

**ARULMIGU PALANIANDAVAR ARTS COLLEGE FOR WOMEN,  
PALANI  
(AUTONOMOUS)  
RE-ACCREDITED WITH 'B++' GRADE BY NAAC 3<sup>rd</sup> CYCLE  
(Affiliated To Mother Teresa Women's University, Kodaikanal)**

**PG & RESEARCH DEPARTMENT OF HISTORY**

**SYLLABI  
FOR  
B.A., HISTORY**

**EXTRA-CREDIT COURSES  
&  
VALUE-ADDED COURSES**

**UNDER  
CHOICE BASED CREDIT SYSTEM  
2023-2024 ONWARDS**

**SYLLABI PRESCRIBED BY,  
TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,  
CHENNAI – 600 005**

## **Preamble**

History is an important academic discipline which helps the students to develop their mental calibre and motivate them to become good citizens. The department offers UG., PG., M.Phil., and Ph.D., programmes in History. The study of History will help the students to appear for competitive examinations, to become good administrators and leaders and promote international understanding. The Department planned its course in such a way to uplift the position of rural women students and empower them in all aspects.

## **College Vision**

Enlightenment and Empowerment of Rural Women

## **College Mission**

Providing high quality teaching learning environment with practical exposure

Imbibing research culture and collaborate programs with local communities

Imparting strong and supportive education to promote employability

Encouraging questioning spirit and self - reliance

## **Bloom's Taxonomy in fixing the Learning Objectives:**

Since the Academic year 2019 – 2020, the curriculum for B.A., History, M.A., History and M.Phil., History has been designed and the learning objectives and outcomes of the programmes are set, following the Bloom's Taxonomy Cognitive Domain. Accordingly, it is broken into six levels of learning objectives of each course. They are -

K1 / Knowledge = Remember

K2 / Comprehension = Understand

K3 / Application = Apply

K4 / Analysis = Analyse

K5 / Synthesis = Create

K6 / Evaluation = Evaluate

## **Mapping COs with POs:**

For each programme, the Educational objectives and the Specific objectives are specified. The programme outcomes are designed according to the curriculum, teaching, learning and evaluation process. For each course, the definite outcomes are set, giving challenge to the cognitive domain. The course outcomes are mapped with the programme outcomes. The performance of the stakeholders is assessed and the attainment rate is fixed, by using the measurements 'high', 'medium' and 'low'. The restructuring of the curriculum is done based on the rate of attainment.

**Programme Education Objectives:**

The programmes B.A., M.A., and M.Phil., (History) are offered with certain educational objectives.

- **PEO 1** – Developing the ability to think critically and inculcate patriotism, national integration and communal harmony.
- **PEO 2** – Creating awareness in respecting Indian culture, cultural heritage and social moral and spiritual values and imbibe the sense of being good citizens.
- **PEO 3** - Empowering women and promote their skills and personality.
- **PEO 4** - imbibe research culture and make the students understand the basic tools of historical analysis.
- **PEO 5** - Motivateing and enrich the students to appear for civil service and other competitive examinations and make placement opportunities available to them.

**Programme Specific Objectives:**

- **PSO 1** - Providing theoretical and practical research experience in History to the scholars.
- **PSO 2** - Empowering them with domain specific capabilities and methodological competencies.
- **PSO 3** - Developing and enhancing their scientific approach to History and understanding of the methods and mechanics of explaining it to the world.

<b>CHOICE BASED CREDIT SYSTEM AND LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK BASED B.A. ECONOMICS SYLLABUS</b>	
<b>Programme:</b>	<b>U.G.</b>
<b>Programme Code:</b>	
<b>Duration:</b>	<b>3 Years (UG)</b>
<b>Programme Outcomes:</b>	<p><b>PO1: Knowledge of Economics:</b> Ability to understand Economic Theories and functioning of Economic Models. To develop an adequate competency in the Economic Theory and Methods.</p> <p><b>PO2: Analytical Reasoning and Critical Thinking:</b> Critically Analyse and assess the way in which economists examine the real world to understand the current events and evaluate specific proposals.</p> <p><b>PO3: Logical Reasoning and Quantitative Ability:</b> Ability to understand how to collect and analyse data and use empirical evidence to evaluate the validity of hypothesis, using Quantitative Methodology and conduct data analysis to interpret results.</p> <p><b>PO4: Communication and Research Skills:</b> Communication and Research related skills. Developing a sense of capability for relevant/appropriate inquiry and asking questions, synthesising and articulating and reporting results and to efficiently communicate thoughts and ideas in a clear and concise manner.</p> <p><b>PO5: Gender, Environment and Sustainability:</b> Comprehend the Environmental issues and Sustainable Development and strive to achieving economic and social equity for women and be Gender Sensitive.</p> <p><b>PO6: Employability and Leadership Skills:</b> Become empowered individuals to be employed in various positions in industry, academia and research and have the potential to become Entrepreneurs and take leadership roles in their chosen occupations and communities.</p> <p><b>PO7: Social Interaction:</b> Acquire the ability to engage in relevant conversations and have the ability to understand the views of society that would help initiate policy making.</p> <p><b>PO8: Digital Literacy and Lifelong Learning:</b> Capability to use ICT tools in a variety of learning situation and use appropriate software for analysis of data - Ability to acquire Knowledge situations and skills for life through self-directed learning and adapt to different learning environments.</p>
<b>Programme Specific Outcomes:</b>	<p><b>PSO1:</b> To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making.</p> <p><b>PSO 2:</b> To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment.</p> <p><b>PSO 3:</b> To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.</p> <p><b>PSO 4:</b> Evaluate various social and economic problems in the society and develop answer to the problems as global citizens.</p> <p><b>PSO 5:</b> Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies.</p>

	<b>PO 1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>PSO 1</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 2</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO3</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 4</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 5</b>	Y	Y	Y	Y	Y	Y	Y	Y

**3 – Strong, 2- Medium, 1- Low**

### **Mapping of College Mission to PEO**

<b>College Mission</b>	<b>PEO</b>
Providing high quality teaching learning environment with practical exposure	1
Imbibing research culture and collaborate programs with local communities	4
Imparting strong and supportive education to promote employability	5
Encouraging questioning spirit and self – reliance	3,4

### **Mapping of Department Mission to PEO**

<b>College Mission</b>	<b>PEO</b>
Mission	2
1. To mould the students as Good Citizens.	
2. To Promote Patriotism and Universal Brotherhood	2,4
3. To Promote Communal Harmony & National Integration.	1,2
4. To make them Self-Reliant and Self Confident.	3
	5

5. To Promote personality Development and Career Advancement.	4
6. To Develop Research Culture	

General Guidelines for UG Programme:

**i.Duration:** The programme shall extend through a period of 6 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.

**ii.Medium of Instruction:** Tamil

**iii.Evaluation:** Evaluation of the candidates shall be through Internal Assessment and External Examination.

Evaluation Pattern	Theory	
	Min	Max
Internal	10	25
External	30	75

Internal (Theory): Test (15) + Assignment (5) + Seminar/Quiz(5) = 25

- External Theory: 75

**Question Paper Pattern for External examination for allcourse papers.**

Max. Marks: 75

Time: 3 Hrs.

S.No.	Part	Type	Marks
1	A	10X1 Marks = 10 Multiple Choice Questions (MCQs): 2 questions from each Unit	10
2	B	5X5= 25 Two questions from each Unit with Internal Choice (Either / or)	25
3	C	4X10 = 40 Open Choice: Any four questions out of 6 1 question from each unit	40
Total Marks			75

**\* Minimum credits required to pass: 90**

Project Evaluation

There is a Viva Voce Examination for Project Work. The Guide as a External Examiner shall evaluate and conduct the Viva Voce Examination. The project work carries 100 marks

**Internal : 25 Marks;**  
**External (Viva) : 75 Marks**

Sem I	C	H	Sem II	C	H	Sem III	C	H	Sem IV	C	H	Sem V	C	H	Sem VI	C	H
1.1 Part I. Tamil	3	6	2.1 Part I. Tamil	3	6	3.1 Part I. Tamil	3	6	4.1 Part..I. Tamil	3	6	5.1 Core – CC IX History of the World 1919 - 1991CE	4	5	6.1 Core CC XIII Conte mporar y History of India	4	6
1.2 Part.II English	3	6	2.2 Part..I I Englis h	3	6	3.2 Part..I I Englis h	3	6	4.2 Part..II English	3	6	5.2 Core CC X Selected Themes in History of U.S.A	4	5	6.2 Core CC XIV India and Her Neighb ours	4	6
1.3 Core – CC I	5	5	2..3 Core CC III Histor y of	5	5	3.3 Core – CC V	5	5	4.3 Core CC VII	5	5	5. 3. Core CC –XI	4	5	6.3 Core CC XV	4	6

History of Ancient India up to 1206 CE			Medieval India - 1206 - 1707 CE			History of India - 1707 - 1857 CE			Freedom Struggle in India			Regional History (History of Chennai)			History of Science and Technology in India		
1.4 Core CC II  History of Tamil Nadu up to 1311CE	5	5	2.4  Core – CC IV  History of Tamil Nadu - 1311 – 1800 CE	5	5	3.4  Core – CC VI  History of Tamil Nadu since 1801 CE	5	5	4.4  Core CC VIII  History of Modern Europe - 1789 - 1919 CE	5	5	5.  Core CC –XII  Project (with viva voce)	4	5	6.4  Elective -VII  International Relations since 1919 /History of Latin America	3	5
1.5 Elective I Introduction to Archaeology / Museology	3	4	2.5 Elective II  Western Political Thought / Geography of India	3	4	3.5 Elective III  Indian Political Thought / Temple Architecture	3	4	4.5 Elective IV  Modern Governments / History of Saivism and Vaishnavism	3	3	5.5  Elective V  Women Studies / Elements of Human Rights	3	4	6.5  Elective VIII  History of Pondicherry / History of China and Japan	3	5

1.6	2	2	2.6	2	2	3.6	1	1	4.6	2	2	5.6	3	4	6.6	1	-
Skill Enhancement Course SEC-1  (Non Major Elective)  Introduction to Tourism			Skill Enhancement Course SEC-2  (Non Major Elective)  Indian Constitution			Skill Enhancement Course SEC-4,  (Non Major Elective)  Entrepreneurship Development			Skill Enhancement Course SEC-6  Computer Training			Elective VI  History of Dravidian Movement / History of Revolutions			Extension Activity		
1.7	2	2	2.7	2	2	3.7	2	2	4.7	2	2	5.7	2	2	6.7	2	2
Skill Enhancement - (Foundation Course)  Introduction to History			Skill Enhancement Course – SEC-3  Basic Journalism			Skill Enhancement Course SEC-5  Introduction to Management			Skill Enhancement Course SEC-7  Tourism and Hotel Management			Value Education			Professional Competency Skill  General Studies for Competitive Examinations		

						3.8 E.V.S.	-	1	4.8 E.V.S	2	1	5.8 Summer Internshi p /Industria l Training	2				
	23	30		23	30		22	30		25	30		26	30		21	30
<p style="text-align: center;"><b>Total Credit Points – 140</b></p> <p style="text-align: center;"><b>Total Hours – 180</b></p>																	

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System  
for all UG courses including Lab Hours**

<b>SEMESTER – I</b>							
<b>PART</b>	<b>COURSE TYPE</b>	<b>COURSES</b>	<b>CREDITS</b>	<b>HOURS</b>	<b>EXAM DURATION</b>	<b>MAX. MARKS</b>	
						<b>CIA</b>	<b>EXT</b>
Part I	Language - Tamil	Tamil	3	6	3	25	75
Part II	English	English*	3	6	3	25	75
	Core Course 1	History of Ancient India up to 1206 CE	5	5	3	25	75
	Core Course 2	History of Tamil Nadu up to 1311 CE	5	5	3	25	75
	Elective Course 1	1.Introduction to Archaeology 2.Museology	3	4	3	25	75
	Skill Enhancement Course - Foundation Course	Introduction to History	2	2	3	25	75
	Skill Enhancement Course SEC 1 (Non Major Elective)	Introduction to Tourism	2	2	3	25	75
	<b>Total</b>		<b>23</b>	<b>30</b>			
<b>SEMESTER – II</b>							
<b>PART</b>	<b>COURSE TYPE</b>	<b>COURSES</b>	<b>CREDITS</b>	<b>HOURS</b>	<b>EXAM DURATION</b>	<b>MAX. MARKS</b>	
						<b>CIA</b>	<b>EXT</b>
Part I	Language – Tamil	Tamil	3	6	3	25	75
Part II	Language	English*	3	6	3	25	75
Part III	Core Course 3	History of Medieval India - 1206 - 1707 CE	5	5	3	25	75
	Core Course 4	History of Tamil Nadu - 1311 – 1800 CE	5	5	3	25	75
	Elective Course – 2	1.Western Political Thought 2.Geography of India	3	4	3	25	75
Part IV	Skill Enhancement Course SEC 2 (Non Major Elective)	Indian Constitution	2	2	3	25	75

	Skill Enhancement Course SEC 3	Basic Journalism	2	2	3	25	75
	<b>Total</b>		<b>23</b>	<b>30</b>			

<b>SEMESTER – III</b>							
<b>PART</b>	<b>COURSE TYPE</b>	<b>COURSES</b>	<b>CREDITS</b>	<b>HOURS</b>	<b>EXAM DURATION</b>	<b>MAX. MARKS</b>	
						<b>CI A</b>	<b>EXT</b>
Part I	Language – Tamil	Tamil	3	6	3	25	75
Part II	Language	English*	3	6	3	25	75
Part III	Core Course 5	History of India - 1707 - 1857 CE	5	5	3	25	75
	Core Course 6	History of Tamil Nadu since 1801 CE	5	5	3	25	75
	Elective Course – 3	1.Indian Political Thought 2.Temple Architecture	3	4	3	25	75
Part IV	Skill Enhancement Course SEC 4 (Entrepreneurial Skill)	Entrepreneurship Development	1	1	3	25	75
	Skill Enhancement Course SEC 5	Introduction to Management	2	2	3	25	75
	EVS	EVS	-	1	-	-	-
	<b>Total</b>		<b>22</b>	<b>30</b>			

<b>SEMESTER – IV</b>							
<b>PART</b>	<b>COURSE TYPE</b>	<b>COURSES</b>	<b>CREDITS</b>	<b>HOURS</b>	<b>EXAM DURATION</b>	<b>MAX. MARKS</b>	
						<b>CI A</b>	<b>EXT</b>
Part I	Language – Tamil	Tamil	3	6	3	25	75
Part II	Language	English	3	6	3	25	75
Part III	Core Course 7	Freedom Struggle in India	5	5	3	25	75
	Core Course 8	History of Modern Europe - 1789 - 1919 CE	5	5	3	25	75
	Elective Course – 4	1.Modern Governments 2.History of Saivism and Vaishnavism	3	3	3	25	75
Part IV	Skill Enhancement Course SEC 6	Computer Training	2	2	3	25	75
	Skill Enhancement Course SEC 7	Tourism and Hotel Management	2	2	3	25	75

	EVS	EVS	2	1	3	25	75
	<b>Total</b>		<b>25</b>	<b>30</b>			

SEMESTER – V							
PART	COURSE TYPE	COURSES	CREDITS	HOURS	EXAM DURATION	MAX. MARKS	
						CI A	EXT
Part III	Core Course 9	History of the World 1919 -1991 CE	4	5	3	25	75
	Core Course 10	Selected Themes in History of U.S.A	4	5	3	25	75
	Core Course 11	Regional History (History of Chennai)	4	5	3	25	75
	Core Course 12	Project (with viva voce)	4	5			
	Elective5	1.Elements of Human Rights 2.Women Studies	3	4	3	25	75
	Elective 6	1.History of Dravidian Movement 2.History of Revolutions	3	4	3	25	75
Part IV	Value Education	Value Education	2	2			
	Summer Internship/Ind.Training		2	-			
	<b>Total</b>		<b>26</b>	<b>30</b>			
SEMESTER – VI							
PART	COURSE TYPE	COURSES	CREDITS	HOURS	EXAM DURATION	MAX. MARKS	
						CIA	EXT
Part III	Core Course 13	Contemporary History of India	4	6	3	25	75
	Core Course 14	India and Her Neighbours	4	6	3	25	75
	Core Course 15	History of Science and Technology in India	4	6	3	25	75
	Elective – 7	1.International Relations since 1919 2. History of Latin America:From Discovery to Liberation	3	5	3	25	75
	Elective –8	1.History of Pondicherry 2.History of China and Japan	3	5	3	25	75

Part IV	Professional Competency Skill Enhancement Course	General Studies for Competitive Examinations	2	2	3	25	75
	Extension Activities		1	-			
	<b>Total</b>		<b>21</b>	<b>30</b>			
	<b>GRAND TOTAL</b>		<b>140</b>	<b>180</b>			

**Consolidated Semester wise and Component wise Credit distribution**

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	13	22	18	92
Part IV	4	4	3	6	4	1	22
Part V	-	-	-	-	-	2	2
<b>Total</b>	<b>23</b>	<b>23</b>	<b>22</b>	<b>25</b>	<b>26</b>	<b>21</b>	<b>140</b>

**\*Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.**

Methods of Evaluation		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
Methods of Assessment		
<b>Recall(K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, Short summary or Overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, Solve problems, Observe, Explain	
<b>Analyze(K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate Between various ideas, Map knowledge	
<b>Evaluate(K5)</b>	Longer essay/ Evaluation essay, Critique or justify with protandrous	
<b>Create(K6)</b>	Check knowledge in specific or off beat situations, Discussion, Debating or Presentations	

**Programme: B.A.,**  
**Semester: I**  
**Course type: Core Course 1**  
**Contact Hours: 5 Hours/Week**  
**CIA: 25**

**Subject: History**  
**Course: History of ancient India up to 1206 CE**  
**Course Code: CC 1**  
**Credits: 5**  
**CE: 75**

### **Learning Objectives**

- Understanding of the characteristics of Harappan Civilization and Ancient Tamil Civilization.
- The impact of Vedic culture on society, religion and culture.
- Emergence of Centralized State under the Mauryas and Ashoka's Dhamma.
- Achievements of the Guptas and their contribution to literature, art and architecture.
- Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor

### **COURSE CONTENT**

#### **UNIT – I**

Geographical Features – Sources of Indian History – Harappan Civilization - Megalithic Culture– Ancient Tamil Civilization – Early Vedic Age – Later Vedic Age.

#### **UNIT – II**

Buddhism and Jainism – Greek and Persian Invasions of India– Alexander's Invasion - Rise of Mahajanapadas - Magadhan Empire – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture.

#### **UNIT - III**

Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya - Samudragupta –Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas - Nalanada, Vikramasila and Valabhi Universities

#### **UNIT - IV**

Vardhanas - Harshavardhana – Administration – Religious Contributions – Chalukyas – Rashtrakutas - Art and Architecture - Cultural contributions.

#### **UNIT - V**

Rajputs – Cultural Contributions - Arab Conquest of Sind - Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain

### **LEARNING RESOURCES**

## **Recommended Books**

G. Venkatesan, *Cultural History of India*, Varrathanan Pathipagam, 2018 (in Tamil)

K.L. Khurana, *History of India: Earliest times to 1526 A.D.*, Lakshmi Narain Agarwal, Agra,

L.P. Sharma, *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi, 2008

R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974

R.S. Sharma, *India's Ancient Past*, Oxford University Press, New Delhi, 2017

RanabirChakravarti, *Exploring Early India up to c. AD 1300*, Primus Books, New Delhi, 2016

RomilaThapar, *The Penguin History of Early India: From the origin to A.D. 1300*, Penguin Books, New Delhi, 2002

Upinder Singh, *A History of Ancient and early Medieval India*, Pearson and Longman, Delhi, 2008

## **References**

A.L. Basham, *The Wonder that was India*, London, Macmillan, 2004

B.N. Luniya, *Evolution of Indian Culture*, Agra, Lakshmi Narain Publication, 2005

K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967

K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021

K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu*, K.K. Pillay, Madras, 1979

R. Sathianathaier, *Political and Cultural History of India*, Vol. I, Viswanathan& Co., Chennai, 1980.

## **Web Resources**

<https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
CO 1	Outline the characteristic features of pre and proto historic cultures in India.	K1
CO 2	Discuss the impact of the Vedic culture on Indian society and religion.	K2
CO 3	Examine Ashoka's policy of Dhamma.	K3
CO 4	Justify Gupta Age as a classical age.	K5
CO 5	Describe the nature of Post-gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.	K1

### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: I**  
**Course type: Core Course 2**  
**Contact Hours:5 Hourse/Week**  
**CIA:25**

**Subject: History**  
**Course: History of Tamilnadu up to 1311 CE**  
**Course Code: CC 2**  
**Credits:5**  
**CE:75**

### **Learning Objectives**

- Knowledge of geography and sources of Tamil Nadu.
- Understanding of polity, society and economy of the Sangam period.
- The contribution of Pallavas in the field of art and architecture.
- Appreciation of the achievements and contribution of the Imperial Cholas.
- Factors for the decline of the Pandyas.

### **COURSE CONTENT**

#### **UNIT - I**

Geography – Sources for the study of history of Tamil Nadu – Pre & Proto history of Tamil Nadu – Ancient Tamil Civilization

#### **UNIT - II**

Sangam Age – Early Cholas – Karikala – Cheras – Senguttuvan – Pandyas – Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule

#### **UNIT - III**

The Pallavas – Origin: Early Pallavas – Later Pallavas – Political, Social and Economic Conditions – Growth of Literature and Education – Art and Architecture – Sculpture – Paintings & Fine arts – Early Bakthi Movement - The First Pandyan Empire – Sources – Administration – Art and Architecture

#### **UNIT - IV**

Later Cholas: Raja Raja Chola I – Rajendra Chola I – Kulothunga – Chalukya-Chola relations – Administrative System – Land Grants and Temple Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature – Art and Architecture – Bronze Sculptures

#### **UNIT - V**

The Second Pandyan Empire (1190-1312 CE) – Social and Economic Life – Malik Kafur's Invasion

## LEARNING RESOURCES

### Recommended Books

- A. Ramasamy, *A History of Ancient Tamil Civilization*, New Century Book House, Chennai
- B. Eraiyyarasan, *The History of Tamil Nadu (The Only Surviving Classical Civilization)*, International Institute of Tamil Studies, Chennai, 2017
- K.A. NilakantaSastri, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, Oxford University Press, Chennai, 1997
- N. Subramanian, *History of Tamilnad*, Koodal Publishers, Madurai, 1977
- NoboruKarashima, ed., *A Concise History of South India: Issues and Interpretations*, Oxford University Press, New Delhi, 2014
- V.T. Chellam, *New Light on the Early History of Tamil Nadu*, Vijay Publications, Trichy, 1981
- V.T. Chellam, *Tamil Nadu: History and Culture* (in Tamil), ManivasagarPathipakam, 2016

### References

- Avvai Duraisamy Pillai, *History of the Chera King*, Saran Books, Chennai, 2020
- C. Minakshi, *Administration and Social Life Under the Pallavas*, University of Madras, Madras, 1938
- K.A. NilakantaSastri, *The Colas*, University of Madras, Madras, 1984
- K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967
- K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021
- K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu*, K.K. Pillay, Madras, 1979
- Ma.Rajamanickanar, *History of Cholas*, Saran Books, Chennai
- Ma.Rajamanickanar, *History of Pallavas*, Saran Books, Chennai
- N. Subramanian, *Sangam Polity*, Asia Publishing House, Bombay, 1966
- P.T. Srinivasa Iyengar, *History of the Tamils: From the Earliest Times to 600 A.D.*, Asian Educational Services, New Delhi, 2001
- V. Kanakasabhai, *Tamils Eighteen Hundred Years Ago*, Asian Educational Service, New Delhi, 1982
- Y. Subbarayalu, *South India under the Cholas*, Oxford University Press, New Delhi, 2012

### Web Resources

- <https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/>
- <http://www.historydiscussion.net>
- <http://globalsecurities.org/military/world/india/history-chola.htm>

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
CO 1	Describe the various sources for the study of history of Tamil Nadu.	K1
CO 2	Examine the various aspects of Sangam Age.	K4
CO 3	Explain the rise of Pallavas and their cultural contribution.	K2
CO 4	Estimate the supremacy of the Chola power.	K5
CO 5	Outline the achievements of the Second Pandyan Empire.	K1

#### **CO Mapping with Programme Outcomes**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	3	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	3	2	3	2	2	3
<b>Total</b>	15	15	12	10	15	13	10	15
<b>Average</b>	3	3	2.4	2	3	2.6	2	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### **CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	2
<b>Total</b>	15	15	14	15	13
<b>Average</b>	3	3	2.8	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme:**B.A.,  
**Semester:**I  
**Course type:** Generic Elective 1  
**Contact Hours:**4 Hours/Week  
**CIA:**25

**Subject:**History  
**Course:** Introduction to Archaeology  
**Course Code:**GEC1  
**Credits:**3  
**CE:**75

### **Learning Objectives**

- Meaning of archaeology, kinds of archaeology and its relations with allied disciplines.
- Archaeological developments in the world and India.
- Knowledge of early archaeologists and the status of archaeological studies.
- Understanding of the methods and techniques of archaeology.
- Interpretation of excavated materials

### **COURSE CONTENT**

#### **UNIT - I**

Definition, Nature, Aim and Scope of Archaeology - Archaeology as a Source of Cultural Studies- Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology, New Archaeology - Archaeology and its relations with allied disciplines

#### **UNIT - II**

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

#### **UNIT - III**

Archaeological Studies – Educational Institutions - Early Archaeologists in India –Robert Bruce Foote – Alexander Rae – Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, Jean Mariacastle, H.D.Sankalia.

