

**ANNA UNIVERSITY, CHENNAI**  
**NON-AUTONOMOUS COLLEGES AFFILIATED TO ANNA UNIVERSITY**  
**M. ARCH. (CONSERVATION) FULL-TIME PROGRAMME**  
**REGULATIONS 2021**  
**CHOICE BASED CREDIT SYSTEM**  
**I TO IV SEMESTERS CURRICULA AND I SEMESTER SYLLABUS**  
**SEMESTER I**

S. NO.	COURSE CODE	COURSE TITLE	CATE- GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	CO4101	Introduction to Architectural Conservation	PCC	3	0	0	3	3
2.	CO4102	Impact of Society and Culture on Built Heritage	PCC	3	0	0	3	3
3.	CO4103	Traditional Knowledge System	PCC	3	0	0	3	3
4.	CO4104	Materials and Structural Systems	PCC	3	0	0	3	3
5.		Audit Course I*	AC	2	0	0	2	0
THEORY CUM STUDIO								
6.	CO4121	Documentation Techniques and Information Data Management	PAEC	1	0	3	4	4
STUDIO								
7.	CO4111	Conservation Studio I	PCC	0	0	10	10	10
TOTAL				15	0	13	28	26

\* Audit Course is optional

**SEMESTER II**  
**(Prerequisite- Pass in Conservation Studio I)**

S. NO.	COURSE CODE	COURSE TITLE	CATE- GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	RM4251	Research Methodologies for Built Environment	RMC	3	0	0	3	3
2.	CO4201	Strengthening and Retrofitting Historic Structures	PCC	3	0	0	3	3
3.	CO4202	Project Management in Conservation	PCC	3	0	0	3	3
4.		Audit Course II*	AC	2	0	0	2	0
THEORY CUM STUDIO								
5.	MH4221	Geographical Information Systems for Built Environment	PAEC	1	0	3	4	4
STUDIO								
6.	CO4211	Conservation Studio II	PCC	0	0	10	10	10
TOTAL				12	0	13	25	23
PROFESSIONAL ELECTIVE								
7.		Professional Elective I	PEC	X	X	X	3	3
TOTAL							28	26

\* Audit Course is optional

### SEMESTER III

(Prerequisite- Pass in Conservation Studio II)

S. NO.	COURSE CODE	COURSE TITLE	CATE-GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	CO4301	Services in Historic Buildings	PCC	3	0	0	3	3
2.	CO4302	Conservation Legislation	PCC	3	0	0	3	3
STUDIO								
3.	CO4311	Dissertation	PCC	0	0	4	4	4
4.	CO4312	Conservation Studio III	PCC	0	0	10	10	10
TOTAL				6	0	14	20	20
PROFESSIONAL ELECTIVE								
5.		Professional Elective II	PEC	X	X	X	3	3
6.		Professional Elective III	PEC	X	X	X	3	3
INTERNSHIP TRAINING								
7.	CO4313	Internship Training	PAEC	X	X	X	X	2
TOTAL							26	26

### SEMESTER IV

(Prerequisite- Pass in Conservation Studio III)

S. NO.	COURSE CODE	COURSE TITLE	CATE- GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
STUDIO								
1.	CO4411	Thesis Project	PCC	0	0	20	20	20
TOTAL				0	0	20	20	20
PROFESSIONAL ELECTIVE								
2.		Professional Elective IV	PEC	X	X	X	3	3
TOTAL							23	23

**TOTAL NO. OF CREDITS: 103**

### PROFESSIONAL CORE COURSES (PCC)

SL. NO.	COURSE CODE	COURSE TITLE	CATE-GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P/S		
1.	CO4101	Introduction to Architectural Conservation	PCC	3	0	0	3	3
2.	CO4102	Impact of Society and Culture on Built Heritage	PCC	3	0	0	3	3
3.	CO4103	Traditional Knowledge System	PCC	3	0	0	3	3

4.	CO4104	Materials and Structural System	PCC	3	0	0	3	3
5.	CO4111	Conservation Studio I	PCC	0	0	10	10	10
6.	RM4251	Research Methodologies for Built Environment	RMC	3	0	0	3	3
7.	CO4201	Strengthening and Retrofitting Historic Structures	PCC	3	0	0	3	3
8.	CO4202	Project Management in Conservation	PCC	3	0	0	3	3
9.	CO4211	Conservation Studio II	PCC	0	0	10	10	10
10.	CO4301	Services in Historic Buildings	PCC	3	0	0	3	3
11.	CO4302	Conservation Legislation	PCC	3	0	0	3	3
12.	CO4311	Dissertation	PCC	0	0	4	4	4
13.	CO4312	Conservation Studio III	PCC	0	0	10	10	10
14.	CO4411	Thesis Project	PCC	0	0	20	20	20

