

#### **Unit – 3**

Contributions of M.C. Raja, Rev. D. John Rathinam, Shivaraj and Rettamalai Seenivasan - Dravidian Movement and Depressed Class Leaders – Demand for separate electorate to depressed class.

#### **Unit – 4**

Formation of Dravida Kazhagam – C.N. Annadurai and Dravida Kazhagam – Active Propaganda through media and press – split in Dravida Kazhagam.

#### **Unit – 5**

Social Reform Measures and initiatives for establishing equality by Dravidian Movement – Temple Entry Act– Preservation of Communal G O – Dravidian Movement and Tamil Renaissance and Concept of Tamil Nationalism.

#### **Books for Study**

1. Sathianadhan S, *History of Education in the Madras Presidency*, Madras, 1894.
2. Subramanian N, *Social and Cultural History of Tamilnadu (A.D.1336 - A.D. 1984)* Ennes Publications, Udumalpet, 1999.
3. Subramanian P, *Social History of the Tamils (1707 - 1947)* D.K. Printworld (P) Ltd, New Delhi, 1999.

## Reference Books

1. Chellam V.T, *ThamizhagaVaralarumPanpandum (in Tamil)*, ManivasagarPathipagam, Chennai, 2005.
2. Hardgrave R, *The Dravidian Movement*, Popular Prakashan, Bombay, 1965.
4. Hardgrave (Jr) R.L, *The Nadars of Tamilnadu*, University of California Press (Berkley and Los Angeles), 1969.
5. Irschick E.F, *Politics and Social Conflict in South India*. Oxford University Press, Bombay, 1969.
6. Nambiarooran K, *Tamil Renaissance and the Dravidian Nationalism*, Madurai, 1980.
7. Pillay K.K, *A Social History of the Tamils*, University of Madras, Madras, 1969, Tamilnadu History, Its People and Culture (in Tamil). International Institute of Tamil Studies, Chennai, 2004.
8. Rajaraman P, *The Justice Party, 1916 - 1937*, Poompozhi Publishers, Madras, 1988.

Sem. II

Hours / Week: 4

16PHS2202A

Credits: 4

### Elective II: HUMAN RIGHTS

#### Objectives

- To inculcate the spirit of human rights consciousness and awareness
- To know various human rights violations in the present society
- To assess the human rights issues in the context of globalization
- To know the various International and National human rights documents

#### Learning Activities

- ❖ Encourage to prepare an album on newspapers cutting materials
- ❖ Case study to record victims' interviews
- ❖ Group level mini project work of human rights issues
- ❖ Field Visits to District Court, Prison, NGOs working in this field etc.,

#### Skill Component

- To develop the skill of initiating meaningful discussion on human rights violations
- To acquire the skill of documenting the human rights violations
- To develop the skill of presenting the human rights violations in the media
- To acquire the skill of enlightening the human rights violation through documentary film

#### Unit – 1

Human Rights: Meaning – History – Origin and Growth – Theories of Human Rights – Universal Declaration of Human Rights (UDHR) -

#### Unit – 2

International Human Rights - Prescriptions and Enforcement upto World War II - Human Rights and the U.N.O. Universal Declaration of Human Rights – International Covenant Civil and Political Rights – International Covenant on Economic, Social and Cultural Rights and

#### Unit – 3

Human Rights in Context of Globalisation: North – South Conflict — Subaltern Movements– Human Rights Vs Globalisation – Human Rights Vs Fundamentalism.

#### Unit – 4

National Human Rights Commission – SC / ST Commission – Minority Commission – Group Rights Discrimination with special reference to Minorities, Blacks and Trans – genders – International Civil Liberty Movements

#### Unit – 5

Human Rights Violations – Torture, Custodial Death, Encounter Death and Judicial Killings – Death Penalty, Child Trafficking– Anti-people Legislations – NSA, MISA, Goondas Act, TADA, POTA. - Few Methods of Responses to Challenges:– Fact Finding – Intervention – Advocacy Campaigning – HR Education – Legal Procedures.

#### Books for Study:

1. Indian Institute of Human Rights, *ABC of Human Rights – Study Materials*, New Delhi.
2. Krishna Iyer V.R, *Human Rights*, New Delhi, BR. Publications Corporative, 1995.

#### Reference Books

1. *Atrocities Against Dalits in India*, National Public Hearing Report, People’s Watch, Madurai 1999.
2. Indian Institute of Human Rights, *ABC of Human Rights – Study Materials*, New Delhi.
3. Lobo George V, *Human Rights in Indian Situation*, New Delhi: The Commission for Justice, Peace and Development, 1991.
4. Sharma OC, *Crime Against Women*, New Delhi: Ashish Publishing House, 1994.
5. Thomas MA, *The Struggle for Human Rights*, Bangalore: Asian Trading Corporation, 1992.

**Sem: II**  
**16PHS2202B**

**Hours/Week: 4**  
**Credits : 4**

### **Elective II: ECONOMIC HISTORY OF MODERN INDIA**

#### Objectives

- To study the origin and growth of various economic systems in India
- To analyze the transition of economic system from the British to free India
- To examine the achievements of India to attain economic stability
- To study the impact of liberalization privatization and globalization on Indian Economy

#### Learning Activities

- ❖ Preparing charts on the economic systems in India.
- ❖ Listing out the economic planning in the Five Year Plans and the proposed project

#### Skill Component

- To develop a critical enquiry on the economic policies (mainly on the British) .