#### **UNIT - IV**

Exploration- Aims –Methods - Manual and Scientific Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method, Underwater Archaeology; Stratigraphy: Definition, Scope and Methodology; Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements; Dating Methods: Absolute Dating Methods: Radio Carbon and AMS Dating – Thermo luminescence and OSL Dating – Potassium Argon – Uranium Series – Fission Track – Electronic Spin Resonance – Dendrochronology – Relative Dating: Flouwing Method – Nitrogen Method – Varve Analysis – Stratigraphy – Seriation – Historical Dating

#### **UNIT - V**

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

Archaeological excavations in Tamil Nadu – Arikamedu – Adichanallur – Korkai – Keezhadi – Mayiladumparai – Sivagalai – other sites

## LEARNING RESOURCES

### Recommended Books

K. Rajan, *Archaeology: Principles and Methods*, ManooPathippakam, Thanjavur, 2002

K. Rajan, *Understanding Archaeology: Field Methods, Theories and Practices*, ManooPathippakam, Thanjavur, 2016

K.V. Raman, *Principles and Methods of Archaeology*, Parthajan Publications, Madras, 1986

### References

B.D. Dillon, ed., *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics*, Institute of Archaeology, University of California, Los Angeles, 1989

Stuart Fleming, *Dating in Archaeology: A Guide to Scientific Techniques*, J.M. Dent, London 1978

Robert F. Heizer, (ed.), *The Archaeologist at Work: A Source Book in Archaeological Method and Interpretation*, Harper & Row, New York, 1969

C. Renfrew & Paul Bahn, *Archaeology: Theories, Methods and Practice*, Thames & Hudson, London, 2012

Surendranath Roy, *The Story of Indian Archaeology 1784-1947*, Archaeological Survey of India, New Delhi, 2011

### Web Resources

<http://www.arch.cam.uk>

<http://archaeological.org>

<http://www.tnarch.gov.in>

<https://radiocarbon.com>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Define archaeology and explain different kinds of archaeology.	K1, K2
CO 2	Trace the archaeological developments from its beginnings.	K1
CO 3	Describe the contribution of early archaeologists in India	K1
CO 4	Explain the methods and techniques of archaeology.	K2
CO 5	Classify the artefacts and describe the various types of analysis.	K4

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	3	3	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	2	3
<b>CO 3</b>	3	3	3	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	2	2	2	3
<b>CO 5</b>	3	3	3	3	3	3	3	3
<b>Total</b>	15	15	15	15	13	14	12	15
<b>Average</b>	3	3	3	3	2.6	2.8	2.4	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	14	15	15
<b>Average</b>	3	3	2.8	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: I**  
**Course Type: Generic Elective 1(Optional)**  
**Contact Hours: 4 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Museology**  
**Course Code: GEC1**  
**Credits: 3**  
**CE: 75**

## **Learning Objectives**

- **To explain the importance of the Museum.**
- **To demonstrate the various function of museums**
- **To understand the importance of museum preserving our cultural heritage**

## **COURSE CONTENT:**

### **UNIT - I**

Definitions of Museum – General principles of Museums – History of Museums – History of Museums of India - History of Museums in Tamil Nadu.

### **UNIT - II**

Functions of Museums – Types of Museums – Antiquarian Law – Documentations – Accessing – Identifications – Methods of cataloguing – Classifications – Types of cards – Data bank – Museum library.

### **UNIT-III**

General principles of Presentation – Display – Explanations - Analysis of material – Types of exhibition – Exhibition equipments – Labelling – Lighting – Audio – Visual aids

### **UNIT - IV**

Museum building – Museum architecture – Museum security – Types of visitors – Museum management – Museum research and education.

### **UNIT - V**

General Principles of Preservation – Conservation of Organic And Inorganic Material – Conservation and Perservation of Artifacts – Perservation and Restoration – Effects of Light – Conservation of Metals, Painting, Manuscripts, Stone, Textiles and Wood – Care and Preservation of Excavated Material.

## **BOOKS FOR REFERENCE:**

*1 Agarwal, O.P Museums Works Bangkok, 1974*

*2 Baxi, Smita.J., and Dwivedi, P.Vinod Modern Museum Organization and Practice*

*in India, New Delhi, 1973*

*3.Ghosh, D.P., Studies in Museum and Museology in India Indian Publications, Calcutta, 1968*

*4 Morley, Grace Museum Today, Department of Museology Faculty of Fine Arts, M.S.University, Baroda,1981*

*5 Sarkar, H., Museum and Protection of Monuments and Antiquities in India Delhi,1981*

#### **Web Source**

<https://youtu.be/gi9YMqcR1J8>

<https://youtu.be/wKXhnh06leg>

<https://youtu.be/YT-STmr3OSs>

#### **COURSE OUTCOME**

CO.No	After the completion of the course the student will be able to CO Statement	Knowledge
CO1	To illustrate the concepts and history of Museums Comprehension	K2
CO2	To discuss the functions and Classifications of Museums Synthesis	K6
CO3	To evaluate the principles of presentation of Museums Application	K3
CO4	To assess the management of museum building Evaluation	K5
CO5	To explain the methods of conservation and Preservation of Artifacts Analysis	K4

#### **CO Mapping with Programme Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	2	2	3	2	3
CO 2	3	3	2	3	3	3	2	3
CO 3	3	3	3	2	3	3	3	3
CO 4	3	3	2	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	13	15	14	14	12	15
Average	3	3	2.6	2.6	2.8	2.8	2.4	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	2	3	3	3
<b>CO 4</b>	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	14	13	15	15
<b>Average</b>	3	2.8	2.6	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: I**  
**Course Type: SEC – Foundation Course**  
**Contact Hours: 2 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Introduction to History**  
**Course Code: SEC-FC**  
**Credits: 2**  
**CE: 75**

### **Learning Objectives**

- Introduction to the meaning and nature of history.
- Knowledge of different kinds of history and its relationship with other disciplines.
- Use of facts in writing history.
- Introduction of the concepts in history.
- Knowledge of various sources for the study of history and usage of bibliography and footnotes

### **COURSE CONTENT**

#### **UNIT - I**

History – Meaning & Definitions– Nature and Scope of History – Uses and Abuses of History – Lessons in History

#### **UNIT - II**

Kinds of History – History and Allied Disciplines – Debates on history: Science or an Art

#### **UNIT - III**

Herodotus – Thucydides – Livy – Tacitus – St. Augustine – IbnKhaldun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr

#### **UNIT - IV**

JadunathSarkar – R.C. Majumdar – D.D. Kosambi – RomilaThapar – R.S. Sharma – IrfanHabib – Bipan Chandra – RanajitGuha P.T. SrinivasaIyyangar– C.S. Srinivasachari – K.A. NilakantaSastri – K.K. Pillai-N. Subramaniam – K.A. Rajayyan- G. Venkatesan

#### **UNIT - V**

Repositories of Sources: Archaeological – Epigraphical – Numismatic – Material Remains – Literary – Oral Sources - Archival and Government Records – Use of Footnotes and Bibliography in writing assignments.

**Field Visit** – Nearest archaeological/historical site, museum, archives and libraries

**Field Report**

## LEARNING RESOURCES

### Recommended Books

E. Sreedharan, *A Textbook of Historiography, 500 BC to AD 2000*, Orient Longman, New Delhi, 2004

E.H.Carr, *What is History?*, Penguin Books Ltd., New Delhi, 2018.

G. Venkatesan, *A Study of Historiography (History of Historical Knowledge)*, V.C.Publications, 2018

K. Rajayyan, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982

S.Manikam, *On History & Historiography*, Padumam Publishers, Madurai

SheikAli, *History: Its Theory and Method*, Laxmi Publications, 2019

### References

John C.B. Webster, *Studying History*, Primus Books, Delhi, 2019

MarcBloch, *The Historian's Craft*, Aakar Books, Delhi, 2017

R.G.Collingwood, *The Idea of History*, OUP, Delhi, 1994

RomilaThapar, *History and Beyond*, Taylor and Francis, Oxford University of Press,

### Web Resources

<https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>

<http://d-nb.info>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe the meaning and definition of history.	K1
CO 2	Explain the relationship between history and allied disciplines.	K2
CO 3	Illustrate the use of facts in writing history.	K3
CO 4	Examine the concept of causation in history.	K4
CO 5	Develop an essay based on sources using foot notes and bibliography.	K6

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3

<b>Total</b>	15	15	15	15	14	14	12	15
<b>Average</b>	3	3	3	3	2.8	2.8	2.4	3
	<b>S-Strong (3)</b>			<b>M-Medium (2)</b>		<b>L-Low (1)</b>		

**CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	14	15	15
<b>Average</b>	3	3	2.8	3	3
	<b>S-Strong (3)</b>		<b>M-Medium (2)</b>	<b>L-Low (1)</b>	

**Programme: B.A.,**  
**Semester: I**  
**Course Type: Skill Enhancement Course 5**  
**Contact Hours: 2 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Introduction to Tourism**  
**Course Code: SEC 2**  
**Credits: 2**  
**CE: 75**

### **Learning Objectives**

- Understanding of the basic components and elements of tourism
- Knowledge of different types and forms of tourism
- Knowledge of the role of Travel Agents
- Understanding of the role of Tour Operators
- Knowledge of the travel documents

### **COURSE CONTENT**

#### **UNIT - I**

Concepts of Tourism: Definition of Tourism – Traveller – Tourist – Excursionist – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors

#### **UNIT - II**

Types and Forms of Tourism: Domestic and International Tourism – Long Haul and Short Haul Tourism – Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism

#### **UNIT - III**

Travel Agency: Meaning of Travel Agent – Types of Travel Agency – Roles of Large Travel Agent – Characteristics of a Professional Travel Agent

#### **UNIT - IV**

Tour Operator: Meaning of Tour Operator – Types of Tour Operator: Inbound, Outbound, Domestic, Ground and Specialized – Role of Tour Operators – Itinerary Planning: Principles, Resources and Guidelines

#### **UNIT - V**

Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance – Role of Information Technology in Tourism related Services – Computerized Reservation System (CRS) and Global Distribution System (GDS)

### **LEARNING RESOURCES**

#### **Recommended Books**

A.K. Bhatia, *Tourism Management*, Sterling Publications, New Delhi, 2016

A.K. Bhatia, *The Business of Travel Agency and Tour Operations Management*, Sterling Publications, New Delhi, 2014

## References

Marc Mancini, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand, 2000

J. Negi, *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi, 2004

PranNath Seth, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi, 2008

## Web Resources

[https://www.academia.edu/14264572/Basic\\_Concept\\_on\\_Tourism](https://www.academia.edu/14264572/Basic_Concept_on_Tourism)

<http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	List out the various components and elements of tourism	K1
CO 2	Explain the types and forms of tourism.	K2
CO 3	Describe the roles of Travel Agent	K2
CO 4	Explain the roles of Tour Operators	K2
CO 5	Examine the importance of travel documents	K4

## CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	2	3	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	14	13	14	15
Average	3	3	3	3	2.8	2.6	2.8	3

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	2	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	14	15	15
<b>Average</b>	3	3	2.8	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: II**  
**Course Type: Code Course 3**  
**Contact Hours: 5 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: History of Medieval India – 1206 – 1707 CE**  
**Course Code: CC 3**  
**Credits: 5**  
**CE: 75**

### **Learning Objectives**

- Understanding about the genesis of the Sultanate rule in India and its early rulers
- Appreciation of the administration of Tuglaqs, Sayyids and Lodis and the impact of Bhakti Movement
- Knowledge about the founding and conquests of the Mughal rulers
- Art and architecture and administrative policies during the Mughals
- The administration, art and architecture during Bahmini and Vijayanagar kingdoms

### **COURSE CONTENT**

#### **UNIT - I**

Establishment of Sultanate Rule in India – Slave Dynasty – Qutb-uddin-Aibak – Iltutmish– Sultana Raziya – Balban – Khilji Dynasty – JalaluddinKhilji – AlauddinKhilji – Malik Kafur’s Invasion

#### **UNIT - II**

Tughlaq Dynasty – Mohammed-bin-Tughlaq – Feroz Shah Tughlaq – Sayyids and Lodis – Administrative System under Delhi Sultanate – Bhakti Movement – Sufi Movement

#### **UNIT - III**

Advent of Mughals – Babur – Humayun – SherShah Administration- conquests of Akbar  
Mughal administration- Mughal Art and Architecture

#### **UNIT - IV**

Jehangir – Shah Jahan – Aurangzeb – Rise of the Marathas – Life and Career of Shivaji – Shivaji’s Administration

#### **UNIT - V**

Bahmini Kingdom – Vijayanagar Empire – Administration – Art and Architecture-Position of Women in Medieval Period

## LEARNING RESOURCES

### Recommended Books

Ashirbadi Lal Srivastava, *History of India 1000 A.D. to 1707 A.D.*, Shiva Lal Agarwala, Agra, 1964

J.L. Mehta, *Advanced Study in the History of Medieval India, Vol II: Mughal Empire (1526 – 1707 A.D.)*, Sterling Pub., New Delhi, 2019

J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. I (1000 – 1526 A.D.)*, Sterling Pub., New Delhi, 2019

J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 2019

L.P. Sharma, *History of Medieval India, 1000-1740 A.D.*, Konark Pub. Pvt. Ltd., New Delhi, 1997

Satish Chandra, *History of Medieval India*, Orient Blackswan, New Delhi, 2017

### References

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

Ashirbadi Lal Srivastava, *The Mughal Empire, 1526-1803 A.D.*, Shiva Lal Agarwala, Agra, 1969

Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005

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

R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974

Satish Chandra, *Medieval India, Part I & II*, New Delhi, NCERT, 1971

### Web Resources

<https://archive.org/details/MedievalIndiaFromContemporarySources>

<https://selfstudyhistory.com/medieval-indian-history/>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe the foundation of the Delhi Sultanate and its early dynasties	K1
CO 2	Elucidate the administration of the Delhi Sultanate and appreciate the Bhakthi and Sufi Movements	K2
CO 3	Discuss the genesis and the conquest of the Mughals	K2
CO 4	Outline the art and architecture and administration of the Mughals	K1
CO 5	Illustrate the administration, art and architecture during the Bahmini and Vijayanagar kingdoms	K4

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	3	3	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3	3	2	3
<b>CO 4</b>	3	3	2	3	3	2	2	3
<b>CO 5</b>	3	3	3	3	3	3	3	3
<b>Total</b>	15	15	13	15	15	14	12	15
<b>Average</b>	3	3	2.6	3	3	2.8	2.4	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	14	15	15
<b>Average</b>	3	3	2.8	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: II**  
**Course Type: Core Course 4**  
**Contact Hours: 5 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: History of Tamilnadu – 1311-1801 CE**  
**Course Code:CC 4**  
**Credits: 5**  
**CE: 75**

### **Learning Objectives**

- Rise of the Madurai Sultanate and its contribution.
- Knowledge about the impact of Vijayanagar rule in Tamilaham.
- Contribution of the Nayaks of Madurai, Senji and Thanjavur.
- Contribution of the Marathas to Tamil culture.
- Understand the Poligar Rebellion as the early resistance against British imperialism.

### **COURSE CONTENT**

#### **UNIT - I**

Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy – Culture

#### **UNIT - II**

Impact of Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai

#### **UNIT - III**

Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers – Poligari system – Administration – Social and Economic Conditions – Religion – Temple Art and Architecture

#### **UNIT - IV**

Marathas of Tamil Country – Serfoji II – Administration – Contribution of Maratha to the Tamil Culture – Saraswathi Mahal Library – Sethupathis of Ramnad – Society – Economy – Religion and Culture

#### **UNIT - V**

Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations – Carnatic wars - Society – Economy and Religion and Culture -Poligar Rebellion – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers

Field Study to Historical Landmark site

### **LEARNING RESOURCES**

#### **Recommended Books**

G. Venkatesan, *History of Modern Tamil Nadu 1600-2011*, VC Publications, Rajapalayam

K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982

N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976

Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014

R. Kalidoss, *History and Culture of Tamils*, Vijay Publishers, Dindugal, 1976

### References

K. Rajayyan, *Rise and Fall of the Poligars of Tamil Nadu*, University of Madras, 1974

K. Rajayyan, *South Indian Rebellion: The First War of Independence 1800-1801*, Akani Veliyeedu, 2012

K.A. Nilakanta Sastri, *The Illustrated History of South India: from Pre-Historic times to the fall of Vijayanagar*

K.R. Srinivasan, *Temples of South India*, National Book Trust, New Delhi, 2005

R. Sathianathaier, *History of the Nayaks of Madura*, University of Madras, Madras, 1980

### Web Resources

<https://archive.org/details/SouthIndianRebellion/mode/2up>

[www.nationalgeographic.org/threekingsintamilakam](http://www.nationalgeographic.org/threekingsintamilakam)

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Outline the rule of the Madurai Sultanate.	K1
CO 2	Explain the impact of the Vijayanagar rule in Tamilaham.	K1
CO 3	Compare and contrast the achievements of the Nayaks of Madurai, Senji and Thanjavur.	K4
CO 4	Assess the contribution of the Marathas to Tamil culture.	K5
CO 5	Examine Poligar rebellion as an early resistance against British imperialism.	K2

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	3	3	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	2	3
<b>CO 3</b>	3	3	3	3	3	3	3	3
<b>CO 4</b>	3	3	3	2	3	2	2	3
<b>CO 5</b>	3	3	3	3	3	2	3	3
<b>Total</b>	15	15	15	14	14	13	12	15
<b>Average</b>	3	3	3	2.8	2.8	2.6	2.4	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	13	15	15
<b>Average</b>	3	3	2.6	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: II**  
**Course Type: Generic Elective**  
**Contact Hours: 4 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Western Political Thought**  
**Course Code: GEC 2**  
**Credits: 3**  
**CE: 75**

### **Learning Objectives**

- Knowledge about Greek philosophy of Plato and Aristotle
- Knowledge about social contract theory.
- The political ideas of Machiavelli and John Locke
- Utilitarian philosophy of Jeremy Bentham
- Ideas of Karl Marx and Antonio Gramsci

### **UNIT - I**

Socrates – Plato – Aristotle

### **UNIT - II**

Machiavelli – Thomas Hobbes – John Locke – Rousseau

### **UNIT - III**

Voltaire – Montesquieu – Thomas Paine – Mary Wollstonecraft – Luigi Taparelli

### **UNIT - IV**

Jeremy Bentham – J.S. Mill – David Thoreau – Nietzsche

### **UNIT - V**

Karl Marx – Antonio Gramsci – Richard Rorty – Martin Luther King Jr.

## **LEARNING RESOURCES**

### **Recommended Books**

George H. Sabine, *A History of Political Theory*, Oxford and IBH Pub. Co. Ltd., New Delhi, 2019

Phyllis Doyle, *A History of Political Thought*, Jonathan Cape, London, 1963

R.C. Gupta, *Western Political Thought*, Lakshmi Narain Agarwal, Agra, 2012

R.P. Sharma, *Western Political Thought: Plato to Hugo*, Sterling Pub. Pvt. Ltd., New Delhi, 1984

S. Vijayaraghavan and R. Jayaram, *Political Thought*, Sterling Pub. Pvt. Ltd., 1994

Shafali Jha, *Western Political Thought: From Plato to Marx*, Pearson, Delhi, 2010

William Ebenstein, *Great Political Thinkers – Plato to the Present*, S. Chand (G/L) & Co. Ltd., New Delhi, 1999

## References

- Brian R. Nelson, *Western Political Thought: From Socrates to the Age of Ideology*, Waveland Press Inc., Long Grove, Illinois, 1996
- Des Raj Bhandari, *History of European Political Philosophy*, Bangalore Print & Pub. Co., Bangalore, 1963
- George Catlin, *The Story of the Political Philosophers*, Kessinger Pub., 2010
- J.S. McClelland, *A History of Western Political Thought*, Routledge, London, 1996
- Will Durant, *The Story of Philosophy*, Simon & Schuster, New York, 1991

## Web Resources

- <https://archive.org/details/dli.ernet.260180/page/n5/mode/2up>
- <https://archive.org/details/in.ernet.dli.2015.260320/page/n1/mode/2up>
- <https://archive.org/details/dli.ernet.13555/page/n13/mode/2up>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe the political philosophy of Plato and Aristotle.	K1
CO 2	Discuss the Social Contract theory.	K2
CO 3	Compare the political ideas of Machiavelli and John Locke	K4
CO 4	Justify the advantages of utilitarian philosophy.	K5
CO 5	Describe the political ideas of Karl Marx and Antonio Gramsci.	K1

## CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	2	2	3	2	3
CO 2	3	3	2	3	3	3	2	3
CO 3	3	3	3	2	3	3	3	3
CO 4	3	3	2	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	13	15	14	14	12	15
Average	3	3	2.6	2.6	2.8	2.8	2.4	3

S-Strong (3)

M-Medium (2)

L-Low (1)

## CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	2	3	3	3

<b>CO 4</b>	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	14	13	15	15
<b>Average</b>	3	2.8	2.6	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: II**  
**Course Type: Generic Elective 2 (optional)**  
**Contact Hours: 4 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Geography of India**  
**Course Code: GEC 2**  
**Credits: 3**  
**CE: 75**

***LEARNING OBJECTIVES :***

- To impart the students land and Resource of our Country
- To prepare the students to appear for competitive Examination.

***COURSE CONTENT***

***UNIT - I***

India – Location and extent – Land and Sea frontiers – Coastal Water – Physiography and Drainage – This Hills – The Rivers of India – Coastal Regions – Flora Fauna – Farms – Forest – Climate – Rainfall – Seasons

***UNIT - II***

Agriculture \_ Commercial Crops \_ Foods Crops \_ Fisheries – Irrigation \_ Important Dams.