**PROFESSIONAL ELECTIVE COURSES (PEC)**

**SEMESTER II, ELECTIVE I**

SL. NO.	COURSE CODE	COURSE TITLE	CATEGORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P/S		
1.	CO4001	Cultural Anthropology and Sociology	PEC	3	0	0	3	3
2.	CO4002	Shared Built Heritage	PEC	3	0	0	3	3
3.	CO4003	Natural and Designed Landscape	PEC	3	0	0	3	3
4.	CO4004	Cultural Landscape	PEC	1	0	2	3	3
5.	CO4005	Museum Design and Management	PEC	1	0	2	3	3
6.	CO4006	History of Western Architectural Conservation	PEC	3	3	0	0	3
7.	MH4073	Soft Skills	PEC	2	0	1	3	3

**SEMESTER III, ELECTIVE II & III**

SL. NO.	COURSE CODE	COURSE TITLE	CATEGORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P/S		
1.	CO4007	Sacred Landscapes	PEC	3	3	0	0	3
2.	CO4008	World Heritage Sites	PEC	3	3	0	0	3
3.	CO4009	Sustainability and Conservation	PEC	3	3	0	0	3
4.	CO4010	Landscape Conservation	PEC	3	3	0	0	3
5.	CO4011	Urban Conservation and Practice	PEC	3	3	0	0	3
6.	CO4012	Sustainable Tourism and Visitor Management	PEC	3	3	0	0	3
7.	MH4074	Psychology of Learning and Development	PEC	3	0	0	3	3

**SEMESTER IV, ELECTIVE IV**

SL. NO.	COURSE CODE	COURSE TITLE	CATEGORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P/S		
1.	CO4013	Heritage Impact Assessment	PEC	3	3	0	0	3
2.	CO4014	Disaster Management of Cultural Resources	PEC	3	3	0	0	3
3.	CO4015	Economics of Preservation and Heritage	PEC	3	3	0	0	3
4.	MH4075	Theory of Architectural Education	PEC	3	0	0	3	3

**PROFESSIONAL ABILITY ENHANCEMENT COURES (PAEC)**

SL. NO.	COURSE CODE	COURSE TITLE	CATEGORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P/S		
1.	CO4121	Documentation Techniques and Information Data Management	PAEC	1	0	3	4	4
2.	MH4221	Geographical Information Systems for Built Environment	PAEC	1	0	3	4	4
3.	CO4313	Internship Training	PAEC	X	X	X	X	2

### AUDIT COURSES (AC)

Registration for any of these courses is optional to students

SL. NO	COURSE CODE	COURSE TITLE	PERIODS PER WEEK			CREDITS	SEMESTER
			Lecture	Tutorial	Practical		
1.	AX4091	English for Research Paper Writing	2	0	0	0	1/2
2.	AX4092	Disaster Management	2	0	0	0	
3.	AX4093	Constitution of India	2	0	0	0	
4.	AX4094	நற்றமிழ் இலக்கியம்	2	0	0	0	



**OBJECTIVES**

- To introduce heritage conservation in the Indian context.
- To inform about Governmental and Non-Governmental agencies that work towards Conservation at various levels in India.
- To create awareness of the various charters and development of UNESCO as the global agency and its role in the field of conservation in India.

**UNIT I INTRODUCTION TO CONSERVATION****6**

Understanding Heritage, Types of Heritage, Heritage conservation – Need, Debate and purpose. Defining Preservation, Restoration, Conservation and Adaptive reuse. Distinction between Architectural and Urban Conservation, Heritage conservation in India – issues & challenges

**UNIT II THEORY OF CONSERVATION IN INDIA****12**

Listing & Documentation of Built Heritage in India - Assessing architectural character – the concept of Jeernodharana — historic structure report guidelines – Principles of Conservation – Conservation ethics - Craft & conservation – intangible heritage

**UNIT III AGENCIES & POLICIES IN CONSERVATION****12**

Establishment, goals & objectives of Archaeological Survey of India(ASI) - Role and activities of ASI Role of INTACH – Formation, Scope and Principles – Administrative Form -INTACH Charter Central & State Government policies on heritage Conservation - Legislations and legal interventions in Conservation

**UNIT IV CASE STUDIES****9**

Case study of projects (single building) by conservation architects/firms/organizations in India, Select Case Studies of ancient heritage sites in India such as Hampi, Qutub complex, Mahabalipuram, etc.

