



# **KAMARAJ COLLEGE**

**(AUTONOMOUS)**

Accredited with A+ Grade by NAAC

Among Top 150 Colleges in India - NIRF Ranking 2025

இந்து நாடார் சங்கங்களால் 1966-ல் தொடங்கப்பட்ட கல்லூரி  
(Affiliated to Manonmaniam Sundaranar University, Tirunelveli)

**THOOTHUKUDI - 628 003.**



## **MINUTES OF THE BOARD OF STUDIES**

### **DEPARTMENT OF HISTORY**

#### **B.A., History**

#### **Semester – I to VI**

**(for the students those who joined from the academic year 2024-2025)**



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(Affiliated to Manonmaniam Sundaranar University, Tirunelveli)  
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## **B.A., History**

### **Semester – I to VI**

### **Syllabus**

(For the Students those who joined from the academic year 2024 - 2025)

## **Department Profile**

Name of the Programme	: B.A., History
Programme code	: 01005
Year of establishment	: 1976
E-mail id	: kamarajcollegehistory@gmail.com
College E-Mail	: kamarajcoll@gmail.com
College Website	: <a href="https://kamarajcollege.ac.in">https://kamarajcollege.ac.in</a>

### **Vision:**

The Department providing a comprehensive understanding of Global, National, and Regional Histories, encompassing diverse cultures and time periods.

### **Mission:**

To encouraging a passion for history that extends beyond the classroom, motivating students to continuously seek historical knowledge.

<b>M1</b>	To impart quality education and to foster holistic development of the learner through the education of multi-dimensional aspects of History
<b>M2</b>	To establish a platform to develop entrepreneurship skill, pursue higher education and to promote life-long learning opportunities in History
<b>M3</b>	To create a socially responsible citizen and enable learners to be ethical and contribute to the national development by choosing different careers of History

<b>Learning out comes-based Curriculum frame work (locf)</b>	
<b>Programme:</b>	<b>B.A., History Eligibility:</b> Candidates should have studied History as a subject in their 10 +2 or equivalent from a recognized board
<b>Programme Code:</b>	<b>01005</b>
<b>Duration:</b>	<b>3 Years (UG)</b>
<b>Programme Outcomes:</b>	
<b>PO1</b>	Understand the past and gain knowledge of Historical Periods
<b>PO2</b>	Acquire knowledge of Historical concepts
<b>PO3</b>	Apply concepts from History to current issues and suggest solutions
<b>PO4</b>	Articulate major ideas from classroom and outside learning
<b>PO5</b>	Develop independent and critical thinking
<b>PO6</b>	Prepare for life and become responsible citizens
<b>PO7</b>	Experience an all-round development of their personalities.
<b>PO8</b>	Learn how Historians research, frame an argument and debate details
<b>Programme Specific Outcomes:</b>	
<b>PSO1</b>	To enable students to apply basic History, Art and Architecture and Diplomacy.
<b>PSO 2</b>	To sensitize students to various Historical places related to Past History and administration.
<b>PSO 3</b>	To familiarize students to the concepts and theories.
<b>PSO 4</b>	Evaluate various Social and Economic problems in the Society and develop answer to the problems as Global citizens.
<b>PSO5</b>	Enhance skills of analytical and critical thinking to analyze Effectiveness of Humanity.

<b>Methods of Assessment</b>	
<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 pros and cons
<b>Create(K6)</b>	Check knowledge in specific or off beat situations, Discussion, Debating or Presentations

### Extra Credits

<b>Curricular Activities</b>	<b>Co-Curricular Activities</b>	<b>Extra-Curricular Activities</b>
Paper Presentation	Cultural Competitions	NCC
Paper Publication	Domain Clubs	NSS
Placement Training		Sports
Quiz		YRC
Competitions		UBA
SWAYAM /NPTEL/MOOCs		

**\*Paper Presentation for each paper: 1 credit.**

Level	Credit			
	Participation	III Prize	II Prize	I Prize
Intra college	1	2	3	4
Intercollegiate	2	3	4	5
District	3	4	5	6
University	4	5	6	7
State	5	6	7	8
National	6	7	8	9
International	7	8	9	10