#### Unit - 1

Economy in the Mid-Eighteen Century –Self Sufficient Communities – Towns – Trade – Banking – Nascent Capitalism

#### Unit – 2

Colonial Exploitation – Exactions by the Company Servants – Oppression of Artisans by Planters – Unequal Trade – Manipulation of Exchange Rates – Wars at India’s cost – Preferential Tariffs – Gandhian Economy

**Unit – 3**

Economic Consequences of the British Rule – Semi-Feudal Economy – Backward Economy – Depleted Economy – Mixed Economy – Stagnation and Poverty.

**Unit – 4**

Economic Planning in India – Globalization and Indian Economy – Emergence and Growth of Indian Capitalist Enterprise

**Unit – 5**

Trends towards a Market Economy – Competition and Contract – Growth of External and Internal trade – Commercialization of Agriculture – National Market – Centralized Administrative System

**Books for Study:**

1. Gill K.S, *Evolution of the Indian Economy*, NCERT, New Delhi, 1978. (Unit – 1)
2. Tirthankar Roy, *The Economic History of India, 1857-1947*, OUP, Madras, 2000. (Unit – 2 to3)
3. Dharma Kumar and T. Raychaudhuri, ed., *The Cambridge Economic History of India, Vol II, 1757-1970*) Orient Longman & Cambridge Univ. Press, Hyderabad, 1982. (Unit – 4 &5)

**Books for Reference:**

1. Dutt R.C., *History of Economic India, Vol. 1 & 2*, New Delhi, Publication Division, 1989.
2. Singh V.B., *Economic History of India 1857-1956*, Bombay, 1975, Allied Publishers.
3. Bhattacharya, Dines – *A Concise Economic History o India.*
4. Dutt R.C, *India Today*, Bombay 1949.
5. Buchanan D.H, *The Development of Capitalist Enterprises in India*, New York, 1934.
6. Gadgil D.R, *Industrial of India in Recent Times*, Evolution New Delhi, OUP, 1974.
7. Bagchi A.K, *Private Investment in India*, Cambridge, 1972.

**Sem: II**  
**416PSS2401**

**Hours/Week:**  
**Credits : 4**

**IDC – 1: SOFT SKILLS**

**Sem. III**  
**16PHS3109**

**Hours / Week: 7**  
**Credits: 5**

**HISTORY OF MODERN INDIA (AD 1707 – AD 1947)**

**Objectives**

- To understand the colonial hegemony in India
- To Inculcate the knowledge of solidarity shown by Indians against British government
- To encourage students to do research on national issues

**Learning activities**

- ❖ Collecting the pictures of Women Freedom Fighters in India
- ❖ Collecting primary sources from archives and college library and analyzing them
- ❖ Writing assignments using various literature related to Freedom Movement

**Skill Component**

- To develop the skill of critiquing national issues
- To develop the skill of viewing the national movement from the Subaltern perspective
- To develop the skill of comprehending the national movement in its totality (Pluralistic manner)

### **Unit – 1**

Advent of Europeans – Carnatic Wars – Anglo-Mysore Wars – Anglo-Marathas War and Anglo-Sikh War.

### **Unit – 2**

Early Nationalism - Revolt of 1857 - Formation of National Associations - Foundation of Indian National Congress - Moderate Phase - Rise of Extremism - Indian Council Act of 1909 - Home Rule Movement - Government of India Act of 1919

### **Unit – 3**

Moderates – Extremists - Emergence of Gandhi: Satyagraha - Khilafat Movement- Non-Cooperation Movement-Violence at ChauriChaura-Civil Disobedience Movement (1930-1934) - Other strands in Nationalism: Revolutionary Movement – Causes- Their Methods- Formation of Secret Societies in India and Abroad- Socialist and Communalist Trends-

### **Unit – 4**

Communal Strands: Hindu Mahasabha and Muslim League – Pluralistic aspects of Freedom Movement: Hindus - Muslims- Christians- Dalit- Women and Adivasi Groups

### **Unit – 5**

Quit India Movement (1942)-Subash Chandra Bose and INA - RIN Mutiny-Constituent Assembly 1946 –June Third Plan 1947- The Independence Act 1947

### **Books for Study**

1. Grover B.L & S,Grover,*A New Look at Modern Indian History*, S. Chand & Company, New Delhi, 1996.
2. Chhobra G.S,*Advanced Study in the History of Modern India*, Vol, III 1920-1947.

### **Reference Books**

1. Tara Chand, *History of the Freedom Movement in India*, Vol. II, New Delhi, 1983.
2. Bipan Chandra, *India's Struggle for Independence*, Penguin Books, New Delhi, 1989.
3. Chopra P.N, *Quiet India Movement*, Publication Division, New Delhi, 1992.
4. Gandhi M. K, *My Experiments with Truth*, Navajivan, Adhmedabad, 2004.
5. Bipan Chandra, *Communalism in Modern India*, Vikas Publishing House, New Delhi, 1984.