**UNIT V ROLE OF UNESCO IN CONSERVATION IN INDIA****6**

Birth and formation of UNESCO – Charters of UNESCO - Listing of World Heritage Monuments in India – Conservation Strategies – Case studies

**TOTAL: 45 PERIODS****OUTCOMES**

- Knowledge of a contextual approach to conservation in India along with the various issues & challenges faced.
- Knowledge of various charters and roles of various organizations in conservation.

**REFERENCES**

1. Biswas, S.S. Protecting the cultural heritage: National Legislation, 344.094BIS-P and International Conventions, 1999
2. Pant, Dharendra Kumar, Care and administration of heritage monuments in India, 725.940954PAN-C1784-1904-2012
3. Bracker, A., Ed. and Richmond, A., ed., 363.69CON, Conservation: principles, dilemma and uncomfortable
4. Cumming Sir John, Revealing India's Past(COSMOPUBLICATION), ISBN81-307-0087-5
5. Glendinning, Miles, The Conservation Movement: A History of Architectural, Preservation (ROUTLEDGE2013) 978-0-415-54322-4
6. Cleere Henry, Heritage: A, Approaches to the Archaeological, Comparative Study of World ISBN:9780521243056 truths, 2009

**OBJECTIVES**

- To enable understanding of the scientific approach to cultural studies and cultural theories related to perception and interpretation of built heritage.

**UNIT I INTRODUCTION TO HISTORY & SOCIAL SCIENCES****6**

Understanding the concept and development of society – Core disciplines including social sciences (Anthropology, Sociology, History, Art-History, etc.), Archaeology, Museology and Planning. Synergies between the core disciplines of society in understanding built heritage.

**UNIT II STUDY OF CULTURE****9**

Definition of culture - aspects, identity of key factors – theories of cultural study - overlap of culture – Approaches and methodologies of study of culture - interrelation between different cultural parameters

**UNIT III ARCHITECTURE AND CULTURE****12**

Architecture as a cultural element – concept of vernacular architecture – elements and characters of vernacular architecture – selected study of Chettinad houses – Agraharam dwellings – Havelis - NaluKettu houses – Goan houses etc.

**UNIT IV CULTURAL STUDY AND CONSERVATION****9**

Importance of core disciplines in holistic understanding of conservation - Impacts of core disciplines on Conservation - Understanding various perception and interpretation of heritage - Evolving holistic and integrated habits of thought.

**UNIT V CASE STUDY****9**

Culture mapping and study of practices of selected social communities of India.

**TOTAL: 45 PERIODS****OUTCOMES**

- Understanding of scientific approaches to cultural studies and cultural theories.
- Knowledge of casestudies relating to cultural aspects of built environment.

**REFERENCES**

1. Blistene, Bernard, ISBN:9782080105646, Historyof20th-centuryArt,Flammarion,2001,
2. Heath, Kingston Wm, Vernacular Architecture and Regional Design: Cultural., 720.103 HEA-V,Process and Environmental Response,2009
3. Marie Louise Stig Sorensen, John Carman, ISBN:9780415431859, Heritage Studies: Methodsand Approaches
4. Noble, Allen G., Traditional Building: A global survey of structural forms And cultural functions,ISBN:9781890206628
5. Sengupta, Gautam, ed. And Gangopadhyay, Kaushik, ed., 934ARC, Archaeology in India:Individuals, Ideas and Institutions, 2009



**OBJECTIVES**

- To introduce the difference between formal education and the traditional knowledge system
- To create awareness of the use of this traditional and architectural knowledge system for conservation.

**UNIT I TRADITIONAL KNOWLEDGE SYSTEM****6**

Understanding the concept of traditional knowledge – Difference between traditional knowledge and formal education – advantages and disadvantages – need for safe guarding traditional knowledge – examples of traditional knowledge system in various fields.