***UNIT - III***

Industries in India – Iron and Steel – Cement – Paper – Aluminum – Engineering – Textile-Ship Building– Air Craft – Electrical Equipments

***UNIT-IV***

Population-Growth \_ Density \_ Distribution \_ Rural Urban-Community Programme and Transport \_ Road \_ Air and Sea Transport.

***UNI - V***

Tamilnadu \_ Location – Physiographic Division \_ Nature \_ Vegetation and Wild Life

***BOOKS FOR REFERENCE :***

- 1     *Agarwala India's population problems* MCGraw-Hill
- 2     *Mukerjee Community Development in India* Orient Longmans
- 3     *Saxena H.M Economic Geography* Rawat Publishers
- 4     *Bhupat M Desai Agricultural Policy Strategy instruments and implementation* Sultan Chand & Sons
- 5     *Khanna Gupta Economic and commercial geography of India* Sultan Chand & Sons

[https://youtu.be/U5C3mgD5\\_0A](https://youtu.be/U5C3mgD5_0A)  
<https://youtu.be/M4A9LSiGZc0>  
<https://youtu.be/RYg3NgTDydE>  
<https://youtu.be/w7aNuRdY6Eg>  
<https://youtu.be/WUJoiV-vsT8>

### ***COURSE OUTCOME***

**After the completion of the course the student will be able**

<b>CO . No</b>	<b>CO State ment</b>	<b>Knowledge</b>
<b>CO1</b>	To illustrate the Physical features of India	K2
<b>CO2</b>	To discuss Agricultural and Irrigational Development in India	K4
<b>CO3</b>	To estimate the major development Industries in India	K5
<b>CO4</b>	To assess the growth of Population and Transport and Communication in India	K3
<b>CO5</b>	To identify the physiographical divisions of Tamil Nadu	K2

### **CO Mapping with Programme Outcomes**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	3	2	2	3	2	3
<b>CO 2</b>	3	3	2	3	3	3	2	3
<b>CO 3</b>	3	3	3	2	3	3	3	3
<b>CO 4</b>	3	3	2	3	3	2	2	3
<b>CO 5</b>	3	3	3	3	3	3	3	3
<b>Total</b>	15	15	13	15	14	14	12	15
<b>Average</b>	3	3	2.6	2.6	2.8	2.8	2.4	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### ***Mapping of Course outcome with Pos***

<b>CO.N0</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<i>H</i>	<i>M</i>	<i>M</i>	<i>H</i>	<i>M</i>	<i>H</i>
<b>CO 2</b>	<i>H</i>	<i>H</i>	<i>M</i>	<i>H</i>	<i>M</i>	<i>M</i>
<b>CO 3</b>	<i>H</i>	<i>H</i>	<i>H</i>	<i>H</i>	<i>M</i>	<i>H</i>

<i><b>CO 4</b></i>	<i>H</i>	<i>H</i>	<i>M</i>	<i>H</i>	<i>M</i>	<i>M</i>
<i><b>CO 5</b></i>	<i>H</i>	<i>H</i>	<i>M</i>	<i>H</i>	<i>M</i>	<i>M</i>

- *Measuring : H High:M –Medium: L- Low*

**Programme: B.A.,**  
**Semester: II**  
**Course Type: Skill Enhancement Course 2**  
**Contact Hours: 2 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Indian Constitution**  
**Course Code: SEC 2**  
**Credits: 2**  
**CE: 75**

### **Learning Objectives**

- Understanding of the salient features of the Indian Constitution
- Knowledge about fundamental rights and duties
- Knowledge about the structure and functions of the Union Government
- Knowledge about the structure and functions of the State Government
- Understanding of the powers and functions of the local government

### **Unit - I**

Sources – Preamble – Salient Features – Citizenship – Amendments

### **Unit - II**

Fundamental Rights – Directive Principles – Fundamental Duties.

### **Unit - III**

Union Government: President – Prime Minister and Council of Ministers – Parliament – Supreme Court of India

### **Unit - IV**

State Government: Chief Minister – Governor – State Legislature – High Courts

### **Unit - V**

Local Government: Urban – Rural

## **LEARNING RESOURCES**

### **Recommended Books**

- B.N. Rao, *India's Constitution in the Making*, Orient Longmans, Madras, 1960
- Durga Das Basu, *Introduction to the Constitution of India*, Lexis Nexis, Gurgaon, 2019
- M.V. Pylee, *Constitutional Government in India*, S. Chand & Co. Ltd., New Delhi, 2012
- Mahendra Pal Singh, *V.N. Shukla's Constitution of India*, (Thirteenth Edn.), Eastern Book Company, Lucknow, 2019
- Subhash C. Kashyap, *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, National Book Trust, New Delhi, 2021

### **References**

- G. Balan and D. Dakshinamurthy, *Constitutional Development and Freedom Movement*, VanathiPathipagam, Chennai

Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, New Delhi, 1999

Hari Hara Das, *Indian Government and Politics*, Himalaya Publishing House, New Delhi, 2001

Jagdish Swarup, *Constitution of India*, Dandewal Publishing House, Allahabad, 1984

M.V. Pylee, *India's Constitution*, S. Chand & Co., New Delhi, 2016

R.C. Agarwal and Mahesh Bhatnagar, *Constitutional Development and National Movement of India*, S. Chand & Co., New Delhi, 2006.

Sujit Choudhry, et. al., ed., *The Oxford Handbook of the Indian Constitution*, Oxford University Press, London, 2016

### Web Resources

<https://www.tn.gov.in/index.php>

<https://www.assembly.tn.gov.in/>

<https://legislative.gov.in/constitution-of-india>

<https://www.india.gov.in/>

<https://www.indianculture.gov.in/ebooks/indias-constitution-making>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe the salient features of the Indian Constitution	K1
CO 2	Elaborate the Structure and Functions of Union Government	K2
CO 3	Elaborate the Structure and Functions of Union Government	K2
CO 4	Explain the Structure and Functions of State Governments	K2
CO 5	Discuss the powers of the local government	K2

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	2	3

<b>CO 5</b>	3	3	3	3	3	3	3	3
<b>Total</b>	15	15	15	15	15	14	12	15
<b>Average</b>	3	3	3	3	3	2.8	2.4	3
<b>S-Strong (3)</b>			<b>M-Medium (2)</b>			<b>L-Low (1)</b>		

### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	15	15	15
<b>Average</b>	3	3	3	3	3
<b>S-Strong (3)</b>		<b>M-Medium (2)</b>		<b>L-Low (1)</b>	

**Programme: B.A.,**  
**Semester: II**  
**Course Type: Skill Enhancement Course 3**  
**Contact Hours: 2 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Basic Journalism**  
**Course Code: SEC 3**  
**Credits: 2**  
**CE: 75**

### **Learning Objectives**

- Understanding the definition, types, and determinants of news
- Knowledge about newspaper organization structure
- Knowledge about the role, qualities, and responsibilities of a reporter
- Knowledge about reporting and writing
- Understanding of the role, qualities, and responsibilities of an editor.

### **UNIT -I**

Definition of News – Types of News – Determinants of News – News Evaluation

### **UNIT - II**

Newspaper Organization Structure – News Sources and Agencies – Target audience

### **UNIT- III**

Role, Qualities and Responsibilities of a Reporter – Lead Writing – News Pegs – Developing a News Story

### **UNIT- IV**

Interviews – Interpretative Reporting – Investigative Reporting – Reviews – Feature Writing – Travelogues – Web Writing

### **UNIT- V**

Role, Qualities and Functions of an Editor – Headlines – Layout – Placement of Photographs – Caption Writing – Infographics

## **LEARNING RESOURCES**

### **Recommended Books**

K.M. Shrivastava, *News Reporting and Editing*, Sterling Pub. Pvt. Ltd., New Delhi, 1991

M.K. Verma, *News Reporting and Editing*, APH Publishing Corporation, New Delhi, 2009

### **References**

Graham Greer, *A New Introduction to Journalism*, Juta and Co. Ltd., Kenwyn, South Africa, 1999

Carole Fleming, et.al., *An Introduction to Journalism*, SAGE Publications Ltd., New Delhi, 2006

Barun Roy, *Beginners' Guide to Journalism and Mass Communication*, PustakMahal, Delhi, 2013

### Web Resources

<https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/>

[https://owl.purdue.edu/owl/subject\\_specific\\_writing/journalism\\_and\\_journalistic\\_writing/index.html](https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/index.html)

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Describe the types and determinants of news.	K1
<b>CO 2</b>	Elaborate the newspaper organization structure.	K2
<b>CO 3</b>	Elaborate the role, qualities, and responsibilities of a reporter.	K2
<b>CO 4</b>	Explain the types of reporting.	K2
<b>CO 5</b>	Discuss the role, qualities, and responsibilities of an editor.	K2

### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	3	3	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	2	3
<b>CO 3</b>	3	3	3	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	3	3	3	3
<b>Total</b>	15	15	15	15	14	14	13	15
<b>Average</b>	3	3	3	3	2.8	2.8	2.6	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3

<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	15	15	15
<b>Average</b>	3	3	3	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: III**  
**Course Type: Core Course 5**  
**Contact Hours: 5 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: History of India– 1707 – 1857 CE**  
**Course Code: CC5**  
**Credits: 5**  
**CE: 75**

### **Learning Objectives**

- Impart knowledge about the causes for the advent of the Europeans in India
- Understand the consequences of the British-French rivalry and beginning of the British supremacy
- Create awareness about the various strategies formulated by the British to capture power princely states
- Understand about British state and revenue administration and its consequences
- Acquire knowledge about Indian response to the British rule viz. peasant movements, Poligar rebellion, 1857 Revolt etc.

### **UNIT - I**

**European Penetration into India:** Early European Settlements - European Trading companies -The Portuguese, The Dutch, The English and the French trading companies--Trading concessions

### **UNIT - II**

**The Struggle for Supremacy:** Anglo – French Rivalry- Carnatic Wars– Robert Clive – Dupleix - -Battle of Plassey – Battle of Buxar- Treaty of Allahabad-Later Mughals and their struggle for Survival

### **UNIT - III**

**British Expansion and Paramountcy in India:** Ring Fence policy (1765 – 1813) – Policy of Subordinate Alliance (1813-1823) – Policy of Lapse and Annexations by conquests (1823 - 1858)-Anglo- Mysore wars (1767-1799) - Anglo Maratha wars (1775-1818)–First Anglo Afghan war (1839-1842) – Anglo-Burmese wars(1823-1885) – Anglo- Sikh conflicts (1844-1849)

### **UNIT - IV**

**British Colonial Administration:** Early Administrative Structure of the British Raj – Regulating Act- Pitt's India Act – Charter Acts -1813,1833,1853-Economic Impact of British colonial Rule – Land Revenue Administration –Permanent Land Revenue settlement- Ryotwari system- Mahalwari system - Commercialisation of Agriculture- Drain of Wealth – Economic Transformation of India- Railways –Roadways - Telegraph and Postal services – Famine Commissions.

### **UNIT - V**

**Indian Response to British Rule:** Early Peasant movement and Tribal Uprisings – Kol Uprising, (1820-1837) Moplah Uprisings (1841 -1920)–Bhil Uprisings (1818 -1831) – Santhal Uprisings - Poligar Uprisings – PuliThevan –VeluNachaiyar – Kattabomman – Maruthu Brothers -Vellore Mutiny (1806) –The Great Revolt of 1857 – Jhansi Rani

## LEARNING RESOURCES

### Recommended Books

Sir Syed Ahmad Khan, The Indian Revolt, Medical Hall Press, Benares, 1873.  
 Bipan Chandra, History of Modern India, Orient Blackswan, New Delhi 2019  
 Bipan Chandra, et al., India's Struggle for Independence, Penguin Books, New Delhi, 2016.  
 Desai A.R, Social Background of Indian Nationalism, Popular Prakasham, Bombay, 1976.  
 Grover B.L, A New Look on Modern Indian History, S. Chand &Co, Delhi, 1977.

### References

Lucy Southerland, The East India Company in the 18th Century Politics, Oxford, 1952.  
 Percival Spear, A History of India, Volume 2, Penguin Books, Great Britain, 1976.  
 Phillips C.H, East India Company, Routledge, London, 1961.  
 Ramachandran C. East India Company and the South Indian Economy, New Era Publications, Madras, 1980.  
 Roberts P.E, History of British India, Oxford University Press, Oxford, 1921.  
 Sailendranath Sen, An Advanced History of Modern India, Macmillan Publishers, 2020

### Web Resources

<http://www.nationalarchives.nic.in>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Trace the causes for the advent of the Europeans to India	K1
CO 2	Discuss the outcome of the British-French rivalry	K2
CO 3	Describe the strategies used by the British to capture power like the Doctrine of Lapse, Subsidiary alliance etc.	K1
CO 4	Evaluate the administration and economic policies of British and its consequences like the Famine, Drain of wealth etc.	K5
CO 5	Elucidate the Indian response to the British especially the peasant and tribal uprisings, Poligar rebellion and 1857 revolt.	K5

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	3	3	2	3	2	3
<b>CO 2</b>	3	3	3	3	2	3	2	3
<b>CO 3</b>	3	3	3	3	2	2	3	3
<b>CO 4</b>	3	3	3	3	2	2	3	3
<b>CO 5</b>	3	3	3	2	2	3	3	3
<b>Total</b>	15	15	15	14	10	13	13	15
<b>Average</b>	3	3	3	2.8	2	2.6	2.6	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	2	2	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	14	13	15	15
<b>Average</b>	3	2.8	2.6	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: III**  
**Course Type: Core Course 6**  
**Contact Hours: 5 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: History of Tamilnadu Since 1801 CE**  
**Course Code:CC 6**  
**Credits: 5**  
**CE: 75**

### **Learning Objectives**

- Understanding about the colonial administration and early resistance in Tamil Nadu
- Appreciation of the social movements in Tamil Nadu like the Temple Entry movement and Self-Respect movement
- Knowledge about contribution of Tamil Nadu towards Freedom movement
- Ability to comprehend the contributions of the Congress, DMK and ADMK governments
- Awareness about the various issues present in Tamil Nadu

### **UNIT - I**

Early Resistance to British Rule: Formation of Madras Presidency – Tamil Nadu under the Europeans – Vellore Revolt of 1806

### **UNIT - II**

Nationalism in Tamil Nadu: Madras Native Association – Madras Mahajana Sabha – Swadeshi Movement – V.O. Chidambaram Pillai-Bharathiyar - Home Rule Movement – Non-Cooperation Movement – Civil Disobedience Movement: Vedaranyam Salt Satyagraha – impact of Gandhi's visit to TamilNadu- Congress Ministry – Quit India Movement – Towards Independence

### **UNIT - III**

Political and Social Awakening of Tamil Nadu: Dravidian Association – Non-Brahmin Movement - Justice Party Government – Social Justice Measures (Communal G.O.s) – Periyar's Self Respect Movement – Formation of Dravidar Kazhagam – Periyar's Self- Respect campaign for social equality and women empowerment

### **UNIT - IV**

Government after Independence: Rajaji Ministry (1952-54) – Kamaraj Ministry (1954-1963): Mid-day Meals Scheme – Industrialisation – Agriculture and Irrigation Reforms – Kamaraj Plan – Bhaktavatsalam – Anti-Hindi Agitation 1938 - 1965

### **UNIT - V**

Formation of Dravida Munnetra Kazhagam – C.N. Annadurai reservation- women welfare– agriculture and industrial development- renaming Madras state as Tamil Nadu - Karunanidhi's Administration - Social Justice -Birth of ADMK M.G. Ramachandran - Nutritious Meal Scheme — J. Jayalalitha - Welfare Measures –Contemporary Issues in Tamil Nadu: Integration of Tamil Districts – River Water Disputes – Sri Lankan Tamil Refugee Crisis – Reservation Policy – Relations with neighbouring States – Industrial and Educational Development

### **LEARNING RESOURCES**

## Recommended Books

- A. Ramaswamy, *TharkalaThamizhnattuVaralaru*, New Century Book House, Chennai, 2018 (In Tamil)
- G. Venkatesan, *History of Modern Tamil Nadu 1600-2011*, VC Publications, Rajapalayam
- K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982
- K. Rajayyan, *Tamil Nadu: A Real History*, EthirVeliyeedu, Pollachi, 2015
- Ma.Po.Civananam, *History of Freedom Movement in Tamil Nadu*, Tamil University, 1988
- N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976
- Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014
- S. Narayan, *The Dravidian Years: Politics and Welfare in Tamil Nadu*, Oxford University Press, New Delhi, 2018

## References

- A.R. Venkatachalapahty, *Tamil Characters: Personalities, Politics, Culture*, Pan MacMillan, 2019
- A.S. Panneerselvan, *Karunanidhi: A Life*, Penguin Random House India Pvt. Ltd., 2021
- Anita Diehl, *E.V. RamaswamiNaicker - Periyar: A Study of the Influence of a Personality in Contemporary South India*, B.I. Publications, Bombay, 1978
- Eugene F. Irschick, *Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929*, University of California Press, California, 1969
- K. NambiArooran, *Tamil Renaissance and Dravidian Nationalism 1905-1944*, Koodal
- M. Naganathan, *Tamil Nadu Economy: Trends & Prospects*, University of Madras, Chennai, 2002
- M.S.S. Pandian, (David E. Ludden and S. Ananthi, eds.), *The Strangeness of Tamil Nadu: Contemporary History and Political Culture in South India*, Permanent Black, 2019
- M.S.S. Pandian, *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, New Delhi, 2016
- M.S.S. Pandian, *The Image Trap: M.G. Ramachandran in Film and Politics*, Sage Pub., New Delhi, 1992
- Na. Velucami, *Dr.Kalaignar M. Karunanidhi: A Study*, Tamizhchulai, 2006
- P. Rajaraman, *The Justice Party – A Historical Perspective, 1916-1937*, Poompozhi Publishers, Madras, 1988
- P.C. Ganesan, C.N. Annadurai, Publications Division, New Delhi, Publishers, Madurai, 1980
- Rajmohan Gandhi, *Rajaji: A Life*, Penguin India, New Delhi, 2010
- Robert L. Hardgrave Jr., *The Dravidian Movement*, Popular Prakashan, Bombay, 1965
- T. Stalin Gunasekaran, *The Role of Tamil Nadu in Freedom Struggle*, NivethithaPathippagam, 2000 (InTamil)

V. Gita and S.V. Rajdurai, *Towards a Non-Brahmin Millennium: From Iyothetta to Periyar*, Samya, 1998

V.K. Narasimhan, *Kamaraj: A Study*, National Book Trust, New Delhi, 2007

VijayaRamaswamy, *Historical Dictionary of the Tamils*, Rowman & Littlefield, Maryland, USA, 2017

### Web Resources

<https://archive.org/details/aclcpl00000795a1498>

[www.britannica.com/tamilnadu-india](http://www.britannica.com/tamilnadu-india)

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Appreciate the contribution of early resistant movements in India	K1
CO 2	Elucidate the nature and importance of the social movements in India	K2
CO 3	Appreciate the contribution of Tamil Nadu towards Freedom movement	K4
CO 4	Describe the various welfare policies undertaken by the Governments in the State	K2
CO 5	Discuss and comprehend various issues in Tamil Nadu like the reservation, Sri Lankan Tamil issue etc.	K2

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	2	2	3
CO 2	3	3	2	3	3	2	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	2	3	3	3	3	3
Total	15	15	13	15	14	12	13	15
Average	3	3	2.6	3	2.8	2.4	2.8	3

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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<b>CO 1</b>	3	3	2	3	3
<b>CO 2</b>	3	2	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	14	13	15	15
<b>Average</b>	3	2.8	2.6	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: III**  
**Course Type: Generic Elective 3**  
**Contact Hours: 4 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Indian Political Thought**  
**Course Code: GEC 3**  
**Credits: 3**  
**CE: 75**

### **Learning Objectives**

- Knowledge about Ancient political thinkers Kautilya and Kalhana
- Understanding Barani's idea of a Good ruler and AbulFazal's Governance and Administration
- The ideas of Raja Ram Mohan Roy, Ranade, Gokhale and Mahatma Gandhi
- Ideas of Radical thinkers such as Tilak, SubramaniaBharathi, V.O. Chidambaram Pillai and AurobindoGhosh
- Ideas of Egalitarian thinkers like Periyar and Ambedkar

### **UNIT - I**

Ancient Thinkers –Thiruvalluvar – Kautilya – Arthasasthra – Kalhana-Rajatarangini

### **UNIT - II**

Medieval Thinkers -Ziyouddin Barani - Ideal Polity- Abul Fazl- Views on Governance and Administration

### **UNIT - III**

Modern Thinkers - Rajaram Mohan Roy –M.G. Ranade – G.K. Gokhale – Mahatma Gandhi

### **UNIT - IV**

Radical Thinkers- Bal Gangadhar Tilak – Subramania Bharathi – V.O. Chidambaram – Aurobindo Ghosh

### **UNIT - V**

Egalitarian Thinkers- E.V.R. Periyar - B.R. Ambedkar

Socialist Thinkers: Ram ManoharLohia - Jayaprakash Narayanan

### **LEARNING RESOURCES**

#### **Recommended Books**

VishnooBhagwan, *Indian Political Thinkers*, Atma Ram& Sons, New Delhi, 1999Guha, RamachandraGuha, *Makers of Modern India*, Penguin India, New Delhi, 2012.

V.P. Varma, *Modern Indian Political Thought, Vol. II*, LaxmiNarainAgarwal, Agra, 2020

### **References**

BidyutChakrabarty, et. al., *Modern Indian Political Thought: Text and Context*, Sage Pub., New Delhi, 2009

M. Sharma, *Political Theory and Thought*, Anmol Publisher, New Delhi, 2004

V.R. Mehta, *Foundations of Indian Political Thought*, Taylor & Francis Exclusive, CBS Publishers & Distributors Pvt. Ltd., New Delhi, 2022

### Web Resources

<https://archive.org/details/in.gov.ignca.18749/page/n13/mode/2up>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe Kautilya's ideal of a State and administration.	K1
CO 2	Elucidate the ideas of Medieval thinkers like Barani and AbulFazal	K2
CO 3	Discuss the ideas of early modern thinkers like Raja Ram Mohan Roy, Ranade, Gokhale, Gandhi and Nehru.	K2
CO 4	Examine the ideas of radical political thinkers such as Bharathi and AurobindoGhosh	K2
CO 5	Evaluate the social impact of the ideas of Periyar and Ambedkar.	K5

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	2	3	2	3
CO 2	3	3	2	3	3	2	2	3
CO 3	3	3	3	3	3	2	2	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	2	3	2	3	3	3
Total	15	15	12	15	13	12	12	15
Average	3	3	2.4	3	2.6	2.4	2.4	3

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	3
<b>CO 2</b>	3	2	2	3	3
<b>CO 3</b>	3	2	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	13	12	15	15
<b>Average</b>	3	2.6	2.4	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: III**  
**Course Type: Generic Elective 3 (Optional)**  
**Contact Hours: 4 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Temple Architecture**  
**Course Code: GEC 3**  
**Credits: 3**  
**CE: 75**

### ***LEARNING OBJECTIVES:***

*To explain the evolution of temple architecture.*

*To demonstrate the Structure of the Temple, Iconography and Mudras.*

### **COURSE CONTENT**

#### **UNIT - I**

Evolution of Temple Architecture – Sangam Age –Iconography, Mudras

#### **UNIT - II**

Pallavas – Cave Temples – Monolithic Rathas – Structural Temples

#### **UNIT - III**

Pandya Architecture – Cave Temples – Monolithic Ratha at Kalugumalai – Structural Temples..