**Sem. III**

**Hours / Week: 6**

**16PHS3110**

**Credits: 4**

## **HISTORIOGRAPHY**

### **Objectives**

- To understand the meaning of History and Historiography
- To compare and contrast the different trends in historical writing
- To analyze the importance of philosophy of history
- To develop proper skills in research methodology

### **Learning activities**

- ❖ Writing Research Articles
- ❖ A chart showing the uses of history
- ❖ Use of modern technology in teaching history
- ❖ Conducting Debate on History is a Science or an Art

### **Skill Component**

- To acquire skill of methodology to write research articles
- To develop the analytical skill of viewing different schools of thought in historiography
- To equip the skill of scientific enquiry in analyzing historical events

### **Unit – 1**

Definition – Nature – Scope and Purpose – Uses and Abuses of History – Kinds of History – History and Allied Subjects – History: Science or an Art

### **Unit – 2**

Development of Historiography – Historical writing in Ancient Greece: Herodotus – Thucydides – Roman Historiography – Titus Livy, Medieval Historiography: St. Augustine; Arab Historiography: IbnKhalidun; Enlightenment Era – Romanticist Historiography – Carlyle – Positivist Historiography – Hegel – Ranke – Spengler – Toynbee

### **Unit – 3**

Philosophy of History – Philosophical traditions – Theological and Secular interpretations – Historical Determinism – Historicism and Relativism – Hegelian Dialects – Dialectical Materialism of Marx – Annales School (France) – Cliometrics (USA) - Subaltern Studies (India) – Oral Traditions

### **Unit – 4**

Indian Historiographers – RC Dutt – JN Sarkar – Muhammad Habib – KM Pannikar– DD Kosambi – RomilaThaper - KA NilakantaSastri – R. SathianathaIyer – K. Rajayyan - T. Sundararaj.

### **Unit – 5**

Methodology – Writing of History – Selection of Topic – Collection of Data – Use of Non-Conventional Sources – Heuristics (External Criticism) – Hermeneutics (Internal Criticism) – Objectivity and Subjectivity - Conclusion – Arrangement of Thesis – Synthesis – Documentation – Footnotes – Bibliography – Exposition

**Books for Study:**

1. Sreedharan E, *A Text Book of Historiography (500 BC – AD 2000)*. (Unit – 1&5)
2. Manickam V, *On History and Historiography*, Clio Publications, Madurai, 2003. (Unit – 2,3 & 4)
3. Rajayya K, *History in Theory and Method*, Madurai: Ratna Publications, 1999. (Unit – 1-5)

**Reference Books**

1. Carr EH, *What is History?* London: Mac Millan & Co Ltd, 1961.
2. Sheik Ali B, *History its Theory and Method*, Madras: Mac Millan India Ltd, 1984.
3. Subramanian N, *Historiography and Historical Methods*, Vadipatti, Ennes Publications, 1993.
4. Manickam S, *Theory of History & Method of Research*, Second Edition, Padumam Publishers, Madurai, 2000.
5. Collingwood AG, *The Idea of History*, Oxford Publication, 1946.

**Sem. III**  
**16PHS3111**

**Hours / Week: 5**  
**Credits: 5**

**PROJECT DISSERTATION & VIVA VOCE**

Sem: III  
16PHS3203A

Hours \ Week: 4  
Credit: 4

### Elective III: WOMEN STUDIES IN INDIA

#### Objectives

- To know the status of women that reflects the progress of a civilization and culture of society
- To understand the role of students towards empowerment of women
- To gain the experiential knowledge of social reformers towards the emancipation of women

#### Learning Activities

- ❖ Listing out the negative proverbs on women and converting them in to constructive ones
- ❖ A debate on equality of women in administration
- ❖ Case study of a violation of women rights in order to sensitize Women Studies

#### Skill Component

- To develop the skill of presenting the human rights violations against women in media
- Students are to acquire the skill of enlightening the women's rights through documentary film
- Skill to develop the methods of sensitizing human rights violations against women

#### Unit – 1: Importance of the Subject

Relevance and need of the subject- Evolution of gender studies– Women through ages- Ancient medieval- modern and contemporary period.

#### Unit -2: Discriminations and Violence:

Gender differences – Sati, Polygamy, Child Marriage, Dowry System, Purdah System- Widowhood – Prostitution – Illegal Trafficking – Rape – Female infanticide – Foeticide – Devadasi System – Unequal wages – Domestic violence against women- Patriarchy – Status of women in different religious communities – Role of Manu – Caste system and women oppression.

#### Unit – 3: Initiatives towards Women liberation:

Struggles for equality of women – Women's Movements – Women Education (Upper Garment Movement) – Abolition of Devadasi system – Self-Respect Marriages – Trade Union Movement – Freedom Movement – Role of Missionaries – Reservation for Women in Decision Making Bodies – Women literacy – The concept of Women Liberation and Empowerment

#### Unit – 4: Modern Reformers and Thinkers:

Sir Raja Ram Mohan Roy – Iswar Chandra VidyaSagar – Mahatma JyotibaPhuleSavithriBaiPhule – Dr. Ambedkar – Dr. Muthulakshmi Reddy – EVR Periyar – Bharathiar – Bharathidasan.

#### Unit – 5: Women and Law:

Indian Constitution and Women – Anti–Dowry Laws – Factory Act – Laws on Inheritance – Divorce Act.