**UNIT II TRADITIONAL ARCHITECTURAL PRACTICE****9**

Need based architecture – evolution of different typologies of architecture – housing – religious – forts – Introduction to books like Manasara, Mayamatam and its contents – Basics of Agama principles, evidence from Sangam Literature - Systems of calculations and geometry - Fusing of native knowledge with modern practices - Select case studies.

**UNIT III ARCHITECTURE & ASSOCIATED CRAFTS****12**

Traditional crafts and craftsmen of Indian architecture – traditional knowledge in building sciences and environmental studies - associated craftsmen like artist, carpenter, weavers - select case studies using materials like bamboo, bricks, lime, terracotta, etc.- Indigenous Construction Techniques like Chettinad Plaster, Athangudi Tiles, Madras Terrace Roof, Araish Lohi Lime Plaster.

**UNIT IV DEVELOPMENT OF HISTORIC CITIES****12**

Historic City, a product of people, place and time – General Planning strategies for city planning in ancient times – religious structures, road network, irrigation channels, occupation-based settlement designs – sustainability of historic cities – selected case studies of Srirangam, Kancheepuram, Hampi, Nalanda, Benaras, etc.

**UNIT V TRADITIONAL KNOWLEDGE & CONSERVATION****6**

Methods of gaining traditional knowledge – importance and ways of documenting traditional practices application process of traditional knowledge in practice – site visit and field work- Risk Management in Heritage Sites

**TOTAL: 45 PERIODS****OUTCOMES**

- Overall understanding of traditional knowledge systems.
- Ability to apply traditional and architectural knowledge system for conservation.

**REFERENCES**

1. Coomaraswamy, Ananda, K., Vatsyayan, Kapila. ISBN:9788120716438 The Transformation of Nature in Art (Indira Gandhi, National Centre for the Arts)
2. Foucault, Michel, ISBN:9780415267373, Order of things: An Archaeology of the Human Sciences, 1994
3. Wright, A, ISBN:0713464194, Craft techniques for Traditional Buildings, Batsford, 1991



**OBJECTIVES**

- To give knowledge about the properties, behavior & changes in traditional building materials due to various factors like wear & tear, atmospheric activity & disasters.
- To impart sensitive understanding of historic structures by having a holistic knowledge of the structural system, the materials used & their behavior over time.

**UNIT I HISTORIC BUILDING MATERIALS****9**

Historic building materials - location, formation, physical and chemical properties, types, availability, sourcing, characterization of materials & compatibility of its usage, relationship of strength of materials used to the type of heritage structure, weathering characteristics, workability - select building materials like Lime, Stone, Timber, Brick, Glass, Cement, Concrete, etc.

**UNIT II HISTORIC STRUCTURAL SYSTEMS****12**

Various types of structural systems, Trabeate & arcuate systems, loading patterns, different structural components - arches, domes, vaults, beams, slabs, vertical supports, trusses & foundation with different building materials & loading conditions, their behavior, calculation of stresses & deformations.

**UNIT III CAUSES OF DECAY IN MATERIALS & STRUCTURES****6**

Gravity factor, Natural factors – climatic, natural disasters, botanical, biological & entomological causes of decay, Termite infestation, other causes for weakening of materials, Man-made factors – lack of maintenance strategies, vibration, atmospheric pollution, inappropriate use, etc.

**UNIT IV ASSESSMENT OF MATERIALS & STRUCTURE****9**

Methods of assessing materials – Physical & Chemical diagnosis of defects in materials, destructive (sample collection) & non-destructive tests (sound, penetrating radiation, optical & electromagnetic tests), Assessment report.

Structural assessment of historic buildings – types of investigations required, condition mapping, equipment & monitoring, characteristic symptoms of structural distresses, failure of structural elements, Structural Analysis Techniques & Report.

**UNIT V CASE STUDIES****9**

Case studies of historical buildings with columnar & trabeate structure to understand materials used for various building components, structural behavioral patterns, methods of assessment, defect analysis & reporting.

Case studies of historical buildings with arcuate structure to understand materials used for various building components, structural behavioral patterns, methods of assessment, defect analysis & reporting.

**TOTAL: 45 PERIODS****OUTCOME**

- Knowledge of the various traditional building materials used in heritage buildings, their behavioral patterns in different structural systems & methods of assessment.
- Awareness about case studies with respect to traditional materials and construction.