#### **UNIT - IV**

Chola – Architecture – Brahadeeswara Temple at Tanjore – Choleeswara Temple at Gangaikonda Cholapuram – Iravadeswara Temple at Dharasuram

#### **UNIT- V**

Vijayanagar Architecture – Soundararaja Perumal Temple at Thadikkombu – Meenakshi Amman Temple - Alagarkoil At Madurai And Srivilliputhur

### **BOOKS FOR REFERENCES**

- 1        *Dr.R.Venkatraman Indhiya Koil kattidakalai Enns Publications,Chennai,1983*
- 2        *M.Rajamanikannar Tamilaga Kalaigalum Kalvettukalum Poompukar Publications, Chennai, 2009.*
- 3        *P.Kothandaraman Indiya Kalaikal New Century BookHouse Pvt. Ltd, Chennai, 2009.*

4 Nagaswamy The Art of Tamilnadu Society for Archaeological Historical and Epigraphical Research, Madurai, 1979.

5 K.R. Srinivasan Cave Temple of the Pallavas Archaeological Survey of India, New Delhi, 1987.

6 C.Sivaramamurthi The Chola Temple Archaeological Survey of India, New Delhi, 1987

#### WEB RESOURE.

<https://youtu.be/nPEwh9fcsP0>  
<https://youtu.be/vWvIVvaUTss>  
<https://youtu.be/O-a9mcyAReQ>  
<https://youtu.be/TJUtlfC2fMM>  
<https://youtu.be/SyJGJJtkLco>

#### COURSE OUTCOMES:

*After the completion of the course the student will be able to*

CO.No	Statement	Knowledge
CO1	To define the structure of temples in Sangam age, Iconography and Mudras	K <sub>1</sub>
CO2	To identify the Rock Cut Temples and monolithic radhas of Pallavas	K <sub>3</sub>
CO3	To Justify the Pandya Architecture	K <sub>4</sub>
CO4	To analys the Chola Architecture	K <sub>4</sub>
CO5	To discuss the Vijayanagar Architecture	K <sub>6</sub>
CO6	To list out important temples of Tamilnadu	K <sub>1</sub>

#### Mapping of Course outcome with Pos

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	H	H	M	H	M	M
CO 2	H	H	M	H	M	M
CO 3	H	H	M	H	M	M
CO 4	H	H	M	H	M	M
CO 5	H	H	H	H	M	H
CO 6	H	H	M	H	H	M

- Measuring : H High:M –Medium: L- Low

**CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	3
<b>CO 2</b>	3	2	2	3	3
<b>CO 3</b>	3	2	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	13	12	15	15
<b>Average</b>	3	2.6	2.4	3	3

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

**sProgramme: B.A.,**

**Semester: III**

**Course Type: Skill Enhancement Course 4 (Entrepreneurial Skill)**

**Contact Hours: 1 hours / week**

**CIA: 25**

**Subject: History**

**Course: Entrepreneurship Development**

**Course Code: SEC4**

**Credits: 1**

**CE: 75**

### **Learning Objectives**

- Knowledge of traits of entrepreneurs and rural entrepreneurship
- Knowledge of starting a small industry and government subsidies
- Quality control and assurance techniques
- Understanding of elements of marketing
- Understanding of human behaviour and stress management

### **UNIT - I**

Entrepreneur: Traits and Functions – Innovation – Entrepreneurship motivation – Rural Entrepreneurship

### **UNIT - II**

Steps for starting a small industry: Identification of Business opportunity – Selection of Product – Government Subsidies and Incentives

### **UNIT - III**

Quality Assurance and Testing of Product – Total Quality Management – Quality Control and Assurance Techniques

### **UNIT - IV**

Elements of Marketing: Market Strategy – Packing and Advertisement – After Sales Service

### **UNIT - V**

Management of Self and understanding Human Behaviour – Stress Management – Social Responsibility and Business Ethics

### **LEARNING RESOURCES**

#### **Recommended Books**

P.C. Jain, *A Handbook for New Entrepreneurs*, Entrepreneurship Development Institute of India, OUP, New Delhi, 1998

S. Anil Kumar, et. al., *Entrepreneurship Development*, New Age Intl. Pvt. Ltd. Pub., New Delhi, 2003

S.S. Khanka, *Entrepreneurial Development*, S. Chand & Co. Ltd., New Delhi, 2020

Sangeeta Sharma, *Entrepreneurship Development*, PHI Learning Pvt. Ltd., Delhi, 2021

#### **References**

Jay Narayan Vyas, *Planning an Industrial Unit*, N.K. Vyas Family Trust, 1982

Udai Pareek and T. Venkateswara Rao, *Developing Entrepreneurship: A Handbook*, Learning Systems, New Delhi, 1978

### Web Resources

<http://www.startupindia.gov.in>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	List out the traits of an entrepreneur	K1
CO 2	Explain how to start small industry and related government subsidies	K2
CO 3	Describe how to market the products produced.	K2
CO 4	Explain the various quality assurance techniques	K2
CO 5	Examine the importance of human behaviour and stress management.	K4

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3	3

S-Strong(3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3

<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	15	15	15
<b>Average</b>	3	3	3	3	3

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: III**  
**Course Type: Skill Enhancement Course 5**  
**Contact Hours: 2 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Introduction to Management**  
**Course Code: SEC 5**  
**Credits: 2**  
**CE: 75**

### **Learning Objectives**

- Knowledge of computer components, word document and power point presentation.
- Knowledge of creating a word document.
- Ability to type a letter and CV in word document.
- Knowledge of slide creation in Power Point using pictures and videos
- Create a slide show presentation
- 

### **UNIT - I**

Nature and Scope of Management – Management Process – Managerial Skills and Managerial Levels – Management Principles

### **UNIT - II**

Marketing Management: Meaning of Marketing – Evolution of Marketing Concept – Marketing Mix Decision – Environmental Factors affecting Marketing Functions

### **UNIT - III**

Production Management: Scope and Significance – Plant Location – Plant Layout – Plant Maintenance

### **UNIT - IV**

Human Resource Management: Recruitment – Selection – Training – Performance Appraisal – Remuneration – Motivation

### **UNIT - V**

Financial Management: Scope – Functions – Cost – Volume – Profit Analysis – Capital Budgeting – Inventory Control – Capital Management

### **LEARNING RESOURCES**

#### **Recommended Books**

MorgenWitzel, *Management: The Basics*, Routledge, New York, 2004

#### **References**

C.B. Gupta, *Business Management*, Sultan Chand & Sons, New Delhi, 2012

P.C. Tripathi, *Personnel Management and Industrial Relations*, Sultan Chand & Sons, New Delhi, 2013

C.B. Gupta, *Human Resource Management*, Sultan Chand & Sons, New Delhi, 2018

C.B. Gupta, *Marketing Management*, Sultan Chand & Sons, New Delhi, 2018

C.B. Gupta, *Principles of Marketing*, Sultan Chand & Sons, New Delhi, 2019

### Web Resources

<https://www.business.com/articles/8-branches-of-business-management/>

<https://www.mmimert.edu.in/images/digital-library/the-basics-of-business-management-vol-i.pdf>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe the management principles.	K1
CO 2	Explain the various aspects of marketing management.	K2
CO 3	Demonstrate the significance production management.	K5
CO 4	Explain the principles of human resource management.	K2
CO 5	Demonstrate the utility of financial management.	K5

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	3	3	2	3	3	3
CO 2	3	3	2	3	3	3	3	3
CO 3	3	2	3	3	3	3	3	3
CO 4	3	3	2	3	2	3	3	3
CO 5	3	2	2	3	2	3	3	3
Total	15	12	12	15	12	15	15	15
Average	3	2.4	2.4	3	2.4	3	3	3

S-Strong(3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	2	3	3	3
CO 2	3	3	2	3	3
CO 3	2	3	3	2	3
CO 4	2	2	3	3	3
CO 5	3	3	2	3	3
Total	12	13	13	14	15
Average	2.4	2.6	2.6	2.8	3

S-Strong(3)

M-Medium (2)

L-Low (1)

**Programme: B.A.,**  
**Semester: III**  
**Contact Hours: 1 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Environmental Science**  
**Credits:**  
**CE: 75**

The Earth is an incredibly precious enigma. Environmental Activities for Students are necessary to encourage sustainability. Environmental Activity means any investigation, study, assessment, evaluation, sampling, testing, monitoring, containment, removal, disposal, closure, corrective action, remediation (regardless of whether active or passive), natural attenuation, restoration, bioremediation, response, repair, corrective measure, cleanup or abatement that is required or necessary under any applicable Environmental Law, including institutional or engineering controls or participation in a governmental voluntary cleanup program to conduct voluntary investigatory and remedial actions for the clean-up, removal or remediation of Hazardous Substances that exceed actionable levels established pursuant to Environmental Laws, or participation in a supplemental environmental project in partial or whole mitigation of a fine or penalty.

The students are to be engaged in Environmental activities such as:

- \* Start a Garden Club
- \* Plant Anything
- \* Go on a Nature Scavenger Hunt
- \* Recycle Waste Materials
- \* Start a Green Team
- \* Do Mini Greenhouse Craft
- \* Create Worm Farm
- \* Take Plastic Pledge
- \* Access the Wisdom of Local Community
- \* Hold an Energy-free (or Energy-Light) Day etc.

**Evaluation:**

The participation and performance of the students in Environmental activities will be assessed and best performers will be rewarded.

**Programme: B.A.,**  
**Semester: IV**  
**Course Type: Core Course - 7**  
**Contact Hours: 5 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Freedom Struggle in India**  
**Course Code: CC 7**  
**Credits: 5**  
**CE: 75**

### **Learning Objectives**

- Understanding of the role of the socio-religious movements in India
- Compare and contrast between the moderates and extremists
- Knowledge of Gandhi's leadership and transforming India's freedom struggle based on mass movements
- Constitutional provisions and legislations
- Knowledge of the causes and consequences of the Partition of India

### **UNIT- I**

Poliger revolt- South Indian Revolution – Vellore Mutiny- 1857 Mutiny, Queen's Proclamation – Transition from Company to Crown –Socio-Religious Reform Movements and National Awakening in the 19<sup>th</sup> Century

### **UNIT- II**

Indian National Movement: Indian National Congress: Moderates – Extremists – Partition of Bengal – Swadeshi Movement – Birth of Muslim League – Surat Congress – Minto-Morley Reforms – Communal Electorate - Home Rule Movement – Montague-Chelmsford Reforms – Dyarchy

### **UNIT - III**

Gandhian Era– Jallian wala Bagh Massacre – Non-Cooperation Movement – Swaraj Party – Simon Commission – Rise of Communist Party – Civil Disobedience Movement – Gandhi – Irwin Pact – Round Table Conference and the Communal Award –Act of 1935 – Provincial Autonomy –1937 elections – Cripps Mission

### **UNIT - IV**

Rise of the Left Politics – Rise and Growth of Revolutionary Movements – Social Reform Movements in the Twentieth Century – Role of Communists - Periyar E V Ramasamy.

### **UNIT - V**

Quit India Movement – Subash Chandra Bose and Indian National Army – Simla Conference – Cabinet Mission – Mountbatten Plan – Partition of India.

## **LEARNING RESOURCES**

### **Recommended Books**

Bipan Chandra, *History of Modern India*, Orient Black Swan Publications, New Delhi, 2012

Bipan Chandra., *Nationalism and Colonialism in Modern India*, New Delhi: Orient Blackswan Private Limited, New Delhi, 1981

Bipan Chandra, Amales Tripathi and Barun De, *Freedom Struggle*, National Book Trust, New Delhi, 2011

Bipan Chandra., *India's Struggle for Independence*, Penguin Random House, India, 2016

Kenneth W. Jones (eds), *The New Cambridge History of India: III.1 Socio Religious reform Movements in British India*, Cambridge University Press, 1989

Ranjan Chakrabarti., *A New History of Modern India: An Outline*, Surjeeth Publications, 2019

Sumit Sarkar., *Modern India 1885-1947*, Macmillan India Limited, New Delhi, 2000

M.P. Sivagananam – Viduthali Poratathil Tamilagam – 2 Volumes (in Tamil).

G. Venkatesan, *History of Freedom Struggle*, V.C. Publications, 2018.

## References

Aparna Basu, *Essays in the History of Indian Education*, Concept Publishing Co., New Delhi, 1982

Bala Jeyaraman, *Periyar: A Political Biography of EV Ramasamy*, Rupa and Co., 2013

Judith Margaret Brown, *Gandhi's Rise to Power*, Cambridge University Press, Cambridge, 1972.

Mushirul Hasan., *India's Partition: Process, Strategy and Mobilisation. (Themes in Indian History)*, Oxford University Press, New Delhi, 1997

Percival Spear, *The Oxford History of Modern India 1740-1947*, Clarendon Press, Oxford, 1965

Shekhar Bandyopadhyay, (ed)., *Nationalist Movement in India: A Reader*, Oxford University Press, New Delhi, 2008.

Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, Routledge, London, 2011

Web sources: <https://amritmahotsav.nic.in>

<https://www.mcrhrd.gov.in>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess the role of the socio-religious movements in India	K5

<b>CO 2</b>	Compare and contrast between the moderates and extremists	K4
<b>CO 3</b>	Elucidate Gandhi's leadership and transforming India's freedom struggle based on mass movements	K2
<b>CO 4</b>	Describe the Constitutional provisions and legislations for women	K1
<b>CO 5</b>	Discuss the causes and consequences of the Partition of India	K3

### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	3	3	2	3	3	3
<b>CO 2</b>	3	3	2	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	2	3	3	3
<b>Total</b>	15	15	13	15	12	15	15	15
<b>Average</b>	3	3	2.6	3	2.4	3	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	2	3	3	3
<b>CO 2</b>	3	3	2	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	2	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	13	14	15	15
<b>Average</b>	3	2.6	2.8	3	3

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**

**Semester: IV**

**Course Type: Core Course 8**

**Contact Hours: 5 hours / week**

**CIA: 25**

**Subject: History**

**Course: History of Modern Europe – 1789 – 1919 CE**

**Course Code:CC 8**

**Credits: 5**

**CE: 75**

### **Learning Objectives**

- Impart an Understanding of the stages of the French Revolution and the Life and contribution of Napoleon Bonaparte
- Create awareness about Napoleon's achievements
- Gain Knowledge of the unification of Italy and Germany
- Understand about the Eastern Question and disruption of peace in Europe
- Analyse the causes, course and consequences of the First World War

### **UNIT - I**

French Revolution: Causes – National Assembly – National Convention – Directory- Napoleon I - Napoleonic Wars– Continental System – Reforms – Code Napoleon.

### **UNIT - II**

Age of Metternich- The Congress of Vienna - 1815 -- The Holy and Quadruple Alliance- Concert of Europe - The Revolution of 1830 and 1848- Napoleon III

### **UNIT - III**

Unification of Germany – Bismarck's Blood and Iron policy – Unification of Italy - Mazzini – Garibaldi – Count Cavour – Victor Immanuel II

### **UNIT - IV**

Eastern Question – Greek War of Independence – Crimean War – Pan Slavism - The Russo Turkish War (1878) - The Congress of Berlin 1878.

### **UNIT - V**

Age of Armed Peace - The Triple Alliance and Triple entente- Balkan wars – First World War - US Entry into First World War – Treaty of Versailles

### **LEARNING RESOURCES**

#### **Recommended Books**

Blanning, T.C.W., *The Oxford Illustrated History of Modern Europe (1789-2022)*, Oxford University Press, New York,1996

Carlton, J.H. Hayes., *Modern Europe to 1870*, Macmillan, London,1953.

Carr,E.H., *International Relations between the Two World Wars(1919- 1939)*, Palgrave Macmillan, 1990

Crawley, C.W.,*The New Cambridge Modern History, (Vol- IX) War and Peace in an Age of Upheaval, 1793- 1830*, Cambridge University Press, Cambridge, 1965

David Thomson, *Europe since Napoleon*, Penguin Books Ltd., New Delhi, 1990

Hazen, C.D. *Modern Europe Since 1789*, S Chand & Co, New Delhi, 1998.

Rao, B.V., *History of Europe 1789-2002*, New Dawn Press, 2005.

## References

Albert S. Lindemann, *A History of Modern Europe: From 1815 to the Present*, Wiley-Blackwell, UK, 2013

Bertier de Sauvigny & Guillaume de., Translated by Peter Ryde, *Metternich and His Times*, Longman & Todd, London, 1962.

David S. Mason, *A Concise History of Modern Europe: Liberty, Equality, Solidarity*, Rowman & Littlefield Publishers Ltd., New York, 2011

Graham Ross, *The Great Powers and the Decline of European States System, 1914- 1945*, Longman, London, 1983

Lipson, E., *Europe in the 19th and 20th Centuries, 1815-1939*, Adam and Charles Black, London, 2018.

Mahajan, V.D., *History of Modern Europe, Since 1789*, S.Chand & Co. Publications, New Delhi, 1959.

Marriot, J.A.R., *A History of Europe from 1815 to 1939*, Methuen & Co., London, 1931.

Taylor, A.J.P., *The First World War: An Illustrated History*, Penguin Publications, London

Taylor, A.J.P., *The Struggle for Mastery in Europe 1848-1918*, Clarendon Press, Oxford, 1954.

## Web Resources

<https://web.ics.purdue.edu/~wggray/Teaching/His104/Lectures/Revln-Timeline.html>

<https://www.bl.uk/world-war-one>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess the legacy of French Revolution and the life and contribution of Napoleon	K5
CO 2	Discuss the Metternich system and its impact	K5
CO 3	Appreciate the efforts to bring peace in the post Napoleonic era and the unification of Italy and Germany	K2
CO 4	Describe the Eastern Question and spread of Nationalism in Eastern Europe	K1
CO 5	Elucidate the causes, course and consequences of the First World War	K2

## CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	3	3	2	3	3	3
<b>CO 2</b>	3	3	2	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3	2	3	3
<b>CO 4</b>	3	3	2	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	2	3	3	3
<b>Total</b>	15	15	13	15	12	14	15	15
<b>Average</b>	3	3	2.6	3	2.4	2.8	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### **CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	2	3	3	3
<b>CO 2</b>	3	3	2	3	3
<b>CO 3</b>	3	3	2	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	14	13	15	15
<b>Average</b>	3	2.8	2.6	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: IV**  
**Course Type: Generic Elective - 4**  
**Contact Hours: 3hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Modern Governments**  
**Course Code:GEC 4**  
**Credits: 3**  
**CE: 75**

### **Learning Objectives**

- Meaning and types of constitution.
- Different types of government viz., unitary, federal and quasi-federal.
- Powers and functions of Legislature.
- Powers and functions of Executive.
- Role and functions of Judiciary and the importance of Judicial Review.

### **UNIT - I**

Forms of Government – Constitution: Meaning, Purpose and Contents - Classification: Written and unwritten – Rigid and Flexible

### **UNIT- II**

State: Meaning and Features – Classification: Unitary – Federal – Quasi Federal – Theory of Separation of Powers.

### **UNIT - III**

Legislature: Types: Unicameral - Bicameral; Powers and Functions of legislature – Role of Political Parties

### **UNIT- IV**

Executive: Types: Parliamentary Form – Presidential Form – Powers and Functions of Executive – Merits and Demerits.

### **UNIT - V**

Judiciary: Rule of Law - Role and functions of Judiciary-Independence of Judiciary – Judicial Review

## **LEARNING RESOURCES**

### **Recommended Books**

A.C.Kapur, *Principles of Political Science*, S. Chand & Co, New Delhi, 2006

J.C. Johari, *Principles of Modern Political Science*, Sterling Pub. Pvt. Ltd., New Delhi, 2009

### **References**

Alan R.Ball, *Modern Politics and Government*, Palgrave Macmillan, London, 1993

K.C.Wheare, *Modern Constitutions*, Oxford University Press, London, 1966

Norman P. Barry, *An Introduction to Modern Political Theory*, Palgrave, Hampshire, 2000

Rajeev Bhargava and Ashok Acharya, ed., *Political Theory: An Introduction*, Pearson Longman, New Delhi, 2008

### Web Resources

<http://core.ac.uk/download/pdf/7048759.pdf>

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
CO 1	Describe the meaning and types of constitution.	K1
CO 2	Explain the different types of government.	K2
CO 3	List the powers and functions of the Legislature	K1
CO 4	Highlight the powers and functions of the Executive.	K4
CO 5	Evaluate the significance of Judicial Review.	K6

### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	3	3	2	3	3	3
<b>CO 2</b>	3	3	2	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	2	3	3	3
<b>Total</b>	15	15	13	15	12	15	15	15
<b>Average</b>	3	3	2.6	3	2.4	3	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	2	3	3	3
<b>CO 2</b>	3	3	2	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	2	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	13	14	15	15
<b>Average</b>	3	2.6	2.8	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**

**Semester: IV**

**Course Type: Generic Elective - 4 (Optional)**

**Contact Hours: 3 hours / week**

**CIA: 25**

**Subject: History**

**Course: History of Saivism and Vaishnavism**

**Course Code: GEC 4**

**Credits: 3**

**CE: 75**

**S**

**LEARNING OBJECTIVES:**

- To demonstrate principles of Saivism and Vaishnavism.
- To know the importance of Bakthimovement
- To impart knowledge on different methods of worship

**COURSE CONTENT**

**UNIT - I**

Concepts of Religion – Hinduism – God –Guru- Theeksha- Pranava Mantra – Soul – Types of Worship

**UNIT - II**

Origin and Growth of Saivism –Four great Saiva Saints – 63 Nayanmars- Saivite literature Devaram- ThirvasagamThiruththondarpuranam – Saiva Sastras – Thiruvuthiyar – Thirukukkalitturpadiyar – Siva Gnana Chithiyar – Siva Gnana Bodham.

**UNIT - III**

Origin of Vaishnavism –Brahmanas – Srutis and Smiritis – Vishnu in Epics – Vedas – Bghavad Gita – Vishnu Purana- Brahma Sutras- 10 Avatars of Vishnu – Nalayira Divaya Prabandam – Thiruppavai

**UNIT - IV**

Emergence of Bakthi Movement – Sankara – Ramanuja- – Matva – Saitanya – Meerabai – Thilagavathiyar – Managaiarkarasiyar – Katchiappar – Vageesar — 12 Alwars – Ramalinga.

**UNIT - V**

Temples – Structure of the Temples – Methods of Worship – Poojas– Rituals – Festivals..