### **Books for Study**

1. Altekar A.S, The Position of Women in Hindu Civilization from Ancient times to the Present Day, New Delhi, Reprint, 1996.
2. Chandrababu S.B, Social Protest and its Impact on Tamil Nadu, Emerald Publishers Madras, 1993.
3. Mohan P.E, “Anti –Dowry Resolve in Early Medieval South India”, Journal of Humanities, Annamalai University, 1997.
4. Jegadesan P, Marriage and Social Legislation in Tamil Nadu, Madras, 1990.

### **Reference Books**

1. Viswanathan E.S, The Political Career of E.V.RamasamyNaicker, Madras, 1963.
2. Towards Equality: Reports of the Committee on the Status of Women in India, Government of India, Delhi, 1975.
3. Desai T, Women in India, New Delhi, 1997.
4. Anita Arya, Indian Women Vols.1 – 3, New Delhi, 2000.
5. Nanda P.R, (Ed.), Indian Women from Purdah to Modernity, New Delhi, 1976.
6. Jayaswal K.P, The Position of Women in Hindu Civilization, Delhi, 1956.
7. Geraldine Forbes, Women in Modern India, OUP, New Delhi, 1999.

**Sem: III**

**Hours/week: 4**

**16PHS3203B**

**Credit: 4**

### **Elective III: GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS**

#### **Objectives**

- To give an orientation for competitive examinations
- To make the students to develop critical ability
- To assess the effects of globalization
- To understand the economic policy and principals of India

#### **Learning Activities**

- ❖ Prepare a map showing the physical geography of India
- ❖ Prepare a chart to locate Airports and ports of India
- ❖ Organize a seminar on Constitutional Issues

#### **Unit – I**

Geography – Solar System – The Earth – Dimensions of Earth – Earth’s motions – Earth’s atmosphere – Economic Geography of the Earth.

India: Minerals of India – Crops in India – Types of Soils – Types of Forests – Monsoon Pattern – Mountain Ranges – Indian Rivers – National Wildlife Sanctuaries.

#### **Unit – II**

Indian Economy: Planning in India – Planning Commission – Objectives of Planning – Merits of Economic Planning – Role of National Development Council – New Economic Policy – Industrial India - Indian Railways.

#### **Unit – III**

Science and Statistical analysis – Everyday science – Physiology – Biology – Basic Chemistry and Physics – Space Research in India – Maps.

#### **Unit – IV**

Nature of the Constitution – Preamble - Salient Features of the Constitution – Parliamentary Democracy – Fundamental Rights – Multi Party System – Pressure Groups – Directive Principles of State Policy – Statutory Bodies.

#### **Unit – V**

Present day India: Indian States – Census – Flag – Emblem – Indian Defense – National Labs – River Valley Projects – Arts and Music – Awards in India – Sports in India – Influence of Media on the society – Mass communication

#### **Books for study**

1. Surender Singh, Geography, Tata McGraw Hills General Studies Manual, 2002.
2. Bakshi, Indian Polity– Constitution of India, New Delhi, 1996.
3. Johari J.C, Indian Government and Politics, Vishal Publication, New Delhi, 1979.

#### **Reference Books**

1. Dutt R.C, History of Economic India, Vol. 1 & 2, New Delhi, Publication Division, 1989.
2. General Essays for Competitive examinations, Vikas Publishing House, New Delhi.
3. Bipin Chandra, Indian History – India Struggle for Independence, Penguin, New Delhi, 2002.
4. General Studies Manual, TATA Mc GRAW-HILL'S, New Delhi, 2009

**Sem. III**  
**16PHS3401**

**Hours/Week/:** 4  
**Credits:** 4

#### **IDC: Within School: INDIAN POLITY**

#### **Objectives**

- To make the students realize the significance of the Constitution
- To make them familiarize the salient features of the Indian Constitution
- To inculcate the spirit of the constitution among the students

#### **Learning Objectives**

- ❖ By knowing the current affairs in politics
- ❖ Group discussions and group works on functioning of Democracy
- ❖ Visits to Local courts to have field experience on the functioning of judiciary system

#### **Skill Component**

- To learn the skill of approaching the peoples' representatives and decision making authorities
- To develop analytical skill of critiquing the organs of democracy and their functions

#### **Unit-1**

**Approaches to the Study of Indian Politics:** Liberal, Marxist and Gandhian - Nature of the State: Framework, Basic features, Fundamental Rights and Directive Principles of State Policy

## Unit-2

**Institutional Functioning:** President - Prime Minister, Parliament and Judiciary - Power Structure in India: Caste – Class - Patriarchy - Religion and Politics: Secularism and Communalism

## Unit-3

**Party System:** Meaning – Origin – Functions – Multi- Party System- Kinds of Parties – Ruling Party and Opposition Party

## Unit-4

**The Judiciary:**Rule of Law – Supremacy of the Judiciary - The Supreme Court – Powers- Jurisdiction – Judicial Review- Civil and Criminal Courts- High Courts

## Unit-5

**Social Movements:**Labour, Peasant, Environment and Women Movements – Civil Society Groups - PressureGroups: Meaning, Types, Difference between Political Parties and Pressure Groups

### Books for Study

1. Johari J.C., *Indian Political Systems*, New Delhi, Anmol Publications, 1996.
2. LaxmiKanth, *Indian Polity*, New Delhi, Tate Mcgraw Hill 2004.
3. Mehta, Narindar, *Indian Political System: A Study in Government and Politics in India*, Jullundar. 1978.