**REFERENCES**

1. Bernard Feilden, ISBN: 0750658630, Conservation of Historic Buildings
2. J. Stanley Rabun, ISBN: 978-0-471-31545-2, Structural Analysis of Historic Buildings: Restoration, Preservation, and Adaptive Reuse Applications for Architects and Engineers

**OBJECTIVES**

- To impart necessary technical skills and competence required for the preparation of inventories of cultural resource for survey, analysis and documentation.
- To create awareness about the need for a methodical and systematic process for inventory as an essential basis for management and conservation plans.
- To give competency in documenting, organising, storing and managing information in written, oral or visual form using GIS and other tools.

**UNIT I DOCUMENTATION – Need & types 10**

Introduction to documentation – need and importance of documentation and inventory in conservation – maintaining records and using documented work – archiving - Available methods of documentation and communication – recording oral facts – standards of documentation - measurement book – field survey books – selection of appropriate method of documenting – tools selection – preparation for field documentation

**UNIT II DOCUMENTATION TECHNIQUES – MANUAL & DIGITAL 15**

Introduction to methods of physical documentation – hand sketching – measured drawing – colour coding

Exercise - Documentation of a live case study including field work

Photography – archiving digital data – use of software for measured drawing – 2D and 3D rendering of historic structures for documentation - Communicating documentation including technical skills and competence

Exercise - Documentation of a live case study including field work

**UNIT III DATA COLLECTION, STORAGE, ORGANIZATION & ANALYSIS 15**

Different methods of data collection (primary & secondary) - Library & archives – Internet – importance of reliability of source – classification & reviewing data – understanding the value of data

– Documents as a source of data collection.

Data compilation & storage – storage of classified data – Data cleaning – Data theft – need for Backup – Digitizing & listing stored data – Data saving techniques - Challenges in data collection & storage.

Interpretation of data - cross comparison and over lapping of data collected - Data Linking - Data Analysis – Archiving of analyzed Data – System Data Storage – Tools and equipment's for storage - Compiling and Report generation – Drafting a report and presentation

**UNIT IV DIGITAL IMAGING 10**

Digitizing entities – artifacts, architectural elements, architectural sites, Digitizing details, easel paintings, sculpture, etc. , Use of advanced technology in the capture & delivery of certain types of digital images – Digital photography(field visits & photo sessions) – image enhancement techniques, application of filters, image editing & other tools

**UNIT V MODERN DOCUMENTATION & DATA MANAGEMENT TECHNIQUES 10**

Photogrammetry – modern survey equipment's – remote sensing tools for measuring – laser detection tools for measuring and survey - digitized survey tools – usage of cloud computing – creating and maintaining digital archive - Applying Digital Imaging to Cultural Heritage, Introduction, use & application of GIS in heritage conservation – digital mapping – storing and safe guarding GIS images

**TOTAL: 60 PERIODS**

## OUTCOMES

- Skills in documenting of cultural resources
- Competency in communication techniques.

## REFERENCES

1. David O'Sullivan and David J. Unwin, 910.285SUL-G, Geographic Information Analysis
2. Eun Sul Lee and Ronald N. Forthofer, 300.727LEE-A, Analyzing Complex Survey Data
3. ICOMOS, ISBN:075061210X, Guide to recording Historic Buildings, Butterworth,1990.
4. John Krygier and Denis Wood, 526KRY-M, Making Maps: a Visual Guide to Map Design for GIS
5. Lindsay MacDonald (ed.), ISBN 13:978-0-75-066183-6, Digital Heritage: Applying Digital Imaging to Cultural Heritage
6. Meredith H.Sykes, ISBN:9789231020803, Manual on Systems of Inventorying Immovable Cultural Property, UNESCO,1984
7. Proceedings, French Ministry for education and culture, ISBN:9287123411, Architectural Heritage: Inventory and Documentation, Methods in Europe, Council of Europe,1992.
8. Swallow, Peter, ISBN:9781873394083, Measurement and Recording of Historic Buildings – Donhead,1993
9. Watt,D & Swallow P, ISBN:9781873394670, Surveying Historic Buildings, Donhead,1996

CO4111

CONSERVATION STUDIO I

L T P/S C  
0 0 10 10

## OBJECTIVES

- To enable finding of solutions to the problems and issues confronting historic buildings/site.

