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SACRED HEART COLLEGE (AUTONOMOUS)

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A Don Bosco Institution of Higher Education, Founded in 1951 * Affiliated to Thiruvalluvar University, Vellore * Autonomous since 1987

Accredited by NAAC (4th Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

Name of the Programme: B.A History

| S No | Title of the Paper | Course Code | Course Objectives | Course Outcomes | Relevance |
|------|---------------------------------------|-------------|--|---|--|
| 1 | HISTORY OF TAMIL NADU UP TO 1336 A.D. | HT104 | <ul style="list-style-type: none">To become aware of the political, social and economic developments of Tamil Nadu.To identify the contribution of Pallavas to art and architecture.To study the development of art and architecture under the Cholas.To evaluate the socio, economic and religious condition of Tamil Nadu under the Pandyas.To describe the advent of Islam in Tamil Nadu. | <ul style="list-style-type: none">Asses the formation of various ruling dynasties and the consequent socio – economic and political developments in Tamil Nadu.Illustrate the origin and growth of Bakthi movement and the evolution of art and architecture under the Pallavas.Explain the cultural achievements of Cholas.Discuss the socio, economic and religious condition under the PandyasRecognize about second Pandya Empire and the establishment of Madurai Sultanate. | local, regional Developmental needs |

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| 2 | HISTORY OF TAMIL NADU (1336 – 1947 A.D.) | HT204 | <ul style="list-style-type: none"> • To understand the socio, economic and cultural condition of the Nayaks of Madurai, Tanjore and Senji. • To explain the rise of Marathas of Tanjore, Marava kingdoms of Ramnad and Sivaganga. • To analyse the establishment of European companies and the conflict with the native rulers. • To examine the role of Christian Missionaries in the field of Education in Madras presidency. • To understand the political consciousness and the freedom movement in Madras Presidency | <ul style="list-style-type: none"> • Know about the Vijayanagar and Nayankara System. • Highlight the conditions of Tamil Nadu under the non-Tamil rulers. • Explain the Advent of the Europeans in Tamil Nadu. • Identify the socio- religious reform movements in Tamil Nadu. • Summarize the socio, economic and educational development in Tamil Nadu after independence. | Local and regional developmental needs |
| 3 | HISTORIOGRAPHY | HT509 | <ul style="list-style-type: none"> • To study the definition and scope of History. • To understand the technical terms such as Dialectical Materialism, Objectivity in History, Causation in History. • To study the contributions made by Ancient Greco-Roman Historians such as Herodotus, Pliny, Livy, Strabo and Thucydides. • To study the nature of history in relation with other disciplines. • To make the student to | <ul style="list-style-type: none"> • Students get familiarized with footnoting, writing references and bibliography. • Students would have knowledge about the Modern Historians like Arnold Toynbee and his contribution to the history of 18th century England. • Students would get an idea about the famous Marxian historians in India such as Romila Thapar, Irfan Habib and Bipin Chandra. • Students would have the opportunity to compare the | Local and national developmental needs |

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| | | | <p>understand the various ideas that shaped the work of leading historians.</p> | <p>writings of the traditional historians like Nilakanta Sastri, R G Bhandarkar with that of R S Sharma, Romila Thapar and others.</p> <ul style="list-style-type: none"> • Students would be able to know about the contribution of noted historians of the past with special reference to India. | |
| 4 | <p>CONTEMPORARY HISTORY OF TAMIL NADU (1947 – 2016 A.D)</p> | HT608 | <ul style="list-style-type: none"> • To study about the congress government in Tamil Nadu since independence. • To make the students to understand the various schemes of Kamaraj for the development of Tamil Nadu during his Era. • To become aware of the formation of DK and DMK in Tamil Nadu. • To study comparatively about the welfare schemes of MGR and J. Jeyalalitha. • To emphasize the various policies and disputes in contemporary Tamil Nadu. | <ul style="list-style-type: none"> • Discuss the impact of the kula kalvi thittam of Rajaji in Tamil Nadu. • Examine the various schemes of Kamaraj for the development of education in Tamil Nadu. • Review the origin and development of DK and DMK in Tamil Nadu. • The students are familiar with the DMK and AIADMK government with its policies and programmes. • Analyze the effect of Coalition Politics on Tamil Nadu. The students are familiar with the Congress, DMK, AIADMK governments that governed TamilNadu with its policies and programmes. | <p>local, regional developmental needs</p> |