### Books for Reference

1. Avasti A.P, *Indian Political System*, Agra, 2002.
2. Basu Durga Das, *An Introduction to Indian Constitution*, Agra, Wadha& Co, 2001.
3. Khanna V.N, *Constitution and Government of India*, New Delhi, Book Well, 1981.
4. Nainta R.P, *The Government under the Constitution*, New Delhi, Deep & Deep, 2000.

**Sem. III**  
**16PHS3402**

**Hours / Week: 4**  
**Credits: 4**

## IDC – Between School: INDIAN CONSTITUTION

### Objectives

- To make the students realize the significance of the Constitution
- To make them familiarize the salient features of the Indian Constitution
- To inculcate the spirit of the constitution among the students

### Learning Objectives

- ❖ Knowing the current affairs in politics
- ❖ Group discussion and group works
- ❖ Visits to Local courts to have field experience on the functioning of the judiciary

### Skill Component

- To develop the skill of comprehending the secular nature of the constitution
- To enhance analytical mind to compare ours with other constitutions

**Unit: 1**

Meaning and types of Constitutions - Brief sketch on Constitutional Development in India – Regulating Act 1773—Charter Act of 1793 -- Charter Act 1853- Indian Councils Act 1861 –Minto -Morely Reforms Act 1909 - Montague – Chelmsford Reforms Act 1919- Government of India Act 1935- Making of the Constitution –Constituent Assembly –Its Role

**Unit: 2**

**Nature of the Constitution** – Preamble - Salient Features of the Constitution - Parliamentary Democracy – Fundamental Rights and Duties– Multi Party System – Pressure Groups – Directive Principles of State Policy- Statutory Bodies

**Unit: 3**

**The Executive** - The President- Vice-President- Governors - Election – Powers and Functions - Emergency Powers – Centre - State Relations- Article 352, 356, 360& 370

**Unit: 4**

**The Legislature** – The Prime Minister –The Cabinet – The Parliament –Lok Sabha andRajya Sabha- Speaker- Law Making Process –Distribution of Powers – Union List – State List- Concurrent List-

**Unit: 5**

**The Judiciary** – Rule of Law – The Supreme Court – Powers- Jurisdiction – Judicial Review- Civil and Criminal Courts- High Courts

**Books for Study**

1. Johari J.C, *Indian Political Systems*, New Delhi, Anmol Publications, 1996.
2. LaxmiKanth, *Indian Polity*, New Delhi, Tate McGraw Hill 2004.
3. Mehta, Narindar, *Indian Political System, A Study in Government and Politics in India*, Jullundar. 1978.

**Books for Reference**

1. Avasti A.P, *Indian Political System*, Agra, 2002.
2. BasuDurga Das, *An Introduction to Indian Constitution*, Agra, Wadha& Co, 2001.
3. Khanna V.N, *Constitution and Government of India*, New Delhi, Book Well, 1981.
4. Nainta R. P, *The Government under the Constitution*, New Delhi, Deep & Deep 2000.

**Sem. IV**  
**16PHS4112**

**Hours / Week: 6**  
**Credits: 5**

**CONTEMPORARY INDIA (AD 1947 – AD 2014)****Objectives**

- To understand the achievements of independent India
- To create awareness about the role of makers of modern India
- To inculcate the knowledge on the challenges faced by India before and after globalization and responses to it

## Learning Activities

- ❖ Articles on National Leaders
- ❖ Debate on Issues that peril India
- ❖ Group Discussion on India's Foreign Policy

## Skill Component

- Developing the skill of analyzing national issues in their proper perspective
- Acquiring the skill of comprehending the national issues in their totality
- Enhancing scientific temper among the students

### Unit – 1

**Makers of Modern India** – Rabindranath Tagore – Mahatma Gandhi – B.R. Ambedkar - M. N. Roy – J.P. Narayan - Periyar EVR – K. Kamaraj - Their Philosophies.

### Unit – 2

Integration and Reorganisation of States - Foreign Policy - NAM - Relation with SAARC Countries - Indo-Chinese Relations - Kashmir Problem and Relation with Pakistan.

### Unit – 3

**Prime Ministers of India:** Jawaharlal Nehru – LalBahadurSastri – Indhira Gandhi — PMs of the Coalition Governments: Moraji Desai -V. P. Singh - AB Vajpayee to Manmohan Singh

### Unit – 4

**Major Issues:** Reservation Policy – Reservation to Women –Communalism & Fundamentalism - Water Disputes –poverty and unemployment - Starvation Deaths – Agrarian Crisis – State Terrorism – Corruption.

### Unit – 5

**Economic Development:** Transport and Communication - - Agriculture - Green Revolution - White Revolution – Blue Revolution – India and World Bank - New Economic policy — Impact of WTO on India.

## Books for Study

1. AnletSobithabai W, *Contemporary History of India (1947-2009)*, Sharon Publication, Marthandam, 2009. (Unit – 1,2,3 & 5)
2. Venkatesan G, *Contemporary Historyof India*, V.C. Publication, Rajapalayam. (Unit–1- 5)
3. John Gilbert G, *Contemporary History of India*, Anmol Publications, New Delhi, 2006.