## CONTENT

- Projects either by individuals or groups shall be worked upon emphasizing on the following:
- Understanding historic buildings / site.
- Demarcation of historic sites and its relationship to surroundings.
- Detailed documentation of the site/structure.
- Understanding the building and composition of building materials.
- Identification of function, use and condition of the buildings/site.
- Statement of Significance of historic buildings/site.
- Maintenance, Management and Conservation of the buildings/site includes planning interventions.

The project contents would include programming for the project, appreciation and identification of heritage value, interpretation and interventions. Exploring various research methods & data collection techniques would be part of the exercise. The tutorials and studio program will help the students in the development of project statement, data analysis and critical inferences for design application.

**TOTAL: 150 PERIODS**

## OUTCOMES

- Ability to study and find solutions to problems and issues confronting historic building/site.

## AUDIT COURSES

**AX4091**

**ENGLISH FOR RESEARCH PAPER WRITING**

**L T P C**  
**2 0 0 0**

### **OBJECTIVES**

- Teach how to improve writing skills and level of readability
- Tell about what to write in each section
- Summarize the skills needed when writing a Title
- Infer the skills needed when writing the Conclusion
- Ensure the quality of paper at very first-time submission

### **UNIT I INTRODUCTION TO RESEARCH PAPER WRITING**

**6**

Planning and Preparation, Word Order, Breaking up long sentences, Structuring Paragraphs and Sentences, Being Concise and Removing Redundancy, Avoiding Ambiguity and Vagueness

### **UNIT II PRESENTATION SKILLS**

**6**

Clarifying Who Did What, Highlighting Your Findings, Hedging and Criticizing, Paraphrasing and Plagiarism, Sections of a Paper, Abstracts, Introduction

### **UNIT III TITLE WRITING SKILLS**

**6**

Key skills are needed when writing a Title, key skills are needed when writing an Abstract, key skills are needed when writing an Introduction, skills needed when writing a Review of the Literature, Methods, Results, Discussion, Conclusions, The Final Check

### **UNIT IV RESULT WRITING SKILLS**

**6**

Skills are needed when writing the Methods, skills needed when writing the Results, skills are needed when writing the Discussion, skills are needed when writing the Conclusions

### **UNIT V VERIFICATION SKILLS**

**6**

Useful phrases, checking Plagiarism, how to ensure paper is as good as it could possibly be the first-time submission

**TOTAL: 30 PERIODS**

### **OUTCOMES**

- CO1 – Understand that how to improve your writing skills and level of readability  
CO2 – Learn about what to write in each section  
CO3 – Understand the skills needed when writing a Title  
CO4 – Understand the skills needed when writing the Conclusion  
CO5 – Ensure the good quality of paper at very first-time submission

### **REFERENCES**

1. Adrian Wallwork , English for Writing Research Papers, Springer New York Dordrecht Heidelberg London, 2011
2. Day R How to Write and Publish a Scientific Paper, Cambridge University Press 2006
3. Goldbort R Writing for Science, Yale University Press (available on Google Books) 2006
4. Highman N, Handbook of Writing for the Mathematical Sciences, SIAM. Highman's book 1998.

**OBJECTIVES**

- Summarize basics of disaster
- Explain a critical understanding of key concepts in disaster risk reduction and humanitarian response.
- Illustrate disaster risk reduction and humanitarian response policy and practice from multiple perspectives.
- Describe an understanding of standards of humanitarian response and practical relevance in specific types of disasters and conflict situations.
- Develop the strengths and weaknesses of disaster management approaches

**UNIT I INTRODUCTION****6**

Disaster: Definition, Factors and Significance; Difference between Hazard And Disaster; Natural and Manmade Disasters: Difference, Nature, Types and Magnitude.

**UNIT II REPERCUSSIONS OF DISASTERS AND HAZARDS****6**

Economic Damage, Loss of Human and Animal Life, Destruction Of Ecosystem. Natural Disasters: Earthquakes, Volcanisms, Cyclones, Tsunamis, Floods, Droughts And Famines, Landslides And Avalanches, Man-made disaster: Nuclear Reactor Meltdown, Industrial Accidents, Oil Slicks And Spills, Outbreaks Of Disease And Epidemics, War And Conflicts.

**UNIT III DISASTER PRONE AREAS IN INDIA****6**

Study of Seismic Zones; Areas Prone To Floods and Droughts, Landslides And Avalanches; Areas Prone To Cyclonic and Coastal Hazards with Special Reference To Tsunami; Post-Disaster Diseases and Epidemics

**UNIT IV DISASTER PREPAREDNESS AND MANAGEMENT****6**

Preparedness: Monitoring Of Phenomena Triggering a Disaster or Hazard; Evaluation of Risk: Application of Remote Sensing, Data from Meteorological And Other Agencies, Media Reports: Governmental and Community Preparedness.