**BOOKS FOR REFERENCES**

- 1 *NrJuhkd; . [p> jkpo;ehl;L rKjha gz;ghl;Lf; fiy tuyhW J.J Publications, Madurai.*
- 2 *ntq;l;uhkd; .Mh;. ,e;jpa Nfhapy; fl;blf; fiy tuyhW ENNES Publications, Madurai.*

3 nre;Jiu Kj;J jpUf;Nfhapy;fSk; topghl;L KiwfSk;

4 Kj;Jr;rhkpgps;is Nfh.K> Nfhapy; fsQ;rpak;  
Thanjavur.

Tamil University

5 Rajamanikkanar Saiva Samaya Valarchi

[https://youtube.com/watch?v=Ttwi\\_ScO55k&feature=share](https://youtube.com/watch?v=Ttwi_ScO55k&feature=share)

<https://youtu.be/3KQwJAPjgy8>

<https://youtu.be/sz-NcyNQbBA>

[https://youtu.be/9W\\_iw69r0kE](https://youtu.be/9W_iw69r0kE)

<https://youtu.be/Tstza8dWCPE>

### Course Outcomes:

*After the completion of the course the student will be able to*

CO.No	Statement	Knowledge
CO1	To remember the concept of religion	K1
CO2	To identify the origin and growth of Saivism	K3
CO3	To explain the origin of Vaishnavism	K2
CO4	To examine the emergence of bakthi movement	K4
CO5	To assess the structure of the temple	K5
CO6	To demonstrate the importance poojas and festivals	K3

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	3	3
CO 2	3	3	2	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	2	3	3	3	3	3
CO 5	3	3	3	3	2	3	3	3
Total	15	15	13	15	12	15	15	15
Average	3	3	2.6	3	2.4	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	2	3	3	3

<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	13	14	15	15
<b>Average</b>	3	2.6	2.8	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: IV**  
**Course Type: Skill Enhancement Course 6**  
**Contact Hours: 2 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Computer Training**  
**Course Code: SEC 2**  
**Credits: 2**  
**CE: 75**

### **Learning Objectives**

- Knowledge of computer components, word document and power point presentation.
- Knowledge of creating a word document.
- Ability to type a letter and CV in word document.
- Knowledge of slide creation in Power Point using pictures and videos
- Create a slide show presentation

### **UNIT - I**

Components of a Computer – Hardware – Software – Printing

### **UNIT - II**

Creating a New Document – Open and Close Document – Delete a File – Save a File – Cut, Copy and Paste

### **UNIT - III**

Typing a letter and Curriculum Vitae

### **UNIT - IV**

Power Point Presentation – Slide Creation – Inserting Pictures, Tables, Videos

### **UNIT - V**

Developing skills in Designing: Brochures – Presentation – Newsletter – Videos - Websites

## **LEARNING RESOURCES**

### **Recommended Books**

Dan Gookin, *Word 2019 for Dummies*, For Wiley, New Jersey, USA, 2018

Doug Lowe, *Power Point 2019 for Dummies*, Wiley, New Jersey, USA, 2018

J. Jha, et. al., *Elements of Computer Science*, Narosa Publishing House, 2001

### **References**

Rajaraman, A., *Computer Graphics with Multimedia*, Alpha Science Intl. Ltd., 2009

### **Web Resources**

<https://www.geeksforgeeks.org/introduction-to-microsoft-word/>

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Describe the computer components.	K1
<b>CO 2</b>	Explain how to create and save a word document	K2
<b>CO 3</b>	Demonstrate how to use word document by typing a CV or a letter.	K5
<b>CO 4</b>	Explain how to create a Power Point presentation.	K2
<b>CO 5</b>	Demonstrate a slide show presentation using Power Point.	K5

### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	2	2	3	3	2	2	3	3
<b>CO 2</b>	2	2	2	3	3	2	3	2
<b>CO 3</b>	2	2	3	3	3	2	3	3
<b>CO 4</b>	2	2	2	3	3	2	3	2
<b>CO 5</b>	2	2	3	3	2	2	3	3
<b>Total</b>	10	10	13	15	12	10	15	13
<b>Average</b>	2	2	2.6	3	2.4	2	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	2	3	3	3
<b>CO 2</b>	2	3	2	3	3
<b>CO 3</b>	2	3	3	3	3
<b>CO 4</b>	2	2	3	3	3
<b>CO 5</b>	2	3	3	3	3
<b>Total</b>	10	13	14	15	15
<b>Average</b>	2	2.6	2.8	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**

**Semester: IV**

**Course Type: Skill Enhancement Course 7**

**Contact Hours: 2 hours / week**

**CIA: 25**

**Subject: History**

**Course: Tourism and Hotel Management**

**Course Code: SEC 7**

**Credits: 2**

**CE: 75**

### **Learning Objectives**

- Understanding of the various aspects of Hotel Industry
- Knowledge about the classification of Hotels and supplementary accommodations
- Knowledge about the functions of the Front office
- Understanding the uses of Computers in the Hotel Industry

### **UNIT - I**

Introduction to hotels - History of Hotels – Types of Hotels– Traditional and Supplementary Accommodation- Classification - Grading and Categorization

### **UNIT - II**

Major International Hotel Chains and Hotel chains of India - Federation of Hotel and Restaurant Association of India (FHRAI) International Hotel and Restaurant Association (IH and RA)

### **UNIT-III**

Menu Patterns and Food Services -Types of Menus - Banquet – Transport catering – Industrial catering– Welfare catering -Beverage Services

### **UNIT-IV**

Front Office - Definition -Functions and importance of Front Office- Lobby- Reception counter- Help Desk -Etiquette - Guest Handling - Guest Cycle- Reservation-Types - Methods - – Registration Procedure -Guest arrival – Pre - registration – Receiving Guests - Bell desk function – Departure Procedure - Night Auditing

### **UNIT-V**

Computers in Hotels – Computer Reservation System – Global Distribution System Transformation of Hospitality Industry - Future of Hotel Industry

## **LEARNING RESOURCES**

### **Recommended Books**

1. Bhatnagar, S.K., Front Office Management, Frank Bros & Co, 2005.
2. Bhatia A.K., International Tourism Fundamentals and Practices, Sterling Publication Private Limited, 2002

3. Chakravarti, B.K, Concepts of Front Office Management, APH Publishing Corporation, 2008.
4. Mohammed Zulfiker, Tourism and Hotel Industry, Vikas Publishing House Pvt Limited, 1998
5. Sudhir Andrews, Hotel Tourism and Hospitality Management, Tata McGraw-Hill Education, 2000.

## References

1. Andrews, Sudhir, Food and Beverage Service, New Delhi, 1991.
2. ChandaAshik C, Hotel Tourism and Catering Management, New Delhi, 2009.
3. Dhawan, Vijay, Food and Beverage Service, Noida, 2010.
4. Graham Bruce, Hotel and Catering Management, New Delhi, 1991.
5. Zulfiker Mohammed., Tourism and Hotel Industry, New Delhi, 1998.

## Web Sources

1. <https://www.uou.ac.in/sites/default/files/slm/HM-202.pdf>
2. <https://ihmshimla.org/wp-content/uploads/2020/03/Unit-1-TARIFF-STRUCTURE-FO-Notes-By-Priya-Sharma-March-2020.pdf>
3. <https://setupmyhotel.com/train-my-hotel-staff/front-office-training/76-classification-of-hotels.html>
4. <https://setupmyhotel.com/train-my-hotel-staff/front-office-training/131-the-guest-cycle-in-hotel.html>
5. <https://www.hotelmanagementtips.com/types-of-food-service-styles/>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe the salient features of the Hotels	K1
CO 2	Elaborate the Structure and Functions of the various sections of the Hotels	K2
CO 3	Explain the Hotel chains and important Hotel Organisations	K2
CO 4	Explain the Structure and Functions of the Front office	K2
CO 5	Discuss the uses of computers in Hotels	K2

## CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	2	2	3	3	2	2	3	3
CO 2	2	2	2	3	3	2	3	2
CO 3	2	2	3	3	3	2	3	3
CO 4	2	2	2	3	3	2	3	2
CO 5	2	2	3	3	2	2	3	3
Total	10	10	13	15	12	10	15	13
Average	2	2	2.6	3	2.4	2	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	2	3	3	3
<b>CO 2</b>	2	3	2	3	3
<b>CO 3</b>	2	3	3	3	3
<b>CO 4</b>	2	2	3	3	3
<b>CO 5</b>	2	3	3	3	3
<b>Total</b>	10	13	14	15	15
<b>Average</b>	2	2.6	2.8	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: IV**  
**Contact Hours: 1 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Environmental Science**  
**Credits: 2**  
**CE: 75**

### **Learning Objectives:**

After completing the course, students will be able to:

- Demonstrate an integrative approach to environmental issues with a focus on sustainability;
- Use critical thinking, problem-solving, and the methodological approaches of the social sciences, natural sciences, and humanities in environmental problem solving;
- Communicate complex environmental information to both technical and non-technical audiences
- Understand and evaluate the global scale of environmental problems and
- Reflect critically on their roles, responsibilities, and identities as citizens, consumers and environmental actors in a complex, interconnected world.

## **COURSE CONTENT**

### **Unit – I: The Environment:**

The Atmosphere, Hydrosphere, Lithosphere, Biosphere, Ecology, Ecosystem, Biogeochemical Cycle (Carbon Cycle, Nitrogen Cycle),

### **Unit – II: Environment Pollution:**

Air Pollution, Water Pollution, Soil Pollution, Radiation Pollution.

### **Unit – III: Population Ecology:**

Individuals, Species, Pollution, Community, Control Methods of Population, Urbanization and its effects on Society, Communicable Diseases and its Transmission, Non-Communicable Diseases.

### **Unit- IV: Environmental Movements in India:**

Grassroot Environmental movements in India, Role of women, Environmental Movements in Tamil Nadu, State Pollution Control Board, Central Pollution Control Board.

### **Unit –V Natural Resources:**

Conservation of Natural Resources, Management and Conservation of Wildlife, Soil Erosion and Conservation, Environmental Laws: Water Act, 1974, Air Act, 1981, The Wildlife (Protection) Act, 1972, Environment Protection, 1986, Natural Disasters and their Management.

**References:**

Dr Bharucha Erach, Text Book of Environmental Studies for UG Course, University Press (India) Pvt. Ltd.

Dr Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380 013, India.

Katyal Timi & Satake M., Environmental Pollution, Anmol Publication Pvt. Ltd, New Delhi.

G. R. Chhatwal, M. C. Mehra, M. Satake, T. Katyal & Mohan V., Environmental Radiation and Thermal Pollution and their control, Anmol Publications, New Delhi.

R. C. Brunner, Hazardous Waste Incineration, Mc Graw Hill Inc.

K. C. Agarwal, Environmental Biology, Nidi Publishing Ltd, Bikaner.

R. N. Basu (Editor), Environment Calcutta University, Kolkata.

**Programme: B.A.,**

**Subject: History**

**Semester: V**

**Course: History of the World 1919-1991**

**Course Type: Core Course 9**

**Course Code: CC 9**

**Contact Hours: 5 hours / week**

**Credits: 4**

**CIA: 25**

**CE: 75**

### **Learning Objectives**

- Understanding of the impact of Fascism and Nazism.
- Factors that led to the emergence of Cold War and its various phases.
- The nature of the anti-colonial struggle and the decolonization process in Afro-Asian countries.
- The rise of Arab nationalism and the Israel-Palestinian Wars.
- The causes and consequences of decline of the Soviet Union.

### **UNIT – I**

Impact of World War I- League of Nations– Russian Revolution- Great Depression its impact- Fascism and Nazism

### **UNIT – II**

Events leading to World War II- UNO - Post World War Settlements - Cold War Developments

### **UNIT - III**

Anti-Colonial Struggles and Decolonization Process in Asian and African countries – Indonesia, Indo-China, Philippines- West Asia & Africa

### **UNIT – IV**

Chinese Revolution of 1949- US and Latin America in the Cold War Era– Arab Nationalism and Israel-Palestinian Wars.

### **UNIT – V**

Decline of Soviet Union: Causes and Consequences

## **LEARNING RESOURCES**

### **Recommended Books**

Andrew Porter, *European Imperialism*, Palgrave, 1994.

Anthony Wood, *Europe 1815 – 1945*, Longman, 1984.

Basil Davidson, *Africa in Modern History*, Longman, 1994.

Chris Warren, *A Peoples History of the World*, Book Marks, 1999

DilipHiro, *Inside the Middle East*, Routledge, 1982.

Hobsbawn, E.J., *Age of Extremes*, Vintage Books, 1994.

Hourani, A., *A History of The Arab People*, Faber and Faber, 1991

Taylor, A.J.P., *The Origins of Second World War* Penguin Books, New York, 1963.

### References

Andre Gunder Frank, *Capitalism and Under Development in Latin America*, Monthly Review Press, 1967.

Carr, E.H., *International Relations between the two World Wars 1919-1939*, Palgrave, 2004.

Edward Said, *The Question of Palestine*, Routledge&Kegan Paul, 1980.

Howard Zinn, *A People's History of American Empire*, Metropolitan Books, 2008

### Web Resources

<http://www.worldhistory.org>

<http://khanacademy.org>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Discuss the impact of Fascism and Nazism in the interwar years.	K2
CO 2	Examine the factors that led to the Cold War and describe its various stages.	K4
CO 3	Examine the nature of anti-colonial struggle in the Afro-Asian countries.	K4
CO 4	Discuss the impact of Arab nationalism and describe the Israel-Palestine Wars.	K4
CO 5	Discuss the causes and consequences of decline of the Soviet Union.	K2

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
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<b>CO 1</b>	3	3	2	3	2	2	3	3
<b>CO 2</b>	3	3	2	3	2	2	3	3
<b>CO 3</b>	3	2	3	3	2	2	3	3
<b>CO 4</b>	3	3	3	3	2	2	3	3
<b>CO 5</b>	3	2	3	3	2	2	3	3
<b>Total</b>	15	13	13	15	10	10	15	15
<b>Average</b>	3	2.6	2.6	3	2	2	3	3
<b>S-Strong(3)</b>			<b>M-Medium (2)</b>			<b>L-Low (1)</b>		

### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	2	3	3	3
<b>CO 2</b>	3	3	2	3	3
<b>CO 3</b>	3	2	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	13	13	15	15
<b>Average</b>	3	2.6	2.6	3	3
<b>S-Strong(3)</b>		<b>M-Medium (2)</b>		<b>L-Low (1)</b>	

**Programme: B.A.,**  
**Semester: V**  
**Course Type: Core Course 10**  
**Contact Hours: 5 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Selected Themes in History of USA**  
**Course Code: CC 10**  
**Credits: 4**  
**CE: 75**

### **Learning Objectives**

- Impart knowledge about the issue of slavery, its abolition, the Civil War and reconstruction.
- Create awareness of the westward movement and industrialization and their consequences
- Understand the USA's efforts to become an imperialist and joining First World War
- Understand the transformation of USA as a world power and the setting of a bi-polar world
- Impart knowledge about America's multi-culturalism and the war on terrorism

### **UNIT - I**

Sectional Conflict - Civil War- Abraham Lincoln – Reconstruction (1865-1877) – The Civil Rights Act- 14<sup>th</sup> Amendment - Carpet Baggers – Scalawags – Black Codes

### **UNIT - II**

Westward Expansion (1860-1900) -Industrialization and the Rise of Big Business – Growing Pains of Urbanization (1870-1900) -Politics in the Gilded Age.

### **UNIT - III**

The Progressive Era – McKinley- Spanish American War -T. D. Roosevelt - Square Deal- William Howard Taft - Dollar Diplomacy –Woodrow Wilson – New Freedom – World War I

### **UNIT - IV**

Inter War Years - Great Depression – Franklin D. Roosevelt – New Deal -World War II -USA becomes a World Power -Cold war – Truman Doctrine - Eisenhower– John F. Kennedy – Lyndon B. Johnson - Civil Rights Movement – Martin Luther King - Richard Nixon – Vietnam War

### **UNIT - V**

Contemporary USA - Jimmy Carter, Ronald Reagan – George Herbert Walker Bush. – Bill Clinton – George Walker Bush – War on terrorism - Barrack Obama – Multiculturalism - Popular culture - The Afro- Americans Experience - Hispanics and Asians.

## **LEARNING RESOURCES**

### **Recommended Books**

Arnold S. Rice and John A Krout, *United States History From 1865*, Harper Collins College, New York, 1991.

Henry B. Parkes, *The United States of America*, Scientific Book Agency, Calcutta, 1968.

Jack Lane, Maurice O' Sullivan., *A Twentieth-Century American Reader*, USIA, Washington DC, 1999.

Howard Cincotta., (Ed.) *An Outline of American History*, USIS Publication, United States Information Agency, 1994.

Subramanian, N., *A History of the USA*, Ennes Publications, Udumalpet, 1995.

Thomas S. Kidd., *American History 1877 to Present - B&H Academic*, 2019.

### References

Douglas K. Stevenson, *American life and Constitution*, USIA, Washington D.C. 1998.

George Brown Tindall with David E. Shi., *'America, A Narrative History, Vol. I & II*,

Howard Zinn., *A People's History of The United States*, Harper and Row, Harper Collins, U.S.A., 1990.

Thomas S.Kidd., *American History-Combined Edition:1492 to Present—B&H Academic*, 2019.

### Web Resources

<https://besthistorysites.net/american-history/>

<https://www.nypl.org/about/divisions/milstein/internet-resources/us-history>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess USA's efforts to abolish slavery and reconstruction of the South post-Civil War	K 5
CO 2	Discuss about the Westward movement and rise of big business and its consequences	K3
CO 3	Describe US attempts to become imperialist and its involvement in the First World War	K1
CO 4	Evaluate the transformation of US as a world power and its role in the Cold War	K5
CO 5	Elucidate America's multiculturalism and politics over War on Terrorism	K4

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	3	2	2	3	3
<b>CO 2</b>	3	3	2	3	2	2	3	3
<b>CO 3</b>	3	2	3	3	2	2	3	3
<b>CO 4</b>	3	3	3	3	2	2	3	3
<b>CO 5</b>	3	2	3	3	2	2	3	3
<b>Total</b>	15	13	13	15	10	10	15	15
<b>Average</b>	3	2.6	2.6	3	2	2	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	2	3	3	3
<b>CO 2</b>	3	3	2	3	3
<b>CO 3</b>	3	2	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	13	13	15	15
<b>Average</b>	3	2.6	2.6	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: V**

**Subject: History**  
**Course: (Reginal History – History of Chennai)**  
**For University of Madras**

**Course Type: Core Course 11**  
**Contact Hours: 5 hours / week**  
**CIA: 25**

**Course Code: CC 11**  
**Credits: 4**  
**CE: 75**

### **Learning Objectives**

- History of the region
- Knowledge of the advent of Europeans and development of the city.
- Knowledge of the growth of educational and health facilities in Chennai.
- The origin and growth of industry and trade union movement in Chennai.
- Knowledge of the nationalist politics in Chennai.

### **UNIT - I**

Early History of Madras – Consolidation of the British rule in Madras - Establishment of Madras City – Formation of Madras Presidency–Fort St. George - Thomas Pitt - Elihu Yale - Thomas Munro –Ripon – Penny Cuick.

### **UNIT - II**

Administration – Chennai Corporation –Police – Banking – Industries: Parry’s – Spencer’s – Addison & Co. – P. Orr & Sons – Trade Union Movement in Madras

### **UNIT - III**

Education –Formal Education - Elementary Education – Higher Education – Technical – Engineering – Non-Technical - University of Madras – Arts and Science Colleges – Medical Education – Women Education

### **UNIT - IV**

Cultural Renaissance in Chennai – Art–Music – Dance – Drama – Cinema – Theatre – Business Houses –Tamil Isai - Cultural Organisation – Press- English and Vernacular – Chennai’s Architectural Heritage

### **UNIT V**

Development of Transportation – Tramways – Roadways — Railways –Airways – Buckingham Canal – Chennai Port Trust.

### **LEARNING RESOURCES**

#### **Recommended Books**

- B.S. Baliga, Administration of Madras Presidency, Vols. 1 & 2, Government Press, 1935
- C.S. Srinivasachariar, *History of the City of Madras*, P. Varadachary Co., Madras, 1989
- K.R.A. Narasiah, *Madras: Tracing the Growth of the City since 1639*, Oxygen Books, 2008
- P. Rajaraman, *Chennai through the Ages*, Poompozhi, Chennai, 1997

S. Muthiah, *Madras Discovered*, East West, Chennai, 1992

S. Muthiah, *Madras Rediscovered*, East West, Chennai, 2018

### References

Chiranjeevi J. Nirmal, *Madras Perspectives: Explorations in Social and Cultural History*, Institute of Indian and International Studies, Madras, 1992.

K.V.Raman, *Early History of the Madras Region*, AmudhaNilayamPvt. Ltd., Madras, 1959

Madras Tercentenary Celebration Committee, *The Madras Tercentenary Commemoration, Volume*, Oxford University Press, Madras, 1939

N.S. Ramaswami, *The Founding of Madras*, Orient Longman. Madras 1977

### Web Resources

<http://chennai.nic.in/history>

<http://sudhoganga.inflibnet.ac.in-originandgrowthofmadras>

<https://www.madrasmusings.com>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Trace the history of the region from prehistoric times.	K1
CO 2	Describe the advent of the Europeans and the origin and growth of the city of Chennai.	K1
CO 3	Describe the history of education and health in Chennai.	K1
CO 4	Outline the growth of industries in Chennai and the impact of labour movement.	K1
CO 5	Describe the nationalist movement in the city of Chennai.	K1

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	2	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	2	3	2	3
CO 5	3	3	3	3	2	3	3	3
Total	15	15	15	15	10	13	13	15
Average	3	3	3	3	2	2.6	2.6	3

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	2	3	3	3
<b>CO 2</b>	3	3	2	3	3
<b>CO 3</b>	3	2	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	13	13	15	15
<b>Average</b>	3	2.6	2.6	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**

**Semester: V**

**Contact Hours: 5 hours / week**

**CIA: 25**

**Subject: History**

**Course: Project with Viva Voce (Individual Project )**

**Credits: 4**

**CE: 75**

**Learning Objective:**

Other than class room teaching through theory and practical lectures, internships, field visits, assignments and seminars, the learners are put in the practice of doing research at the Under-Graduation level itself.

**Methodology:**

Every individual learner has to carry out a minor research work

The area of focus can be related to the core subjects

Inter-disciplinary research works are encouraged.

The project work must retain its originality and avoidance of plagiarism is mandatory

**Evaluation Pattern:**

After completion of eighty percent of the working days in the concerned semester, the candidate has to submit the research/ project work to the Examination section of the institution for evaluation.

The final product of the research work must be duly signed by the candidate, the Research Supervisor and the Head of the Department

The Examination section of the institution will fix a date for Viva-voce examination. Each individual has to appear for the Viva-voce.

**Allocation of Marks:**

CIA – 25 marks

The research supervisor will award the marks assessing the performance of the researcher throughout the process of research

Viva-voce – 75 marks

The student will appear for Viva-voce examination. The examiner will assess the quality of the research, subject knowledge and the presentation of the learner.



**Programme: B.A.,**  
**Semester: V**  
**Course Type: Discipline Specific Elective 1**  
**1**  
**week**  
**CIA: 25**

**Subject: History**  
**Course: Elements of Human Rights**  
**Course Code: DSE**  
**Contact Hours: 4 hours /**

**Credits: 3**

**CE: 75**

### **Learning Objectives**

- Understanding of the origin and development of human rights
- Importance of the UDHR
- Understanding of the role of NGOs in safeguarding the human rights
- Understanding the importance of NHRC and SHRC in protecting human rights
- Knowledge of the human rights issues of women, child and labourers.