## Reference Books

1. Bipan Chandra, *India since Independence*, Penguin, New Delhi, 2002.
2. Murickan J, (Ed.), *Poverty of India: Challenges and Responses*, Xavier Board Publication Thiruvananthapuram, 1988.
3. Prasad BK, *Rural Development: Concept, Approach and Strategy*, Sarup and Sons, New Delhi, 2003.
4. Ram Puniyani *Communal Politics: Facts Versus Myths*, Sage Publications, New Delhi, 2003.
5. ShashiTharoor *India, From Midnight to the Millennium*, Penguin Books, New Delhi, 2000.
6. SmitaNarula, *Broken People, Caste Violence Against India's Untouchables*, Human Rights Watch, New York, 1999.



Sem. IV

Hours / week: 7

16PHS4113

Credit: 6

### MODERN INDIAN ADMINISTRATION

#### Objectives

- To examine the evolution of Indian administration.
- To understand the importance of planning.
- To develop skills in participating Panchayatraj institution.

#### Learning activities

- ❖ Listing the skills, abilities and attitudes required for an administrator.
- ❖ Preparing a chart showing the administrative hierarchy.
- ❖ Meeting village leaders and learn the method of administration

#### Skill Component

- To learn the skill of approaching the peoples' representatives and decision making authorities
- To develop analytical skill of critiquing the organs of democracy and their functions

#### Unit – 1

Political Executive at the Union level: President, Vice President, Prime Minister, Council of Ministers, Cabinet Committees -Structure of Central Administration: Secretariat, Cabinet Secretariat – Ministers and Department Boards and Commissions, Field Organisations.

#### Unit – 2

Centre State Relations – Legislative, Administrative, Planning and Financial – Public Services – All India Services Central Services, State Services, Local Civil Services, Union and State Public Services Commission, Training of civil services

#### Unit – 3

Machinery for Planning: Planning Commission – Plan formulation – National Development Council – Planning at the State and District levels – Public Undertaking: Forms, management, control and problems – Controls of public expenditure: Parliamentary control – Role of Finance Ministry – Comptroller and Auditor General

#### Unit – 4

Administration of Law and Order : Role of Central and State agencies in maintenance of law and order – State administration: Governor – Chief Minister – Council of Ministers – District Administration: Role and Importance – District Collector – Land Revenue – Law and order – Developmental Functions – District Rural Development Agency – Special Development Programmes

#### Unit – 5

Local Administration: Panchayat Raj – Urban Local Government – Features, forms, problems – Autonomy of Local Bodies – Issues in Indian Administration – People's participation in administration – redressal of Citizens' Grievances – Lok Pal and LokAyuktas – Administrative Reforms in India

## Books for Study

1. MadhviYasin, *Indian Administration*, 1979.
2. VishnooBhagwan and VidyaBhushan, *Indian Administration*, S. Chand & Co., 2005.(Unit 1-5)

## Reference Books

1. Altekar AS, *State & Government in Ancient India*, Delhi, 1958.
2. VidyaBhusan, *Indian Administration*, Delhi: S. Chand & Co., 2000.
3. Tyagi, *Public Administration: Principles & Practices*, Atma Ram & Sons, 1989.
4. Maheswari SR, *The Evolution of Indian Administration*, Mac Millan, 1950.

Sem. IV  
16PHS4114

Hours/Week/: 6  
Credits: 4

## HISTORY OF WORLD CIVILIZATIONS

### Objectives

- To provide well balanced coverage of the all key factors comprising the world civilization
- To help the students with broad based knowledge and understanding of the concept of evolution of Mankind and Culture
- To provide impact on human lives today through the ancient civilization

### Learning Activities

- ❖ Mapping the River Valley Civilizations
- ❖ Group discussions on impact of ancient civilizations on today
- ❖ Visit to Archaeological excavation sites

### Learning Activities

- To develop the skill of methods in archaeological excavations
- To develop the skill of interest in preserving the archaeological artifacts

## UNIT-I

Definition of Civilization - Comparison between culture and Civilization - Origin and Growth of Civilization - Pre-Historic Culture - Paleolithic and Neolithic Culture

## UNIT-II

River Valley Civilizations –Indus Civilization - Nile Civilization –Euphrates and Tigris Civilization–Kwang-How Civilization

## UNIT-III

Sumerian, Babylonian, Assyrian and Chaldean Civilizations - Persian Civilization - Hebrew Civilization

## **UNIT-IV**

Classical Civilization - Ancient Greece - Hellenistic Civilization its legacy - Ancient Rome - Roman Civilization its legacy

## **UNIT-V**

Japanese Civilization - Maya, Aztec and Inca Civilizations

### **Books for Study**

1. Khurana K.L, *World History (AD1453-1966)*, Agarwall Publication, 2008.(Unit – I & 2)
2. Weech W.N, *History of the World*, Odhamas Press, 2001 (Unit – 3, 4 & 5)

### **Reference Books**

1. Brinton, Chirstopher Wolf, *A History of Civilization*, Vol I & II, Prentice - Hall, Inc, Engle Winks. Wood, New Jersey, 1984.
2. Edward d’Cruz S.J, *A survey of world civilization*, Lalvani Publishing House, Bombay, 1970.
3. Edward MacnallBurns, *Western Civilization - Their History and their Culture*.
4. Gokhale, B.K, *Introduction to Western Civilization*, S.Chand& Co, Pvt.Ltd, New Delhi, 1973.
5. Israel Smith Clare, *The Standard History of the World (10 Volumes)*, Standard Historical Society, Cincinnati, 1931.
6. Swain J.E : *A History of World Civilization*, Eurasia Publishing House. Pvt. Ltd, New Delhi, 1994.