**UNIT V RISK ASSESSMENT****6**

Disaster Risk: Concept and Elements, Disaster Risk Reduction, Global and National Disaster Risk Situation. Techniques of Risk Assessment, Global Co-Operation in Risk Assessment and Warning, People's Participation in Risk Assessment. Strategies for Survival

**TOTAL : 30 PERIODS****OUTCOMES**

CO1: Ability to summarize basics of disaster

CO2: Ability to explain a critical understanding of key concepts in disaster risk reduction and humanitarian response.

CO3: Ability to illustrate disaster risk reduction and humanitarian response policy and practice from multiple perspectives.

CO4: Ability to describe an understanding of standards of humanitarian response and practical relevance in specific types of disasters and conflict situations.

CO5: Ability to develop the strengths and weaknesses of disaster management approaches

**REFERENCES**

1. Goel S. L., Disaster Administration And Management Text And Case Studies", Deep & Deep Publication Pvt. Ltd., New Delhi, 2009.
2. Nishitha Rai, Singh AK, "Disaster Management in India: Perspectives, issues and strategies "New Royal book Company, 2007.
3. Sahni, Pardeep Et. Al. , " Disaster Mitigation Experiences And Reflections", Prentice Hall Of India, New Delhi, 2001.



**OBJECTIVES**

Students will be able to:

- Understand the premises informing the twin themes of liberty and freedom from a civil rights perspective.
- To address the growth of Indian opinion regarding modern Indian intellectuals' constitutional
- Role and entitlement to civil and economic rights as well as the emergence nation hood in the early years of Indian nationalism.
- To address the role of socialism in India after the commencement of the Bolshevik Revolution in 1917 and its impact on the initial drafting of the Indian Constitution.

**UNIT I HISTORY OF MAKING OF THE INDIAN CONSTITUTION**

History, Drafting Committee, (Composition & Working)

**UNIT II PHILOSOPHY OF THE INDIAN CONSTITUTION**

Preamble, Salient Features

**UNIT III CONTOURS OF CONSTITUTIONAL RIGHTS AND DUTIES**

Fundamental Rights, Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of Religion, Cultural and Educational Rights, Right to Constitutional Remedies, Directive Principles of State Policy, Fundamental Duties.

**UNIT IV ORGANS OF GOVERNANCE**

Parliament, Composition, Qualifications and Disqualifications, Powers and Functions, Executive, President, Governor, Council of Ministers, Judiciary, Appointment and Transfer of Judges, Qualifications, Powers and Functions.

**UNIT V LOCAL ADMINISTRATION**

District's Administration head: Role and Importance, Municipalities: Introduction, Mayor and role of Elected Representative, CEO, Municipal Corporation. Pachayati raj: Introduction, PRI: Zila Pachayat. Elected officials and their roles, CEO Zila Pachayat: Position and role. Block level: Organizational Hierarchy(Different departments), Village level: Role of Elected and Appointed officials, Importance of grass root democracy.

**UNIT VI ELECTION COMMISSION**

Election Commission: Role and Functioning. Chief Election Commissioner and Election Commissioners - Institute and Bodies for the welfare of SC/ST/OBC and women.

**TOTAL: 30 PERIODS**

**OUTCOMES**

Students will be able to:

- Discuss the growth of the demand for civil rights in India for the bulk of Indians before the arrival of Gandhi in Indian politics.
- Discuss the intellectual origins of the framework of argument that informed the conceptualization of social reforms leading to revolution in India.
- Discuss the circumstances surrounding the foundation of the Congress Socialist Party[CSP] under the leadership of Jawaharlal Nehru and the eventual failure of the proposal of direct elections through adult suffrage in the Indian Constitution.
- Discuss the passage of the Hindu Code Bill of 1956.

**SUGGESTED READING**

1. The Constitution of India, 1950(Bare Act), Government Publication.
2. Dr.S.N.Busi, Dr.B. R.Ambedkar framing of Indian Constitution, 1st Edition, 2015.
3. M.P. Jain, Indian Constitution Law, 7th Edn., Lexis Nexis, 2014.
4. D.D. Basu, Introduction to the Constitution of India, Lexis Nexis, 2015.