### **UNIT -I**

Origin and Development of Human Rights: Magna Carta (1215) – Peace of Westphalia (1648) – Bill of Rights in England (1689) – Declaration of the Rights of Men and Citizen (1789) – Bill of Rights in USA (1791) – Definition and Classification of Human Rights: Civil – Political – Religious

### **UNIT - II**

United Nations and Human Rights Institutions: Universal Declaration of Human Rights (UDHR) – International Covenant on Civil and Political Rights (ICCPR) – International Covenant on Economic, Social and Cultural Rights (ICESCR) – International Convention on the Elimination of Racial Discrimination (ICERD) – International Convention on the Elimination of Discrimination against Women (CEDAW) – Convention on the Rights of the Child (CRC)

### **UNIT - III**

Human Rights International Non-Governmental Organizations (NGOs): The International Committee of Red Cross – Amnesty International – Human Rights Watch – International Commission of Jurists

### **UNIT - IV**

Human Rights in India: Constitutional Guarantees – Fundamental Rights – Directive Principles of State Policy – National Human Rights Commission (NHRC) – State Human Rights Commission (SHRC) – Human Rights Violations

### **UNIT - V**

Women's Rights: Right to Inheritance – Divorce – Remarriage – Child Rights: Right to Education and Child Labour – Workers' Rights: Right to form Associations – Rights of Refugees and Migrants

## LEARNING RESOURCES

### Recommended Books

C.J. Nirmal, *Human Rights in India: Historical, Social and Political Perspectives*, OUP, 2000

DebaratiHaldar, et. al., *Advancement of Human Rights in India: Contemporary and Emerging Challenges*, Sage Publications, 2021

H.O. Agarwal, *Human Rights*, Central Law Publications, 2020

H.O. Agarwal, *International Law and Human Rights*, Central Law Publications, 2020

Julie A. Mertus, *The United Nations and Human Rights: A Guide for a New Era*, Routledge, 2005

SatwinderJuss, ed., *Human Rights in India*, Manohar Publishers and Distributors, 2020

### References

Thomas Cushman, *Handbook of Human Rights*, Routledge, 2013

### Web References

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

<https://www.ohchr.org/en/what-are-human-rights>

<https://nhrc.nic.in/>

<http://www.shrc.tn.nic.in/>

CO No.	Course Outcomes	Cognitive Level
	<i>The students on completion of the course will be able to:</i>	
CO 1	Trace the origin and development of human rights	K1
CO 2	Evaluate the contribution of UN towards protection of human rights	K5
CO 3	Discuss the role of NGOs in safeguarding human rights.	K3
CO 4	Evaluate the role of human rights institutions in India.	K5
CO 5	Describe the human rights issues of the marginalized sections of the society.	K1

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	3	3	2	3	3	3
<b>CO 2</b>	3	3	3	3	2	3	2	3
<b>CO 3</b>	3	3	3	3	2	3	2	3
<b>CO 4</b>	3	3	3	3	2	3	2	3
<b>CO 5</b>	3	3	3	3	2	3	3	3
<b>Total</b>	15	15	15	15	10	15	13	15
<b>Average</b>	3	3	3	3	2	3	2.6	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	2	3	3	3
<b>CO 2</b>	3	3	2	3	3
<b>CO 3</b>	3	2	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	13	13	15	15
<b>Average</b>	3	2.6	2.6	3	3

**S-Strong (3)M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: V**  
**Course Type: Discipline Specific Elective 2**  
**Contact Hours: 4 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Women Studies**  
**Course Code: DSE 2**  
**Credits: 3**  
**CE: 75**

### **Learning Objectives**

- Understand the gender perspective in all domains of knowledge in India
- Realization of the role of education for women empowerment.
- Knowledge about the economic participation of women.
- Awareness about the Constitutional provisions and legislations for Women.
- Motivation among women students to be active stakeholders in the process of nation building

### **UNIT - I**

Women Empowerment – Meaning – Nature- Concept and Strategies– Classification and dimensions of Women Empowerment - Role of women in freedom struggle

### **UNIT - II**

Social Empowerment – Women’s Education –Women and Health - Contribution of Periyar, Bharathiar, Bharathidhasan, Periyar-Annadurai, Karunanidhi, MGR, Jayalalitha towards women empowerment

### **UNIT - III**

Economic Empowerment – Participation of Women– Organised and Unorganised sectors – Women Self-Help Groups – ICT and Women.

### **UNIT - IV**

Political Empowerment of Women in India – Women Leaders–Constitutional and Legal Provisions for Women Empowerment – Impact of Legislations.

### **UNIT - V**

Women education- Women legislators-Developmental Schemes and Programmes for Women Empowerment – - Developmental schemes for women by Government of Tamil Nadu

## LEARNING RESOURCES

### Recommended Books

Geraldine Forbes, Women in Modern India, Cambridge University Press, UK, 2009.

Government of India, *Towards Equality — Report of the Committee on the Status of Women in India*. New Delhi: Department of Social Welfare, Ministry of Education and Social Welfare, New Delhi, 1975.

Neera Desai, Women in Modern India, Asia Book Corporation, Amer, 1977

Promilla Kapur, Empowering Indian Women, Ministry of Information and Broadcasting, Government of India, New Delhi, 2001

Raj Kumar (Ed.), Women and Law, Anmol Publications Private Limited, New Delhi, 2000

Thara Bhai L., Women's Studies in India, APH Publishing Corporation, New Delhi, 2000

### References

Jana Matson Everett, Women and Social Change in India, Heritage Publishers, New Delhi, 1981

Nagar. N.S., Empowerment of Women, Vista International Publishing House, Delhi, 2008

Pandey. A.K., Emerging Issues in the Empowerment of Women, Anmol Publications, New Delhi, 2002

Prasanna Kumar (Ed.), Empowering Society, The GuruKul Lutheran Theological college and Research Institute, Chennai, 1995.

Shailaja Nagendra, Women's role in Modern World, ABD Publishers, Jaipur, 2008

### Web Resources

<http://www.archives.gov>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Evaluate the gender perspective in all domains of knowledge in India	K5
CO 2	Assess the role of education for women empowerment	K5
CO 3	Discuss the role of women in economic development	K2
CO 4	Describe the Constitutional provisions and legislations for women	K1
CO 5	Elucidate the policies brought in by the government for motivating women	K2

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	2	3	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	2	3	2	3
<b>CO 3</b>	3	2	3	3	2	3	2	3
<b>CO 4</b>	3	3	3	3	2	3	2	3
<b>CO 5</b>	3	3	3	3	3	3	3	3
<b>Total</b>	15	13	15	15	12	15	13	15
<b>Average</b>	3	2.6	3	3	2.4	3	2.6	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	2	3	3	3
<b>CO 2</b>	3	3	2	3	3
<b>CO 3</b>	3	2	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	13	13	15	15
<b>Average</b>	3	2.6	2.6	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: V**  
**Course Type: Discipline Specific Elective 3**  
**Contact Hours: 4 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: History of Dravidian Movement**  
**Course Code: DSE 3**  
**Credits: 3**  
**CE: 75**

### **Learning Objectives**

- Understanding the Growth of Socio-Political Movements of the 20<sup>th</sup> Century
- Comprehend the Dravidian Movement and its growth in Tamil Nadu
- Knowledge about Justice Party and its administration and Periyar's ideology
- Comprehend the evolution of DK and DMK
- Awareness about the impact of the Dravidian Movement In Tamil Nadu

### **UNIT- I**

Madras Mahajana Sabha – Dravida Sangam – foundation of the South Indian Liberal Federation- Dr.Natesan- Dr T.M. Nair- Sir Pitty Theagaraya Chetty.

### **UNIT- II**

Rise of Justice Party – Non-Brahmin Manifesto - Non-Brahmin Movement– Justice Party Government-Administration – Communal G.O.- education and employment for non-Brahmins- women employment and Other reforms.

### **UNIT- III**

Periyar E.V.Ramasamy – Self-Respect Movement – Formation of Dravidar Khazagam.

### **UNIT- IV**

Dawn of Dravida Munnetra Khazagam – Anti- Hindi Agitations and - C.N Annadurai's Ministry – naming Madras State as Tamilnadu – two language formula -self-respect marriages Act Kalaingar M. Karunanidhi's Administration - Social Welfare measures-education, agriculture and industrial development- women empowerment schemes.

### **UNIT- V**

Formation of AIADMK – M.G. Ramachandran – Welfare measures – J. Jayalalitha Rule - Welfare Schemes- Impact of Dravidian Movement – socio-economic, educational and cultural development in Tamil Nadu

### **LEARNING RESOURCES**

#### **Recommended Books**

Eugene F. Irschick, *Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929*, University of California Press, California, 1969

Hardgrave Jr., R.L., *The Dravidian Movement*, Popular Prakasam, 1965

K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982

M.S.S. Pandian, *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, New Delhi, 2016

N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976

NambiAarooran, *Tamil Renaissance and Dravidian Nationalism 1905-1944*.Koodal Publishers, Madurai,1990

Rajaram, P., *The Justice Party – A Historical Perspective, 1916-1937*, Poompozhi Publishers, Madras,1988

Ramaswamy.A, *ThakalaThamizhnattuvaralaru*, New Century book House, Chennai,2018 (Tamil)

### References

Baker. C.J, *Politics of South India*,1920-1937, Cambridge, 1974

EugeneF.Irschick, *Tamil revivalism in 1930s*, Cre-A, Madras,1986

EugeneF.Irschick, *Dialogue on History-Constructing South India(1795-1895)*,Oxford University Press, New Delhi, 1994

Rajaram. P., *Chennai Through the Ages*, Poompozhi Publishers, Chennai, 1997

Washbrook, D.A., *South India, Political Institutions and Political Change from 1880 to 1940*, MacMillan& Co.,1975

### Web Resources

[https://www.mids.ac.in/assets/doc/WP\\_120.pdf](https://www.mids.ac.in/assets/doc/WP_120.pdf)

<https://repositories.lib.utexas.edu/handle/2152/88016>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Examine the Growth of Nationalism as response to British Colonial Rule in Burma and Malaya	K3
CO 2	Explain French Colonial Administration and the Nationalist response in Vietnam and Analyse the Monarchic al State in Thailand	K2
CO 3	Trace the Emergence of Dutch Colonialism in Indonesia and Nationalist Uprising	K1
CO 4	Assess the Spanish Colonialism and US Colonialism in Philippines	K5
CO 5	Compare the effects of Japanese Invasion in South East Asian Nations and Post-War Nationalism	K4

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	3	3	3	2	3	3
<b>CO 2</b>	3	3	3	3	2	3	2	3
<b>CO 3</b>	3	3	3	3	2	2	2	3
<b>CO 4</b>	3	3	3	3	2	2	2	3
<b>CO 5</b>	3	3	3	3	3	3	3	3
<b>Total</b>	15	15	15	15	12	12	13	15
<b>Average</b>	3	3	3	3	2.4	2.4	2.6	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	2	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	15	13	15	15
<b>Average</b>	3	3	2.6	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: VI**  
**Course Type: Discipline Specific Elective 4**  
**Contact Hours: 4 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: History of Revolutions**  
**Course Code: DSE 4**  
**Credits: 3**  
**CE: 75**

### **Learning Objectives**

- Understanding of the causes and consequences of the American Revolution
- Knowledge of the causes and impact of the French Revolution
- Understanding of the impact of Marxism and role of Lenin in the Russian Revolution
- Understanding of the Chinese Revolution
- Knowledge of the Iranian Revolution

### **UNIT - I**

American Revolution: Causes: Political – Social – Economic – Intellectual – Course – Impact.

### **UNIT - II**

French Revolution: Causes: Political – Social – Economic – Intellectual – National Assembly and its work – National Convention – Directory – Impact of French Revolution

### **UNIT - III**

Russian Revolution: Causes: Political – Social – Economic – First World War – February Revolution – Provisional Government - October Revolution – Civil War – Impact.

### **UNIT - IV**

Chinese Revolution: Causes: Role of Sun YatSen – Kuo Min Tang (KMT) – Tung MengHui – - End of Monarchy, 1911– Impact

### **UNIT - V**

Revolutions in Cuba and Indonesia - Social Revolution in India – Buddha – Ambedkar - Periyar - Narayana Guru - JyotibaPhule - their contributions

## **LEARNING RESOURCES**

### **Recommended Books**

Bailyn Bernard, Davis David Brion et.al, *The Great Republic A History of the American People*, Massachusetts: DC Heath and Company 2000

Fairbank J.K & Goldman Merle, *China: A New History*, Cambridge: Harvard University Press, 2006

KaushikKaruna, *History of Communist Russia 1917-1991*, Delhi: Macmillan Publishers India Ltd, 2006

Thomson David, *Europe Since Napoleon*, Penguin Books, 1970

## References

Barrington, M. Jr. “*The American Civil War: The Last Capitalist Revolution.*” In *Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World* by M. Barrington Moore Jr. Boston: Beacon Press, 2015.

Faragher, J.M., M.J. Buhle et al. *Out of Many: A History of the American People. Vol. I.* New Jersey: Prentice-Hall, 1995.

Hobsbawm, E. J. *Age of Revolution*. London: Weidenfeld and Nicholson 1962; New York: Vintage, 1996.

Lefebvre, G. *The Coming of the French Revolution*. Princeton: Princeton University Press, 1976.

Chesneaux, J. et al. *China from the Opium Wars to the 1911 Revolution*. New York: Random House, 1976.

Hsu, I. C.Y. *The Rise of Modern China*. Hong Kong: Oxford University Press, 1970.

Figes, Orlando. *A People's Tragedy: A History of the Russian Revolution*. London: Jonathan Cape, 1996.

Fitzpatrick, Sheila. *The Russian Revolution 1917-1932*. New York: Oxford University Press, 2001.

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess the contribution of American Revolution	K5
CO 2	Evaluate the achievements of the French Revolution	K5
CO 3	Discuss the course and outcome of the Russian Revolution	K3
CO 4	Discuss the significance of the Chinese Revolution	K5
CO 5	Give an account of the Cuban Revolution	K1

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	3	3	3	2	3	3
<b>CO 2</b>	3	3	3	3	2	3	2	3
<b>CO 3</b>	3	3	3	3	2	2	2	3
<b>CO 4</b>	3	3	3	3	2	2	2	3
<b>CO 5</b>	3	3	3	3	3	3	3	3
<b>Total</b>	15	15	15	15	12	12	13	15
<b>Average</b>	3	3	3	3	2.4	2.4	2.6	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	2	3	3
<b>CO 3</b>	3	3	2	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	15	12	15	15
<b>Average</b>	3	3	2.4	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**

**Semester: V**

**Education**

**week**

**25**

**Credits: 2**

**Subject: History**

**Course: Value**

**Contact Hours: 2 hours /**

**CIA:**

**CE: 75**

**Learning Objectives:**

This course aims to

LO1 – build physical and mental strength of the learners

LO2 – strengthen the emotional and spiritual aspects of the learners.

LO1 – make the learners responsible and cooperative citizens

LO3 – develop democratic way of thinking and inculcate spirit of national integration

LO4 – develop the practice of paying respect for dignity of individual and diversity in society

**COURSE CONTENT**

**Unit I - Yoga and Physical Health**

1.1 Physical Structure – Three bodies – Five limitations

1.2 Simplified Physical Exercises – Hand Exercises -Leg Exercises – Breathing Exercises – Eye Exercises – Kapalapathi

1.3 Maharasanas 1-2 · Massages – Acu-puncture · Relaxation

1.4 Yogasanas – ~~Bhujangasana~~ Bhujangasana – Padmasana – Vajrasanas -- Chakrasanas (Side) – Viruchasanas – Yoga muthra – Patchimothasanas – Ustrasanas – Vakkarasanas – Salabasanas

**Unit II - Art of Nurturing the life force and Mind**

2.1 Maintaining the youthfulness – Postponing the ageing process

2.2 Sex and Spirituality - Significance of sexual vital fluid – Married life – Chastity

2.3 Ten stages of Mind

2.4 Mental frequency -- Methods for concentration

**Unit III - Sublimation**

3.1 Purpose and Philosophy of life

3.2 Introspection – Analysis of Thought

3.3 Moralization of Desires

3.4 Neutralization of Anger

**Unit IV – Human Resources Development**

4.1 Eradication of worries

4.2 Benefits of Blessings

4.3. Greatness of Friendship

4.4 Individual Peace and World Peace

**Unit V – Law of Nature**

5.1 Unified force – Cause and Effect system

5.2 Purity of Thought and Deed and Genetic Centre

5.3 Love and Compassion

5.4 Cultural Education – Five fold Culture

1) யோகமும் உடல்நலமும்

(16 hours)

- 1.1 உடலமைப்பு - 3 உடல்கள் - ஐந்தில் அளவுமுறை
- 1.2 எளியமுறை உடற்பயிற்சி - கைப்பயிற்சி - கால் பயிற்சி - மூச்சுப்பயிற்சி - கண் பயிற்சி - கபாலபதி
- 1.3 மகராசனம் 1-2 - உடல் தேய்த்தல் - அக்குபிரஷா பயிற்சி - உடல் தளர்த்தல்
- 1.4 யோகாசனங்கள்: குணநலப்போது - பத்மாசனம் - வஜ்ராசனம் - சக்கராசனம் (பக்கவாட்டில்) - விருச்சாசனம் - யோக முத்ரா - பச்சி மோத்தாசனம் - உஸ்ட்ராசனம் - வக்கராசனம் - சலபாசனம்

2) உயிர்வளமும் - மனவளமும்

(16 hours)

- 2.1 இளமை காதல் - முதுமையைத் தள்ளிப்போடுதல்
- 2.2 பாலுணர்வும் ஆன்மீகமும் - வித்தின் மகிமை - இல்லற வாழ்வு - கற்புநெறி
- 2.3 மனதின் பத்து படிநிலைகள்
- 2.4 மன அலைச்சுழல் - மன ஓமைக்கான பயிற்சிகள்

3) குணநலப்பேறு

(16 hours)

- 3.1 வாழ்வின் நோக்கம் - வாழ்க்கைத் தத்துவம்
- 3.2 அகத்தாய்வு - எண்ணம் ஆராய்தல்
- 3.3 ஆசை சீரமைத்தல்
- 3.4 சினம் தவிர்த்தல்

4) மனிதவள மேம்பாடு

(16 hours)

- 4.1 கவலை ஒழித்தல்
- 4.2 வாழ்த்தும் பயனும்
- 4.3 நட்பு நலம்
- 4.4 தனிமனித அமைதி - உலக அமைதி

5) இயற்கை நியதி

(16 hours)

- 5.1 ஒருங்கிணைப்பு ஆற்றல் - செயல்விளைவுத் தத்துவம்
- 5.2 மனத்தூய்மை, வினைத்தூய்மை - கருமையம்
- 5.3 அன்பும் கருணையும்
- 5.4 பண்பாட்டுக் கல்வி - ஐந்தொழுக்கப் பண்பாடு

**Reference Book:**

Manavalakalai Yoga, Vethathri Publications, Tamil Nadu, 2008.

**Evaluation Pattern:**

Practical [Performing Yoga & Meditation] – 25 marks

Theory [End-Semester Examination] – 75 marks

**Programme: B.A.,**  
**Semester: V**  
**Training**  
**Credits: 2**  
**CE: 75**

**Subject: History**  
**Course: Summer Internship/Industrial**  
**Contact Hours: -**  
**CIA: 25**

**Learning Objectives:**

LO1 – To offer a hands-on-learning experience, that allows the learners to maximize the outcome and benefits of their theoretical knowledge through practical implementation.

LO2 – By adding technical skills, soft skills and professional experience to the learners' resume, they can enhance their chances of securing the job they desire

LO3 – To provide the learners an experience of the real corporate world and thus help them understand the expectations and requirements of the industry

LO4 – To enable the learners build their network and professional relationships, which turns them into confident future professionals.

**Duration of the Training:**

- \* The learners of all the Under-Graduation Programmes are to undergo the Internship / Industrial Training during the summer vacation, after completion of the IV Semester examinations. The training period is 30 working days.
- \* Evaluation:
- \* After completion of the training, the evaluation of the performance of the learners will be done in the V semester.
- \* Two credits will be awarded for the best performers.
- \* Viva-voce examination will be conducted and the learners have to appear for the Viva-voce individually.
- \* At the time of Viva-voce, the learners have to submit the given records to the examiner.
  - Work Diary, endorsed by the trainer
  - A complete report on the objectives, modules and outcomes.
  - A certificate, duly signed and issued by the trainer

**Programme: B.A.,**  
**Semester: VI**  
**Course Type: Core Course 13**  
**Contact Hours: 6 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: Contemporary History of India**  
**Course Code: CC 13**  
**Credits: 4**  
**CE: 75**

### **Learning Objectives**

- Contribution of Jawaharlal Nehru as the architect of modern India.
- Appraise the administration of Indira Gandhi and Janata Government.
- Inculcate the knowledge about rule of Rajiv Gandhi and National Front Government.
- Impart the knowledge on New Economic Policy.
- Administration of United Front Government and National Democratic Alliance.

### **UNIT - I**

The Nehruvian Era, 1947-64 – Democratic Socialism – Economic Policy – Five-Year Plans – Foreign Policy – Panchsheel – Non-Aligned Movement – Lal Bahadur Shastri – Domestic and Foreign Policies.

### **UNIT - II**

India during Indira Gandhi's First Ministry – Administrative Reforms – Indo-Pakistan War – National Emergency, 1976 – Twenty Point Programmes – Janata Government – Morarji Desai.

### **UNIT - III**

Second Ministry of Indira Gandhi – Domestic and Foreign Policy – Rajiv Gandhi's Rule – Panchayat Raj Operation Black Board-Development of Science and Technology-Foreign Policy.

### **UNIT - IV**

National Front Rule – V.P. Singh – Mandal Commission – Coalition Governments – DMK – Communist Parties – P.V. Narasimha Rao – New Economic Policy –

### **UNIT - V**

United Front Rule – Foreign Policy – National Democratic Alliance – A.B. Vajpayee – Golden Quadrilateral Project- Kargil War – I. K. Gujral – Deva Gowda – Manmohan Singh governments – Economic Reforms – development schemes. Periyar E.V. Ramasamy, Arignar Anna – DMK – Communists.

## LEARNING RESOURCES

### Recommended Books

Bipan Chandra., Aditya Mukherjee & Mridula Mukherjee, *India After Independence 1947-2000*, (2nd edn.), Penguin Books, New Delhi, 2008

Dube, S., *India Since Independence - Social Report on India 1947-1972*, Vikas Publication House, New Delhi, 1977

Grover B.L. and Grover. S, *A New Look on Modern Indian History*, Chand. S and Company, New Delhi, 2007

John Webster, C.B., *History of Contemporary India*, Asia Publishing House, 1971

Neera Chandoke and Praveen Priyadarshi (Ed.), *Contemporary India: Economy, Society and Politics*, Pearson, New Delhi, 2009

Lloyd I. Rudolph and Susanne Hoeber Rudolph, *In Pursuit of Laxmi: The Political economy of the Indian State*, University of Chicago Press, 1987

Venkatesan. G., *History of Contemporary India 1947 – 1997*, J.J. Publications, Madurai, 2001 (Tamil Version)

### References

Achin Vanaik and Rajeev Bhargava (Ed.), *Understanding Contemporary India – Critical Perspective*, Orient Black Swan, Delhi, 2012

Dhyeya Las., *India after Independence*, True Word Publications Pvt Limited, 2022

Dutt, V.P., *India's Foreign Policy*, Vikas Publishing House PVT Ltd., Delhi, 1984

Ghai, U.R., *India's Foreign Policy*, New Academy Publishers, New Delhi, 1988

Nagaraj, R and Motiram, S (ed.), *The Political Economy of Contemporary India*, Cambridge University Press, 2017

Ramachandra Guha., *India After Gandhi: The History of the World's Largest Democracy*, Picador India, 2017

Sharma, G.K., *Labour Movement in India (Its Past and Present)* Sterling Publishers (P) Ltd, New Delhi, 1971

Gurucharan Das, *India Unbound: from Independence to the Global Information Age*, Penguin Books, India, 2015

### Web Resources

<http://www.ncbc.nic.in/Writereaddata/Mandal%20Commission%20Report%20of%20the%201st%20Part%20English635228715105764974.pdf>

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Assess the contribution of Jawaharlal Nehru as the architect of modern India.	K5
<b>CO 2</b>	Evaluate the achievements of Indira Gandhi's government	K5
<b>CO 3</b>	Describe the administration of National Front Government.	K2
<b>CO 4</b>	Discuss the New Economic Policy	K3
<b>CO 5</b>	Evaluate the administration of United Front government.	K3

### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	3	3	3	2	3	3
<b>CO 2</b>	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	3	3	3	2	2	2	3
<b>CO 4</b>	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	2	3	3	3	3
<b>Total</b>	15	15	15	14	13	12	14	15
<b>Average</b>	3	3	3	2.8	2.6	2.4	2.8	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	2	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	14	15	15
<b>Average</b>	3	3	2.8	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: VI**  
**Course Type: Core Course 14**  
**Contact Hours: 6 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: India and her Neighbours**  
**Course Code: CC 14**  
**Credits: 4**  
**CE: 75**

### **Course Outcomes**

- India's foreign policy towards neighbours.
- Understanding of the underlying issues in Indo-Pak relations.
- Border dispute and negotiations between India and China.
- India's relations with Bangladesh and Sri Lanka.
- India's relations with her neighbours and the role of SAARC

### **UNIT - I**

Historical and Geographical Setting – Geo Strategic location of India – India's position in South Asia – India's Neighbourhood Policy: Panchsheel to Gujral Doctrine

### **UNIT - II**

**India's relations with Pakistan:** Legacy of the colonial policy – Partition of India – Kashmir Issue – Indo -Pak Wars of 1948, 1965, 1971 – Impact of Cold War on Indo-Pak Relations – Nuclear Tests and Missile Race – Kargil War – Surgical Strike at Balakot – Cross Border Terrorism – Economic and other issues.