## ARCHAEOLOGY

### Objectives

- To study the fundamentals of archaeology
- To assess the different scientific techniques associated with archaeology
- To create awareness and skills on the excavation procedures
- To update the information on recent archaeological excavation

### Learning activities

- ❖ Newspaper clippings on archaeological excavations and new findings
- ❖ Field trips to archaeological sites.
- ❖ Involving students in the conservation of monuments

### Skill Component

- To develop the skill of methods in archaeological excavations
- To develop the skill of interest in preserving the archaeological artifacts

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### Unit – 1

Definition and Scope – Value of Archaeology – New Archaeology – Archaeology and Natural Science: Culture-Environment- Kinds of Archaeology : Ethnic Archaeology – Under Water Archaeology – Aerial Archaeology – Salvage Archaeology - Functions of an Archaeologist. History of Indian Archaeology – William Jones – Alexander Cunningham – John Marshal

### Unit – 2

Methods of Site Survey: Map Reading – Physical Features – Ethnographic data – Historical literature – Field observation and recording of data – Tools and Equipments: camp equipment – surveyor's equipment – excavation equipment – photo equipment.

### Unit – 3

Excavation Principles and Methods: Absolute and Relative Dating – Typological Method – Stratigraphical Method – Bench level of Datum Line system. Lay out of trenches: Trial Trenches and Sondages – Rectangular trenching or Vertical excavation – Grid system or Horizontal excavation – Open stripping – Quadrant Method

### Unit – 4

Archaeology and other Sciences and Dating Methods : Glacial Varve Chronology – Soil Science – Radio – Carbon Dating – Thermoluminescence Dating – Archaeology and Chemistry – Uranium Dating – Nitrogen or Collagen Dating – Phosphate Analysis – Dendrochronology – Archaeology and Geology

### Unit – 5

Robert Bruce Foote – T.S. Elliot – Robert Sewell - Mortimer Wheeler – Their contribution to the development of excavation techniques - Archaeological Survey of India – Recently excavated sites in Tamil Nadu : Adichanallur, Porunthal, & Keezhadi

## Text Books

1. Raman KV, *Principle and Methods of Archaeology*, Parar's Magazines Co, 1991.
2. Venkatraman R, *Indian Archaeology – A Survey*, Ennes Publishers, 1999.

## Reference Books

1. James Steward *Archaeological Guide and Glossory*.
2. Krishnamurthy K, *Introducing Archaeology*, Ajantha Publishers, New Delhi, 1995.
3. Krishnamurthy K, *Introducing Archaeology*, Ajantha Publishers, New Delhi, 1995
4. Maxwell T.S, *Eastern Approaches, Essays on Asian Art and Archaeology*.
5. Raman K.V, *Excavations at Uraiyur*, University of Madras, 1988.

**Sem. IV**  
**16PHS4116**

**Hours / Week: 6**  
**Credits: 4**

### **Introduction to Journalism (Online Course)**

#### **Objectives**

- To make the students understand the historical background of Journalism
- To facilitate the students to develop a rational approach towards present media
- To equip the students to acquire the caliber of reading between lines

#### **Learning Activities**

- ❖ Newspaper clippings on Media's role on Society
- ❖ Field trips to News Press
- ❖ Involving students in the conservation with journalists

#### **Unit-1**

Understanding News - Ingredients of news - News: meaning, definition, nature The news process: from the event to the reader (how news is carried from event to reader) Hard news vs. Soft news, basic components of a news story - Attribution, embargo, verification, balance and fairness, brevity, dateline, credit line, byline.

#### **Unit-2**

Different forms of print – A historical Perspective - Penny press, tabloid press - Language of news- Robert Gunning: Principles of clear writing Rudolf Flesch formula- skills to write news

#### **Unit-3**

Understanding the structure and construction of news - Organising a news story, 5W's and 1H, Inverted pyramid - Criteria for news worthiness, principles of news selection  
Use of archives, sources of news, use of internet

#### **Unit-4**

Different mediums-a comparison - Language and principles of writing: Basic differences between the print, electronic - and online journalism - Citizen Journalism

## Unit-5

Role of Media in a Democracy - Responsibility to Society - Press and Democracy –P T A –  
Contemporary debates and issues relating to media - Ethics in journalism