UNIT I	சங்க இலக்கியம்	6
	<ol style="list-style-type: none"> <li>1. தமிழின் துவக்க நூல் தொல்காப்பியம் - எழுத்து, சொல், பொருள்</li> <li>2. அகநானூறு (82) - இயற்கை இன்னிசை அரங்கம்</li> <li>3. குறிஞ்சிப் பாட்டின் மலர்க்காட்சி</li> <li>4. புறநானூறு (95,195) - போரை நிறுத்திய ஒளவையார்</li> </ol>	
UNIT II	அறநெறித் தமிழ்	6
	<ol style="list-style-type: none"> <li>1. அறநெறி வகுத்த திருவள்ளுவர் - அறம் வலியுறுத்தல், அன்புடைமை, ஒப்புறவு அறிதல், ஈகை, புகழ்</li> <li>2. பிற அறநூல்கள் - இலக்கிய மருந்து - ஏலாதி, சிறுபஞ்சமூலம், திரிகடுகம், ஆசாரக்கோவை (தூய்மையை வலியுறுத்தும் நூல்)</li> </ol>	
UNIT III	இரட்டைக் காப்பியங்கள்	6
	<ol style="list-style-type: none"> <li>1. கண்ணகியின் புரட்சி - சிலப்பதிகார வழக்குரை காதை சமூகசேவை இலக்கியம் மணிமேகலை - சிறைக்கோட்டம் அறக்கோட்டமாகிய காதை</li> </ol>	
UNIT IV	அருள்நெறித் தமிழ்	6
	<ol style="list-style-type: none"> <li>1. சிறுபாணாற்றுப்படை - பாரி முல்லைக்குத் தேர் கொடுத்தது, பேகன் மயிலுக்குப் போர்வை கொடுத்தது, அதியமான் ஒளவைக்கு நெல்லிக்கனி கொடுத்தது, அரசர் பண்புகள்</li> <li>2. நற்றிணை - அன்னைக்குரிய புன்னை சிறப்பு</li> <li>3. திருமந்திரம் (617, 618) - இயமம் நியமம் விதிகள்</li> <li>4. தர்மச்சாலையை நிறுவிய வள்ளலார்</li> <li>5. புறநானூறு - சிறுவனே வள்ளலானான்</li> </ol>	



6. அகநானூறு (4) - வண்டு  
 நற்றிணை (11) - நண்டு  
 கலித்தொகை (11) - யானை, புறா  
 ஐந்திணை 50 (27) - மான்  
 ஆகியவை பற்றிய செய்திகள்

## UNIT V

### நவீன தமிழ் இலக்கியம்

6

1. உரைநடைத் தமிழ்,
  - தமிழின் முதல் புதினம்,
  - தமிழின் முதல் சிறுகதை,
  - கட்டுரை இலக்கியம்,
  - பயண இலக்கியம்,
  - நாடகம்,
2. நாட்டு விடுதலை போராட்டமும் தமிழ் இலக்கியமும்,
3. சமுதாய விடுதலையும் தமிழ் இலக்கியமும்,
4. பெண் விடுதலையும் விளிம்பு நிலையினரின் மேம்பாட்டில் தமிழ் இலக்கியமும்,
5. அறிவியல் தமிழ்,
6. இணையத்தில் தமிழ்,
7. சுற்றுச்சூழல் மேம்பாட்டில் தமிழ் இலக்கியம்.

TOTAL : 30 PERIODS

### தமிழ் இலக்கிய வெளியீடுகள் / புத்தகங்கள்

1. தமிழ் இணைய கல்விக்கழகம் (Tamil Virtual University)- [www.tamilvu.org](http://www.tamilvu.org)
2. தமிழ் விகிப்பீடியா (Tamil Wikipedia)-<https://ta.wikipedia.org>
3. தர்மபுர ஆதின வெளியீடு
4. வாழ்வியல் களஞ்சியம் - தமிழ்ப் பல்கலைக்கழகம், தஞ்சாவூர்
5. தமிழ்கலைக் களஞ்சியம் - தமிழ் வளர்ச்சித் துறை ([thamilvalarchithurai.com](http://thamilvalarchithurai.com))
6. அறிவியல் களஞ்சியம் - தமிழ்ப் பல்கலைக்கழகம், தஞ்சாவூர்