### **UNIT - III**

**India's relations with China:** Early Years – Indo-China War of 1962 – Border Dispute and Negotiations – Tibetan Issue – Recognition of Sikkim as an integral part of India – Chinese interest in the Indian Ocean region – Economic relations

### **UNIT - IV**

**India's relations with Bangladesh:** Creation of Bangladesh in 1971 – Farakka Barrage – Rohingya Refugee crisis

**India's relations with Sri Lanka:** Dispute in the Palk Straits – Katchatheevu Issue – Sri Lankan Tamil Issue – IPKF – Gwadar Port

### **UNIT - V**

**India's relations with smaller neighbours:** Nepal – Afghanistan – Bhutan – Maldives

**SAARC:** Origin – Contribution to cooperation and development in South Asia

### **LEARNING RESOURCES**

#### **Recommended Books**

V.P. Dutt, *India's Foreign Policy since Independence*, National Book Trust, New Delhi, 1987

S.D. Muni, *India's Neighbourhood Policy*, Marga Institute, 1985

J.N. Dixit, *India's Foreign Policy and its Neighbours*, Gyan Publishing House, New Delhi, 2001

Arvind Gupta and Anil Wadhwa, ed., *India's Foreign Policy: Surviving in a Turbulent World*, Sage Publications India Pvt. Ltd., New Delhi, 2020

Rajiv Sikri, *Challenge and Strategy: Rethinking India's Foreign Policy*, Sage Publications India Pvt. Ltd., New Delhi, 2009

Ramesh Trivedi, ed., *India's Relations with her Neighbours*, Isha Books, Delhi, 2008

Nalini Kant Jha, *South Asia in the 21<sup>st</sup> Century: India, Her Neighbours and the Great Powers*, South Asia Publishers, New Delhi, 2003

## References

P. Sahadevan, *Conflict and Peacekeeping in South Asia*, Lancer Books, New Delhi, 2001

David M. Malone, et. al., ed., *The Oxford Handbook of Indian Foreign Policy*, Oxford University Press, Oxford, UK, 2015

Ministry of External Affairs, *Annual Reports*, Min. of External Affairs, New Delhi

Raja C. Mohan, "India's Neighbourhood Policy: Four Dimensions", *Indian Foreign Affairs Journal*, vol. 2, no. 7, 2007

A. Appadorai, *Select Documents on India's Foreign Policy and Relations 1947-1972*, Oxford University Press, 1982

Sandra Destradi, *Indian Foreign and Security Policy in South Asia: Regional Power Strategies*, Routledge, New York, 2012

## Web Resources

<https://mea.gov.in/>

<http://www.ipcs.org/>

<https://www.idsa.in/>

<https://www.saarc-sec.org/>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Trace the evolution of India's foreign policy towards neighbours.	K1
CO 2	Discuss of the underlying issues in Indo-Pak relations.	K2

<b>CO 3</b>	Examine border dispute and negotiations between India and China.	K4
<b>CO 4</b>	Discuss India's relations with Bangladesh and Sri Lanka.	K2
<b>CO 5</b>	Evaluate the role of SAARC in cooperation and development in the region.	K5

#### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	3	3	3	2	3	3
<b>CO 2</b>	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	3	3	3	2	2	2	3
<b>CO 4</b>	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	2	3	3	3	3
<b>Total</b>	15	15	15	14	13	12	14	15
<b>Average</b>	3	3	3	2.8	2.6	2.4	2.8	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	2	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	14	15	15
<b>Average</b>	3	3	2.8	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: VI**  
**Course Type: Core Course 15**  
**Contact Hours: 6 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: History of Science and Technology in India**  
**Course Code: CC 15**  
**Credits: 4**  
**CE: 75**

### **Learning Objectives**

- Impart an Understanding of the Development of Science and Technology in Colonial India
- Impart Knowledge about Post-Independent Scientific Policies
- Appraise the role of Technology in the Growth of Agriculture
- Comprehend the progress of Space Technology in India
- Create awareness about Pioneers of Modern Science in India

### **UNIT - I**

Advent of Modern Science in Colonial India- Surveyors, –The Royal Asiatic Society of Bengal- Scientific Departments – Indian Institute of Science (IISC) – TATA Institute of Fundamental Research (TIFR) - Indian Medical Service- Introduction of New Technologies— Railways -Textiles - Mining - Telegraphs.

### **UNIT - II**

Development of Science and Technology since Independence – Planning - Policy Frameworks and Funding Mechanisms- Indian Council of Medical Research (ICMR) Indian Council of Agricultural Research (ICAR), Defence Research Development Organisation (DRDO) – Information and Communication

### **UNIT - III**

Growth of Agriculture- Green Revolution – White Revolution – Blue Revolution – Drip Irrigation.

### **UNIT - IV**

Progress of Space Science and Research (ISRO) – Indian National Satellite System – Space Research Centres- India as a Nuclear Power – Atomic Research Centres in India – Nuclear Research Centres - Pokhran I and II.

### **UNIT - V**

Pioneers of Modern Science in India – C.V. Raman – Srinivasa Ramanujan –Jagadish Chandra Bose - Homi J. Bhabha – Vikram Sarabhai –S. Chandrasekhar - M.S Swaminathan-

VergheseKurien– G.D. Naidu. Dr.A.P.J. Abdul Kalam.

## LEARNING RESOURCES

### Recommended Books

David Arnold., *Everyday Technology: Machines and the Making of India's Modernity*, Chicago: The University of Chicago Press, 2013

David Arnold., *Science, Technology and Medicine in Colonial India*, Cambridge: Cambridge University Press, 2000.

Deepak Kumar, ed., *Science and Empire: Essays in the Indian Context*, Delhi: AnamikaPrakashan, 1991.

Deepak Kumar., *Science and the Raj, 1857-1905*. Delhi: Oxford University Press, 1995.

Kamlesh Mohan., *Science and Technology in Colonial India*, Routledge, 2022.

Navaneethan, S., *Science and Technology in the Development of India*, Tamizhi Books, Chennai, 2022,

Sangwan, Satpal., *Science, Technology and Colonisation: Indian Experience*, Delhi: AnamikaPrakashan, 1990.

Subbarayappa, B. V., *Science in India: A Historical Perspective*, Rupa & Co, Illustrated Edition, 2013.

### References

Anderson, Robert., *Building Scientific Institutions in India: Saha and Bhabha*, Montreal: Centre for Developing-Area Studies, McGill University, 1975.

Baber, Zaheer., *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*, Albany: State University of New York Press, 1996.

Barghava, Pushpa and ChandanaChakrabarti., *The Saga of Indian Science since Independence*, Hyderabad: University Press, 2003.

Biswas A.K, *Science in Indi.*, Calcutta: Firma K.L.Mukhopadhyay, 1969.

Chakrabarti, Pratik., *Western Science in Modern India- Metropolitan Methods, Colonial Practices*, New Delhi: Permanent Black, 2004.

Gadgil, Madhav., and RamachandraGuha, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. London; New York: Routledge, 1995.

Gaillard, Jacques., Roland Waast and V. V. Krishna ed., *Scientific Communities in the Developing World*, Delhi: Sage Publications, 1997.

Goonatilake, Sushanta., *Aborted Discovery: Science and Creativity in the Third World*, London: Zed Books, 1984.

Headrick, Daniel., *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*, New York, 1981.

Visvanathan, Shiv., *A Carnival for Science: Essays on Science, Technology and Development*, Delhi: Oxford University Press, 1997.

Zachariah, Benjamin., *Developing India: An Intellectual and Social History*, C.1930-1950. Oxford University Press, Delhi, 2005

Subramanian, T.S., *Space and Beyond, Professional Voyage of Kasturirangan Review Indian Space Odyssey through the Eyes of a Pioneer*, The Hindu Publications, 2021

Verghese Jayaraj. S., *History of Science and Technology*, ANNS, 1997

### Web Resources

<http://www.crl.edu.in/topics>

<http://egyankosh.ac.in>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe the Development of Science and Technology in Colonial India	K1
CO 2	Evaluate the Post-Independent Scientific Policies	K5
CO 3	Discuss the Implications of Technology in Growth of Agriculture	K2
CO 4	Analyse the Achievements in Space Technology	K4
CO 5	Assess the contributions of Scientist to Modern Science in India	K5

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	3	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	3	2	3	3	3	3
<b>Total</b>	15	15	15	14	13	12	14	15
<b>Average</b>	3	3	3	2.8	2.6	2.4	2.8	3

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
<b>Total</b>	15	15	14	15	15
<b>Average</b>	3	3	2.8	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

**Programme: B.A.,**

**Semester: VI**

**Course Type: Discipline Specific Elective Course 5**

**Contact Hours: 5 hours / week**

**CIA: 25**

**Subject: History**

**Course: International Relations Since 1919**

**Course Code: DSE 5**

**Credits: 3**

**CE: 75**

### **Course Objectives**

- Understanding the international relations during the inter-war years.
- Knowledge of the role of UNO in post-War international relations
- Understanding of the Cold War politics
- Understanding of the post-Cold War era.
- Appreciation of the key issues in international relations.

### **UNIT - I**

Origin and Growth of International Relations– Theoretical Perspectives: Realism – Idealism – Liberalism – Neo-Realism – Neo-Liberalism – Balance of Power – Collective Security – Diplomacy – National Interest

### **UNIT - II**

First World War 1914- 1918 - Wilson's Fourteen Points – Paris Peace Conference – League of Nations – Kellogg Briand Pact – Locarno Pact – Mussolini and Fascism – Hitler and Nazism – British Policy of Appeasement – Second World War – Causes, Course and Results

### **UNIT - III**

Cold war: Origins – Causes – Truman's Doctrine – Marshall Plan – NATO – SEATO – CENTO –SALT I and II— Emergence of Third world

### **UNIT - IV**

UNO: Principal Organs – Specialised Agencies of UNO – Achievements & Failures – Decolonization and Emergence of the Third World – Non-Aligned Movement – Regional Organizations: European Union – ASEAN – SAARC

### **UNIT -V**

Post-Cold War Era: Disintegration of USSR – Glasnost – Perestroika – Reunification of Germany– Contemporary Issues: Globalization – GATT – WTO –Environment: Rio de Janeiro Summit – Green Peace Movement – Kyoto Protocol – Paris Agreement

## **LEARNING RESOURCES**

### **Books for Study**

Asit Kumar Sen, *International Relations since World War I*, S. Chand, 1995

Hans J. Morgenthau and Kenneth Johnson, *Politics Among Nations: The Struggle for Power and Peace*, McGraw Hill, 2005

Khanna, V.N., *International Relations*, Vikas Publishing House Private Ltd., New Delhi, 2013

Norman Lowe, *Mastering Modern World History*, Palgrave, 2020

Palmer and Perkins, *International Relations: The World Community in Transition*, CBS, 2001

### References

Theodore Couloumbis and James Wolfe, *Introduction to International Relations: Power and Justice*, Prentice Hall, 1985

Peter Calvocoressi, *World Politics since 1945*, Pearson Longman, 1968

### Web References

<https://www.e-ir.info/>

<http://www.un.org/en/index.html>

<https://www.nato.int/>

<http://www.saarc-sec.org/>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess the role of militarism in international relations in the interwar years.	K5
CO 2	Evaluate the achievements of the UNO	K5
CO 3	Discuss the Cold War politics	K3
CO 4	Evaluate the role of Gorbachev in bringing the Cold War to an end	K5
CO 5	Discuss the contemporary issues in international relations.	K3

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3

<b>CO 2</b>	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	3	3	3	2	2	2	3
<b>CO 4</b>	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	2	3	3	3	3
<b>Total</b>	15	15	15	14	13	12	14	15
<b>Average</b>	3	3	3	2.8	2.6	2.4	2.8	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	2	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	14	15	15
<b>Average</b>	3	3	2.8	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**

**Semester: VI**

**Course Type: Discipline Specific Elective Course 6**

**Contact Hours: 5 hours / week**

**CIA: 25**

**Subject: History**

**Course: History of Latin America: From Discovery to Liberation**

**Course Code: DES 6**

**Credits: 3**

**CE: 75**

### **Learning Objectives**

- Knowledge on the continents other than Asia
- Learning on the Colonization of Latin America
- the Causes of Liberation Movement
- the importance of diplomatic relations
- Understanding on Latin America on Cold war and World Politics

### **UNIT - I**

Discovery and Conquest- Christopher Columbus – Ferdinand Magellan and Amerigo Vespucci- Conquerors: Hernando Cortes, Pizarro, Jimenez de Quesada and Valdivia.

### **UNIT - II**

Colonization of Latin America; Spain and Portugal Conquest - Society- Economic Life and Culture – Administration – Native American Indian.

### **UNIT - III**

Liberation movement – Role played by the Creoles - Great Liberators: Simon Bolivar – San Martin and Bernardo O' Higgins

### **UNIT - IV**

Latin America and USA Diplomatic Relations: The Monroe Hispanic Doctrine- Rise of American imperialism in Latin America in the 19th Century – The Spanish (Hispanic) American War

### **UNIT - V**

Latin America and USA in the Cold War – Rise of Dictatorship- Latin America in the World Politics

## **LEARNING RESOURCES**

### **Recommended Books**

Bushnell and Macaulay, *The emergence of Latin America in the nineteenth-century*, (Oxford University Press, Oxford, 1994, 2nd edition)

David Geggus, “The Caribbean in the Age of Revolution,” in David Armitage, Sanjay Subrahmanyam (eds), *The Age of Revolutions in Global Context, c. 1760-1840* Palgrave Macmillan, 2010.

Thomas Skidmore y Peter H. Smith, *Modern Latin America*, Oxford University Press, Oxford, 2001, 5th Edition

## References

Bradford Burns, E, *Latin America Conflict and Creation: A Historical Reader*, Prentice Hall, New Jersey, 1993

Edwin Williamson, *The Penguin History of Latin America*, Penguin, 2010

Joseph Smith, *United States and Latin America: A History of American Diplomacy 1776-2000*, Routledge, Oxon, 2005

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Give an account on discovery and Conquest of Latin America	K1
CO 2	Discuss the Colonization of Spain and Portugal	K3
CO 3	Discuss the causes of the Liberation Movement	K3
CO 4	Explain the US and Latin American Countries Diplomatic Relationships.	K3
CO 5	Describe the Cold war and World Politics in Latin America.	K1

## CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	2	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	12	12	13	15
Average	3	3	3	3	2.4	2.4	2.6	3

S-Strong (3)

M-Medium (2)

L-Low (1)

## CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	3	3	3

<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	15	13	15	15
<b>Average</b>	3	3	2.6	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**  
**Semester: VI**  
**Course Type: Discipline Specific Elective Course 7**  
**Contact Hours: 5 hours / week**  
**CIA: 25**

**Subject: History**  
**Course: History of Pondicherry**  
**Course Code: DSE 7**  
**Credits: 3**  
**CE: 75**

### **Learning Objectives**

- Knowledge of Geography and sources of Pondicherry
- Knowledge of the French rule in Pondicherry
- Understanding of French relations with the Princely States
- Knowledge of national movement in Pondicherry
- Awareness of the French legacy in Pondicherry

### **UNIT - I**

Sources- Geographical features – Excavations

### **UNIT - II**

Advent of the French –Dupelix – Carnatic wars - effects –

### **UNIT - III**

French relations with Hyder Ali – TipuSultan – Impact of Napoleonic wars – Restoration of the Indian colonies to the French 1816

### **UNIT - IV**

Impact of Indian National movement on Pondicherry – Contribution of Subramaniya Bharathi, VVS Iyer and Aurobindo Gosh – Anti colonial movement in Pondicherry – Subbiah and Labour movement -The Liberation of Pondicherry – Keezhur referendum – De-facto merger in 1954

### **UNIT - V**

French Legacy in Pondicherry –Urbanisation of Pondicherry – Educational Development – Commune system - Colonial architecture and monuments

## **LEARNING RESOURCES**

### **Recommended Books**

1. AjitNeogy.K. Decolonisation of French India,Pondicherry, 1997.
2. Francis Cyril Antony .,ed.,Gazetteer of India :Union Territory of Pondicherry ,Vol1 & 2,Pondicherry,1982.
3. Malleson ,G.B.History of French in India 1674- 1761, New Delhi 1986.
4. Mathew K.S.,French in India and Indian Nationalism , Vol 1 &Vol 2, New Delhi 1999.
5. Ramaswamy .A.,History of Pondicherry,New Delhi, 1997.

### **References :**

1. Aminesh Rai ., The Legacy of French rule in India, 1674-1954, Pondicherry, 2008.
2. Henry Dodwell., Dupleix and Clive: The Beginning of Empire, New Delhi, 1989.
3. Sen S.P., The French in India 1763 -1816, Calcutta, 1958.
4. Rose Vincent., French in India: from Diamond Traders to Sanskrit Scholars, Bombay, 1990.

#### Web Sources:

1. <https://www.mapsofindia.com/pondicherry/geography-history.html>
2. <https://puducherry-dt.gov.in/history/>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Outline the geographical features of Pondicherry.	K1
CO 2	Describe the advent of the French and the origin and growth of the city of Pondicherry	K1
CO 3	Outline the relations of the French with the Indian Princely States.	K1
CO 4	Describe the nationalist movement in the city of Pondicherry	K1
CO 5	Discuss the history of Urbanization, education, health and architectural development in Pondicherry	K1

#### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	2	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	12	12	13	15
Average	3	3	3	3	2.4	2.4	2.6	3

S-Strong (3)

M-Medium (2)

L-Low (1)

#### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	15	13	15	15
Average	3	3	2.6	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

**Programme: B.A.,**

**Semester: VI**

**Course Type: Discipline Specific Elective Course 8**

**Contact Hours: 5 hours / week**

**CIA: 25**

**Subject: History**

**Course: History of China and Japan**

**Course Code: DSE 8**

**Credits: 3**

**CE: 75**

## **Learning Objectives**

- Understanding of the Chinese Revolution of 1911 and May Fourth Movement
- The role of Japan in the First World War
- Knowledge of China under Mao Tse Tung
- Role of Japan in the Second World War and Greater East Asia Coprosperity Sphere
- The economic condition of China and Japan after the Second World War

## **UNIT - I**

Background – Chinese Revolution of 1911 – Causes – Dr Sun YatSen- Tung MengHui - Kuo-Min-Tang – Impact of the Revolution – Yuan Shi Kai – China in First World War – May Fourth Movement.

## **UNIT - II**

Background – Japanese Imperialism – Japan in First World War – 21 Demands – Washington Conference.

## **UNIT - III**

Kuo Min Tang rule-Chiang Kai Shek-Manchurian Crisis – Second Sino-Japanese war – China in Second World War – China under Mao-Tse-Tung – Chinese Communist Party (CCP) – Reforms –Cultural Revolution –

## **UNIT - IV**

Japan in Second World War II- Pearl Harbour Attack – Greater East Asia Co- Prosperity Sphere - impact.

## **UNIT - V**

China under Deng Xiaoping -Economic reforms – 1976- 1989 – Jiang Zemin – Hu-Jintao - Foreign Policy1949-1990.

McArthur Constitution – Changes in Economy – Hirohito – Mutusihito - Japan and World's affairs between 1951-2000.

## **LEARNING RESOURCES**

### **Recommended Books**

Beasley, W.G.,*The Modern History of Japan*,Frederick A. Praeger,1963

Franz H Michael and George Edward Taylor, *Far East in the Modern World*, Holt, 1956

Immanuel Hsu, *The Rise of Modern China*, Oxford University Press, 2000

Mikiso Hane., *Modern Japan: A Historical Survey*, Routledge, 2018

Paul Hilbert Clyde and Burton F Beers, *The Far East: A History of Western Impacts and Eastern Responses, 1830-1975*, Waveland Pr Inc, 1991

Vinacke, H.M., *History of Far East in Modern Times*, Surjeet Publications, Delhi, 1959

### Reference Books

Khurana, K.L., *History of China and Japan 1839-1949*, Lakshmi Narain Agarwal Educational Publishers, Agra, 2018

Jean Chesneaux, Françoise Le Barbier, Marie Claire Berger., *China from 1911 to Liberation*, Pantheon books, 1977

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Give an account of Chinese Revolution of 1911 and May Fourth Movement	K1
CO 2	Discuss the role of Japan in the First World War.	K3
CO 3	Discuss the developments in China under Mao.	K3
CO 4	Explain the policy of Greater East Asia Co- prosperity Sphere.	K3
CO 5	Describe the economic condition of China and Japan in the twentieth century.	K1

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	2	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	12	12	13	15
Average	3	3	3	3	2.4	2.4	2.6	3

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	2	3	3

<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	15	13	15	15
<b>Average</b>	3	3	2.6	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**



**Programme: B.A.,**

**Semester: V**

**Subject: History**  
**Course: General Studies for Competitive Examination**

**Course Type: Professional Competency Skill Enhancement Course**

**Course Code: PC-SEC**

**Contact Hours: 2 hours / week**

**CIA: 25**

**Credits: 2**

**CE: 75**

### **Learning Objectives**

- Awareness about competitive examination and method of the preparation of competitive exams
- Knowledge about historical facts and key events of Indian History
- Understanding of the salient features of Indian Constitution.
- Knowledge about the salient features of Indian and world geography
- Gain knowledge about current events

### **UNIT - I**

Competitive Examinations at the National and State UPSC and TNPC-qualifications - Plan and nature of competitive examinations- Indian Heritage and Indian Culture

### **UNIT - II**

Indian History from the middle of the 18th century to the present- significant events, personalities, issues - The Freedom struggle - its various stages- issues

### **UNIT - III**

Indian Constitution: Salient Features – Important Articles-Amendments- Important Acts - Political system, Panchayat Raj, Economic and social development

### **UNIT - IV**

Geography of India –Physical, Social, Economic–General issues on Environmental ecology, Biodiversity, and Climate Change - effects of Globalization

### **UNIT - V**

Current Events of National and international importance- Role of women and women organisations-Ethics, Attitude, Aptitude, Awareness

## **LEARNING RESOURCES**

### **Recommended Books**

Bipan Chandra, *India Since Independence*, Penguin Random House, India, 2008

Bipan Chandra, *Modern India: A History Text Book for Class XII*, NCERT, Delhi, 1990

*India YearBook*, Publications Division, Government of India

Laxmikanth, M., *Indian Polity*, McGraw Hill, Noida, 2021

Leong, G.C., *Certificate Physical and Human Geography*, Oxford University Press, New Delhi, 2021

NitinSinghania, *Indian Economy*, McGraw Hill, Noida, 2022

## Reference

Bipan Chandra., *India's Struggle for Independence*, Penguin Random House, India, 2016

Ram Ahuja., *Social problems in India*, (3rd edn,) Rawat Publications 2014

Ram Sharan Sharma, *Ancient India: A History Text book for class XI*, NCERT, 1999

Satish Chandra, *Medieval India: Text book in History for Class XI*, NCERT, 2005

Sonali Bansal, Snehil Tripathi, *Modern Indian History, For Civil Services Preliminary and Main Examinations*, McGraw Hill, 2021

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	List the characteristic features of Indian heritage and culture	K1
CO 2	Outline the key events of Indian history since 18th century	K1
CO 3	Describe the salient features of Indian Constitution.	K2
CO 4	Discuss the major environmental issues	K3
CO 5	Outline the role of women in contemporary society	K1

## CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	2	2	3	3	3	2	3	3
CO 2	3	2	3	3	2	3	2	3
CO 3	2	3	3	3	2	2	2	3
CO 4	3	3	3	3	2	2	2	3
CO 5	2	3	3	3	3	3	3	3
Total	12	13	15	15	12	12	13	15
Average	2.4	2.6	3	3	2.4	2.4	2.6	3

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	2	3	3	3
<b>CO 2</b>	2	2	2	3	3
<b>CO 3</b>	3	3	2	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	13	13	12	15	15
<b>Average</b>	2.6	2.6	2.4	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Programme: B.A.,**

**Semester: VI**

**Activity**

**Credits: 1**

**CE: 75**

**Subject: History**

**Course: Extension**

**Contact Hours: -**

**CIA: 25**

The institution aims at developing amongst students a sense of participation in nation building through extension and outreach programmes. This deepens understanding of the social environment and enriches her personality through actual participation in day-to-day life of the society. This process of learning is not only a desirable supplement to the classroom education but develops in the student a sense of responsibility, tolerance and cooperation.