### References: (Web Sources)

#### Unit-1

<http://journalism.utexas.edu/>  
<https://news.morningstar.com>  
<http://www.schooljournalism.org/news-gathering-tips/>  
<https://processofwritingnews.wordpress.com/>  
<https://en.wikipedia.org/wiki/News>  
<http://www.industry.siemens.com/topics/global/en/magazines/process-news/pages/process-news.aspx>  
<http://www.slideshare.net/helpingmedia/the-news-production-process-10429014>  
<http://www.newsu.org/courses/understanding-media-process-and-principles>  
<http://www.slideshare.net/asiyasiddika28/hard-news-vs-soft-news>  
[https://www.csun.edu/~bashforth/406\\_PDF/406\\_Essay3/HardNewsVSFeatureStories.pdf](https://www.csun.edu/~bashforth/406_PDF/406_Essay3/HardNewsVSFeatureStories.pdf)  
<http://www.scribd.com/doc/19300197/Hard-News-Versus-Soft-News#scribd>  
  
<https://www.youtube.com/watch?v=NhjSZE0SLTM>

#### Unit-2

[https://en.wikipedia.org/wiki/Yellow\\_journalism](https://en.wikipedia.org/wiki/Yellow_journalism)  
<https://history.state.gov/milestones/1866-1898/yellow-journalism>  
<http://iml.jou.ufl.edu/projects/spring04/vance/yellowjournalism.html>  
[http://www.newworldencyclopedia.org/entry/Yellow\\_journalism](http://www.newworldencyclopedia.org/entry/Yellow_journalism)  
<http://www.britannica.com/topic/yellow-journalism>  
<https://www.youtube.com/watch?v=0wFrAny77UY>  
<http://extension.missouri.edu/p/CM201>  
<https://righthat.com/assets/Perspectives/RightHatClearWriting.pdf>  
<http://darwin.eeb.uconn.edu/eeb245w/clear-writing.html>  
<https://www.youtube.com/watch?v=JGJ7QvI7w0k>

#### Unit-3

<https://www.google.co.in/search?q=5ws&biw>  
[https://en.wikipedia.org/wiki/Five\\_Ws](https://en.wikipedia.org/wiki/Five_Ws)  
<https://stevebuttry.wordpress.com/2015/02/20/how-can-archives-add-value-for-newspapers-and-tv/>  
<http://www.bl.uk/reshelp/findhelprestype/news/bna/>  
<http://www.irish-genealogy-toolkit.com/irish-newspaper-archives.html>  
<https://www.youtube.com/watch?v=cGRLwh2uW6M>  
<http://www.discourses.org/OldArticles/Structures%20of%20news%20in%20the%20press.pdf>  
<http://jspp.psychopen.eu/article/view/96/37>  
[https://books.google.co.in/books?id=RVR\\_yGdjZ8gC&pg=PA148&lpg=PA148&dq](https://books.google.co.in/books?id=RVR_yGdjZ8gC&pg=PA148&lpg=PA148&dq)

#### Unit-4

[https://en.wikipedia.org/wiki/List\\_of\\_artistic\\_media](https://en.wikipedia.org/wiki/List_of_artistic_media)  
<http://www.collinsdictionary.com/dictionary/english/mediums>  
<http://grammarist.com/usage/media-mediums/>  
<https://www.archives.gov/open/plain-writing/10-principles.html>  
[https://en.wikipedia.org/wiki/Digital\\_journalism](https://en.wikipedia.org/wiki/Digital_journalism)  
<http://www.slideshare.net/ujjwalacharya/online-journalism-11227880>  
<http://www.journalismfestival.com/news/the-advantages-of-online-journalism/>  
<http://ojphi.org/ojs/index.php/fm/article/view/893/802>  
[https://en.wikipedia.org/wiki/Citizen\\_journalism](https://en.wikipedia.org/wiki/Citizen_journalism)  
<http://cj.ibnlive.in.com/>  
<https://www.techopedia.com/definition/2386/citizen-journalism>  
[https://www.youtube.com/watch?v=9APO9\\_yNbcg](https://www.youtube.com/watch?v=9APO9_yNbcg)

#### Unit-5

<http://theviewspaper.net/role-of-the-media-in-democracy/>  
[https://en.wikipedia.org/wiki/Media\\_democracy](https://en.wikipedia.org/wiki/Media_democracy)  
<https://www.google.co.in/search>  
<https://in.answers.yahoo.com/question/index?qid=20090303035752AACdZYF>  
<http://www.caluniv.ac.in/global-mdia>  
<https://www.youtube.com/watch?v=zCkalT4JFCg>  
<https://www.youtube.com/watch?v=FXYS95J0RAM>  
[https://en.wikipedia.org/wiki/Journalism\\_ethics\\_and\\_standards](https://en.wikipedia.org/wiki/Journalism_ethics_and_standards)  
<https://www.spj.org/pdf/ethicscode.pdf>  
<http://www.newsu.org/courses/ethics-journalism>  
[http://ethicnet.uta.fi/belarus/journalists\\_ethics\\_code](http://ethicnet.uta.fi/belarus/journalists_ethics_code)  
[https://www.youtube.com/watch?v=Jv-J\\_ArEJ8w](https://www.youtube.com/watch?v=Jv-J_ArEJ8w)  
<https://www.youtube.com/watch?v=Vb70x5VSVS4>  
[https://www.youtube.com/watch?v=\\_JQ1GaQyHkU](https://www.youtube.com/watch?v=_JQ1GaQyHkU)

**PPTs will be prepared and uploaded in college website [www.sictni.edu](http://www.sictni.edu) for all the units...**

**Sem. IV**  
**16PHS4117**

**Credits: 2**

**COMPREHENSIVE EXAMINATION**