**Objectives:**

- To arouse social consciousness of the students by providing them opportunities to work with and among the people.
- To develop an awareness and knowledge of social realities to have concern for the well being of the community and engage in creative and constructive social action.
- To provide with rich and meaningful educational experiences to them in order to make their education complete and meaningful.
- To develop skill needed in the exercise of democratic leadership and programme development to help them get self-employed.
- To give them the opportunities for their personality development.
- Understand the community in which they work.
- Understand themselves in relation to their community.
- Identify the needs and problems of the social and involve them in problem solving process.
- Develop among themselves a sense of civic responsibility.
- Utilize their knowledge in finding practical solution to individual and community problems.
- Develop competence required for group-living and sharing of responsibilities.
- Gain skill in mobilizing community participation.
- Acquire leadership qualities and democratic attitude.
- Develop capacity to meet emergencies and natural disasters.
- Practice national integration and social harmony.

**Evaluation:**

The performance of the students in extension activities throughout the semester will be assessed and the credit will be awarded by the faculty.

## **EXTRA- CREDIT COURSES**

<b>Programme: I B.A.,</b>	<b>Subject: History</b>
<b>Semester: I</b>	<b>Course: Advancement of Tourism in India</b>
<b>Course Type: All Under-graduation Programmes /Semester – I / Extra-credit Course - I</b>	<b>Contact</b>
<b>Hours: (out of College Hours)</b>	<b>Credits: 2</b>
<b>CIA:</b>	<b>CE:100</b>

## **Learning Objectives**

- *To demonstrate the Tourism products and Indian culture*
- *To analyze the Indian Architecture*
- *To examine the nature and scope of Medical Tourism*

## **Course Content**

### **UNIT - I**

Indian culture through the Ages - Ancient - Medieval - Modern.

### **UNIT - II**

Dances and music of India - International Trade Fair (New Delhi).

### **UNIT - III**

Rise of Medical Tourism in India - Hospitality industry and Medical Tourism  
Regularity Laws - Ethical issues for Medical Tourism and Travel formalities.

### **UNIT – IV**

Nature and Scope of Medical Tourism - Indian Health care therapy and  
Medicine - Drug treatments - Ayurveda - Yoga - Naturopathy - Homeopathy  
and Spa.

### **UNIT – V**

Indian Destinations for Medical Tourism - Medical Tourism in Multi-Specialty  
Hospitals in India - Potencial impact of Medical Tourism and Travel  
formalities - Disparities and opportunities.

**After the completion of the course the student will be able to**

<b>CO. N0</b>	<b>CO Statement</b>	<b>Knowledge</b>
<b>CO1</b>	To import knowledge the Indian culture and its essential feature	Import (Level K1)
<b>CO2</b>	To analyze the classical dances of India and significance for tourism	Analys (Level K4)
<b>CO3</b>	To explain the nature and scope of medical Tourism	Explain (Level K3)
<b>CO4</b>	To Illustrate the Indian health care therapy and medicine	Illustrate (Level K2)
<b>CO5</b>	To estimate the opportunities of medical Tourism	Estimate (Level K5)

**BOOK FOR REFERENCE:**

- 1 Pushpinder.S Gill Tourism and Hotel Management Anmol Publications, New Delhi, 2004
- 2 K aul. R.N Dynamics of Tourism Sterling Publications, New Delhi, 1985.
- 3 Bhatia. A.K. Tourism development, Principles and Practices Sterling Publications, NewDelhi, 2003
- 4 David. J Text book of Hotel, Management Anmol Publications, New Delhi., 2004

### *Mapping with Programme Outcomes*

<b>CO. N0</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	H	M	M	H	M	H
<b>CO 2</b>	H	H	M	H	M	M
<b>CO 3</b>	H	H	H	H	M	H
<b>CO 4</b>	H	H	H	H	M	M
<b>CO 5</b>	H	H	H	H	M	M

- **Measuring : H High:M –Medium: L- Low**

<https://youtu.be/6MOBIY1d2w4>

<https://youtu.be/ENxwGS1D1i0>

<https://youtu.be/tjZcKuR-Coo>

<https://youtu.be/OeJDjdTpIVM>

**Programme: B.A.,**

**Semester: III**

**Course Type: Extra Credit Course - II**

**Subject: History**

**Course: Structural Conservation of Monuments**

**Course Code: All Under-graduation**

**Programmes / Semester –III**

**Contact Hours: 30 (out of College Hours)**

**Credits: 2**

**CIA:**

**CE: 100**

### **Learning Objectives**

- **To analyze the preservation of monuments**
- **To trace the important Monuments of India**
- **To study the conservation of excavated sites**

### **COURSE CONTENT**

#### **UNIT - I**

Meaning - definition - concept and principles of conservation - preservation  
Brief history of conservation in India.

#### **UNIT - II**

Methodological study of monuments - Types of monuments - Materials used in the ancient building: Stone - brick - wood - iron mortars

#### **UNIT - III**

Causes of decay of monuments - Techniques of conservation

#### **UNIT - IV**

Conservation of excavated sites Adichanallur - Keezhadi - Arikamedu

#### **UNIT - V**

Solving transplantation and restoration

### **References Books**

Agarwal, O.P.A.K. Mishra & K.K. Jain Removal of Plants and from Monuments

Murthy, K.L. Structural Conservation of Monuments in south India

Batra N.L. Heritage Conservation and Restoration of Monument India

Reddy, E.Siva Nagi Evolution of building technology

Sgah, N.R. studies on Some Fungal Bio deriogens

## COURSE OUT COME

<i>CO.NO</i>	<i>CO Statement</i>	<i>Knowledge</i>
<i>CO1</i>	<i>To explain the meaning and concept of preservation of Monuments</i>	<i>Explain (Level K3)</i>
<i>CO2</i>	<i>To estimate the types of Monuments</i>	<i>Estimate (Level K2)</i>
<i>CO3</i>	<i>To analyze the Techniques and conservation of Monuments</i>	<i>Analyze (Level K4)</i>
<i>CO4</i>	<i>To evaluate the conservation of excavated sites</i>	<i>Evaluate (Level K2)</i>
<i>CO5</i>	<i>To reorganize the salvaging of structural Monuments</i>	<i>Reorganize (Level K6)</i>

## Mapping of Course outcome with Pos

<i>CO.NO</i>	<i>PO 1</i>	<i>PO 2</i>	<i>PO 3</i>	<i>PO 4</i>	<i>PO 5</i>	<i>PO 6</i>
<i>CO 1</i>	<b>H</b>	<b>M</b>	<b>M</b>	<b>H</b>	<b>M</b>	<b>H</b>
<i>CO 2</i>	<b>H</b>	<b>H</b>	<b>M</b>	<b>H</b>	<b>M</b>	<b>M</b>
<i>CO 3</i>	<b>H</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>M</b>	<b>H</b>
<i>CO 4</i>	<b>H</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>M</b>	<b>M</b>
<i>CO 5</i>	<b>H</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>M</b>	<b>M</b>

- *Measuring : H High: M –Medium: L- Low*

<https://youtu.be/yn3CCWYKtGY>

<https://youtu.be/HES4JXisZH8>

<https://youtu.be/Wz8vMUgn-Z4>

<https://youtu.be/kdPPxbo4bRY>

**Programme: B.A.,**  
**Semester: V**  
**Course Type: Extra Credit Course - III**

**Subject: History**  
**Course: Epigraphy**  
**Course Code: All Under-graduation**

**Programmes / Semester –V**

**Contact Hours: 30 (out of College Hours)**  
**CIA:**

**Credits:2**  
**CE: 100**

### **Learning Objectives**

- To explain the Tamil Vatteluthu
- To identify the Hero stone & copper plates
- To focus the important Inscription of Tamil Nadu

### **COURSE CONTENT**

#### **UNIT - I**

Meaning and Definition – Evolution of Scribes –Origin of Tamil Brahmi – Vatteluthu - Tamil Eluthu Grantha-Nagari

#### **UNIT - II**

Hero Stone – Copper Plates – Velvikkudi Grants - Chinnamanur Grants Epigraphist-James Princeps –Nagasamy - N. Sethuraman – Natesan - Kathiresan- Iravatham - V.Vengaiyya

#### **UNIT - III**

Important Inscriptions of Tamil Nadu - Temple-Rock Inscriptions - Cave - Rathas

#### **UNIT - IV**

Cholas Inscription-Rajaraja - I – Rajendra – I - Uttiramerur Inscription

#### **UNIT - V**

Pandyas Inscription at Ivarmalai - Manoor Inscription - Thiruparankundram Inscription - Sava Moova Peradu - Mangala Seithi

### **BOOKS FOR REFERENCE:**

S.No	Author Name	Book
1	R.Nagasamy	Epigraphy (Tamil)
2	R.Venkatraman	Epigraphy (Tamil)
3	Dharmaraj	Epigraphy (Tamil)

## COURSE OUTCOMES:

After the completion of the course the students will be able

Co . No.	Statement	Knowledge
CO1	To interpret the origin of Tamil Nadu	Interpret (Level K3)
CO2	To analyzing the Hero Stones and Copper Plates	Analyze (Level K4)
CO3	To estimating the important Inscription of Tamil Nadu	Estimate (Level K2)
CO4	To listing the important Cholas Inscription	Listing (Level K1)
CO5	To explain the Pandya's Inscription	Explain (Level K6)

## Mapping of Course outcome with Pos

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	H	M	M	H	M	H
CO 2	H	H	M	H	M	M
CO 3	H	H	H	H	M	H
CO 4	H	H	H	H	M	M
CO 5	H	H	H	H	M	M

- Measuring : H High:M –Medium: L- Low

<https://youtu.be/0yArd0eLVqo>  
<https://youtu.be/XECjvXWTwkE>  
<https://youtu.be/5MPlu9TLX2Y>  
<https://youtu.be/1YtuZq0rL28>  
[https://youtu.be/\\_P6roVq\\_ADc](https://youtu.be/_P6roVq_ADc)  
<https://youtu.be/t1R0ZMp8FUo>  
<https://youtu.be/Rhv4e38ByDU>  
<https://youtu.be/9ib44TpENCY>

## **VALUE ADDED COURSES**

**Programme: B.A.,**

**Subject: History**

**Semester: I**

**Course Type: Value Added Course**

**Course Type: Strategic Tourism Management and Entrepreneurship Development**

**Course Code: All Under-graduation Programmes / Semester – II**

**Contact Hours:**

**Credits:**

**CIA:**

**CE:**

### **Learning Objectives**

- *To provide knowledge on tourism management*
- *To teach Entrepreneurship development in tourism*
- *To outline the achievements of Entrepreneurial development programme*

### **Course Content**

#### **UNIT - I**

Strategy - concept, nature and characteristics of strategic decision.

#### **UNIT - II**

Strategic management process - Analysis models – BCG model - SWOT analysis Types of strategies of travel and tourism management - benefits of strategic management of tourism management.

#### **UNIT - III**

Entrepreneurship: Definition- Types and theories of entrepreneurship - Small scale entrepreneur – Characteristics and relevance.

#### **UNIT - IV**

Role of SSE- Development- problem and support needs of SSE - Opportunity - Funding.

#### **UNIT - V**

Entrepreneurial Development Programme (EDP)- EDPs role - Achievements - Role of Government in organizing EDPs

### ***BOOKS FOR REFERENCE***

- 1 Drucker P.F Innovation and Entrepreneurship **Elsevier**,UK
- 2 Sexton. D.L &Smilor. R.W the Art and Science of Entrepreneurship Springer Science& Business Media
- 3 Drucker Strategic Management, Business Harper Collins Publishers
- 4 CA.MeetaMangal Strategic Management **Commercial** Law Publishers

### **COURSE OUTCOME**

**After the completion of the course the students will be able to**

CO.No	CO Statement	Knowledge
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<b>CO1</b>	To estimate the strategic management of tourism management	Estimate(LevelK6)
<b>CO2</b>	To evaluate the Strategic management Process	Evaluate(LevelK5)
<b>CO3</b>	To understand the Definitions, types and theories of Entrepreneurship	Understand(LevelK2)
<b>CO4</b>	To illustrate the problem and support needs of SSE	Illustrate(LevelK3)
<b>CO5</b>	To explain the Entrepreneurial development programme	Explain(LevelK1)

### *Mapping of Course outcome with Pos*

<b>CO.No</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO6</b>
<b>CO 1</b>	H	M	M	H	M	H
<b>CO 2</b>	H	M	M	H	M	M
<b>CO 3</b>	H	M	H	H	M	H
<b>CO 4</b>	H	M	M	H	M	M
<b>CO 5</b>	H	M	M	H	M	M

- *Measuring: H High:M-Medium:L-Low*

<https://youtu.be/fudTO-DFFgM>

<https://youtu.be/WutGt-EEDdY>

<https://youtu.be/phaelV-XHrY>

<https://www.youtube.com/watch?v=tz7KV46edqU>

<https://www.youtube.com/watch?v=RSVHWuoOLzI>

**Programme: B.A.,**

**Semester: II**

**CourseType: Value-added Course**

**Course Code: All Under-graduation Programmes / Semester – II**

**Subject: History**

**Course: Iconography**

**Contact Hours:**

**Credits:**

**CIA:**

**CE:**

### **Learning Objectives**

- To create an interest among the students on Iconography
- To know about the antiquity of images of Indus Valley civilization and Lord Vishnu
- To provide knowledge about the Buddhist Iconography and Jain Iconography

### **Course Content**

#### **UNIT - I**

Meaning- Nature and Importance of Iconography-Source Material for the Study of Iconography -Literary Sources -Archaeological Sources.

#### **UNIT - II**

Antiquity of Image-worship in India -Image-worship in Indus Valley Civilisation -Image-worship in Rigveda -Image-worship in Later Vedic literature -Classification of Images.

#### **UNIT - III**

Iconography of Vishnu I- Dhruva bears: Sthanaka, Asana and Sayana –murtis of Vishnu - Chaturvimsati – murtis - Garuda and pratihara images.

#### **UNIT - IV**

Iconography of Vishnu II- Images of Ten Incarnations- Chaturmukhi –murtis - Baikuntha, Ananta- Trailokyamohana and Visvarupa.

#### **UNIT - V**

Buddhist Iconography - Symbolism in Early Buddhist art- Buddha images of Mathura and Gandhara schools of art upto Gupta period- Salient features of Dhyan Buddha images- Jaina Iconography - Salient features of Thirthankara images- Images of Rishabhanatha- Parshvanatha and Mahavira

## Books for Reference

- 1 R.Champakalakshmi Iconography in the Tamil Country Orient Blackswan Private Ltd.
- 2 T.A.Gopinatha Rao Elements of Hindu Iconography MotilalBanarsidass Publishers
- 3 A Dictionary of Buddihist and Hindu Iconography Fredrick w.Bunce New Delhi D.K.Printworld.
- 4 Jitendranath Banerjee The Development of Hindu Iconography MunshiramManoharlal Publishers
- 5 A.L.Srivastava Indian Iconography BR Publishing Corporation

## COURSE OUTCOMES

After the completion of the course the students will be able

CO. No	CO Statement	Knowledge
CO1	To understand the meaning of Iconography	Understand (LevelK2)
CO2	To evaluate the antiquity of images	Evaluate (LevelK5)
CO3	To analyze the importance of Iconography of Vishnu-I	Analyze (LevelK4)
CO4	To illustrate the Iconography of Vishnu –II and Images of Ten Incarnations	Illustrate (LevelK3)
CO5	To estimate the Iconography of Buddhists and Jains	Estimate (LevelK6)

## Mapping of Course Outcome with Pos

CO.No	PO 1	PO 2	PO 3	PO 4	PO 5	PO6
CO 1	H	M	M	H	M	H
CO 2	H	M	M	H	M	M
CO 3	H	M	H	H	M	H
CO 4	H	M	M	H	M	M

CO 5	H	M	M	H	M	M
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- *Measuring: H High:M-Medium:L-Low*

<https://www.youtube.com/watch?v=CPNwsvFHW0c>

<https://www.youtube.com/watch?v=Q01-LS6mfl8>

<https://www.youtube.com/watch?v=ECZPBXaQ1fs>

[https://www.youtube.com/watch?v=o7\\_DQcRHn58](https://www.youtube.com/watch?v=o7_DQcRHn58)

<https://www.youtube.com/watch?v=ydYLXYvz6oA>

**Programme: B.A.,**

**Semester: III**

**Course Type: Value Added Course**

**Course Code: All Under-graduation Programmes / Semester – VI**

**Contact Hours:**

**CIA:**

**Subject: History**

**Course Type: Field Archaeology**

**Credits:**

**CE:**

## **Learning Objectives**

- To impart knowledge on Map reading
- To outline the aims and objectives of excavation
- To create an interest among the students on archaeological drawing, photography in Archaeology and digital photography

## **Course Content**

### **UNIT -I**

Map reading: Types of map- Symbols used in topography maps- Latitude- Longitude- Contour- Bench-mark- Mean Sea Level- Exploration: Aims and objectives of Archaeological explorations- Method of finding ancient sites- Village to village exploration- Documentation of sites and antiquarian remains.

### **UNIT - II**

Excavation: Aims and objectives of excavations- Equipment and accessories of excavation- Planning of excavation- Lay out of trenches- Methods of excavation- Excavation techniques and methods of Recording- Post Excavation Analysis: Classification of Objects, Findings- Re-construction of Socio-Economic aspects including contextual and site catchment analysis.

### **UNIT - III**

Methods of archaeological drawing: Area map- Site plan- Section- Floor- Structure and Pottery - Methods of Surveying: Chain survey- Plain table survey- Prismatic compass surveying- Leveling and Contouring.

### **UNIT - IV**

Photography: Use and importance of photography in Archaeology- Methods of archaeological photography.

### **UNIT - V**

Publication of Report: Preparation of texts and Drawings- Method of editing digital photographic data in computer- Preparation of Dummy- Proof reading

**Books Recommended:**

- 1 Allchin, F. R. and Dilip K. Chakrabarti A Source-Book of Indian Archaeology, Vol. I Munshiram Manoharlal Publishers.
- 2 Atkinson, R. J. C Field Archaeology Tayler & Francis Publications
- 3 Binford, S. R Teaching Archaeology Aryan Books International
- 4 Cookson, M. B Photography for Archaeology Creative Media Partners
- 5 Crawford, O. G. S Archaeology in the Field
- 6 Chakrabarti, D. K Theoretical Issues in India Archaeology

**COURSE OUTCOMES**

After the completion of the course the students will be able

CO.No	CO Statement	Knowledge
CO1	To understand the map reading	Understand (Level K2)
CO2	To analyse the aims and objectives of Excavation	Analyse (Level K4)
CO3	To illustrate the methods of Archaeological drawing	Illustrate (Level K3)
CO4	To evaluate the uses and importance of photography in Archaeology	Evaluate (Level K5)
CO5	To estimate the preparation of texts and Drawings	Estimate (Level K6)

**Mapping of Course Outcome with Pos**

CO.No	PO 1	PO 2	PO 3	PO 4	PO 5	PO6
CO 1	H	M	M	H	M	H
CO 2	H	M	M	H	M	M
CO 3	H	M	H	H	M	H
CO 4	H	M	M	H	M	M
CO 5	H	M	M	H	M	M

- **Measuring: H High:M-Medium:L-Low**

<https://youtu.be/SshbF4tyrHU>

<https://youtu.be/x9pGbpIPU-Y>

<https://youtu.be/md4aBlrDRCw>

<https://youtu.be/f5cp28E1Qao>

<https://www.youtube.com/watch?v=HwWHyVQxUKw>

**B.A HISTORY**  
**QUESTION PAPER PATTERN**  
**FOR**  
**Core, Allied & Elective Papers**  
**SUMMATIVE EXAMINATION**

**Maximum: 75 Marks**

**Duration: 3 Hours**

**Section – A (10X1= 10) No choice**

Ten objective type questions are to be given. Each question carries one mark.

**Section – B (5X5=25) Either (or)**

Five questions are to be given, with alternate choice. Each question carries Five marks.

**Section – C (4X10=40) Open Choice**

Six questions are to be given. Four questions are to be answered. Each question carries ten marks.

**INTERNAL MARKS**

**Test - 15**

**Assignment - 5**

**Seminar - 5**

**Total - 25**

## **INTERNAL QUESTION PATTERN**

### **Core, Allied & Elective Papers**

**Maximum: 30 Marks**

**Duration: 2 Hours**

#### **Section – A (1X6= 6) No choice**

Six objective type questions are to be given. Each question carries one mark.

#### **Section – B (2X4=8) Either (or)**

Two questions are to be given, with alternate choice. Each question carries Four marks.

#### **Section – C (2X8=16) Open Choice**

Four questions are to be given, two questions carries are to be answered. Each question carries Eight marks.

**Two Internal Tests for 30 marks are to be conducted and the average is to be calculated and converted for 15 marks. The time of duration for the internal Tests is two hours.**

**QUESTION PAPER PATTERN  
FOR  
SBC & NME PAPERS**

**SUMMATIVE EXAMINATION**

**Maximum: 75 Marks**

**Duration: 3 Hour**

**Section – A (5X5= 25) Open Choice**

Eight questions are to be given. Five questions are to be answered. Each question carries five marks.

**Section – B (5X10=50) Open Choice**

Eight questions are to be given. Five questions are to be answered. Each question carries Ten marks.

## **QUESTION PAPER PATTERN**

### **FOR INTERNAL EXAMINATION SBC & NME**

**Duration: 1 Hour**

**Total Marks – 15**

**Section – A (2X 2 ½ = 5)    Open Choice**

Three questions are to be given. Two questions are to be answered. Each question carries 2½ marks.

**Section – B (2X5=10)        Open Choice**

Three questions are to be given. Two questions are to be answered. Each question carries Five marks.

**QUESTION PAPER PATTERN**  
**FOR SUMMATIVE EXAMINATION EXTRA CREDIT**

**Duration: 3 Hour**

**Total Marks – 100**

**Section – A (5X 20 = 100)    Open Choice**

Eight questions are to be given. Five questions are to be answered. Each question carries 20 marks.