**Total credits Under – Graduate Courses including Lab Hours- 2024 to 2025**

Semester	Hours	Credits
I	30	23
II	30	23
III	30	24
IV	30	25
V	30	25
VI	30	21
<b>Total</b>		<b>141</b>

**\*\*Extra Credit will be given on the basis of student's performance**

### **Pedagogy:**

- Technology Based Learning (PPT)
- Peer Teaching (Chalk & Talk)
- Virtual Lab
- Blended Learning (Online & Offline)
- Group Learning
- Self - Study
- Games Based Learning

## Course Structure

(For the Students admitted from the academic year 2024 – 25 onwards)

### First year – Semester - I

#### UG B.A., History

Part	Course Code	Title of the Course	Credits	Hours	Duration of ESE (Hrs.)	Marks Allotted		
						CIA	ESE	Total
Part I	24ULTL11	Tamil Ilakkiya Varalaru I	3	6	3	25	75	100
Part II	24ULEN11	General English I	3	6	3	25	75	100
Part III Core I	24UMHI11	History of Ancient India up to 1206 CE	5	5	3	25	75	100
Core II	24UMHI12	History of Tamil Nadu up to 1311 CE	5	5	3	25	75	100
EC I	24UEHI11	Any One 1. Introduction to Archaeology	3	4	3	25	75	100
	24UEHI12	2. Tourism and Cultural Heritage of India						
Part IV SEC - I	24USHI11 24USHI12	Any One 1. Introduction to Tourism 2. Indian Geography	2	2	3	25	75	100
Part IV FC	24UFHI11	Introduction to History	2	2	3		75	100
<b>Total</b>			<b>23</b>	<b>30</b>				
<b>SEC-Skill Enhancement Course</b>			<b>CIA- Continuous Internal Assessment</b>					
<b>EC –Elective Course</b>			<b>ESE- End Semester Examination</b>					

## Course Structure

(For the Students admitted from the academic year 2024 – 25 onwards)

### First Year – Semester- II

#### UG B.A., History

Part	Course Code	Title of the Course	Credits	Hours	Duration of ESE(Hrs.)	Marks Allotted		
						CIA	ESE	Total
Part I	24ULTL21	Tamil Ilakkiya Varalaru II	3	6	3	25	75	100
Part II	24ULEN21	General English II	3	6	3	25	75	100
Part III Core - III	24UMHI21	History of Medieval India 1206 - 1707 CE	5	5	3	25	75	100
Part III Core - IV	24UMHI22	History of Tamil Nadu 1311 – 1801 CE	5	5	3	25	75	100
Part III EC - II	24UEHI21 24UEHI22	Any one 1. Western Political Thought 2. Indian Numismatics	3	4	3	25	75	100
Part IV SEC – III SEC -IV	24USHI21 24USHI22 24USHI23	Any Two 1. Indian Constitution 2. Basic Journalism 3. Introduction to Museology	2 2	2 2	3 3	25 25	75 75	100 100
<b>Total</b>			23	30				
<b>SEC-Skill Enhancement Course</b>			<b>CIA- Continuous Internal Assessment</b>					
<b>EC –Elective Course</b>			<b>ESE- End Semester Examination</b>					

## Course Structure

(For the Students admitted from the academic year 2024 – 25 onwards)

### Second Year – Semester- III

#### UG B.A., History

Part	Course Code	Title of the Course	Credits	Hours	Duration of ESE(Hrs.)	Marks Allotted		
						CIA	ESE	Total
Part I	24ULTL31	Tamilaga Varalarum Panpaadum	3	6	3	25	75	100
Part II	24ULEN31	General English III	3	6	3	25	75	100
Part III Core - V	24UMHI31	History of India - 1707 -1857 CE	5	5	3	25	75	100
Part III Core - VI	24UMHI32	History of Tamil Nadu since 1801 CE	4	4	3	25	75	100
Part III EC - III	24UEHI31 24UEHI32	Any one 1. Indian Political Thought 2. Inscriptions & Manuscriptology	3	3	3	25	75	100
Part IV SEC – V SEC -VI	24USHI31 24USHI32 24USHI33	Any Two 1. Entrepreneurship Development 2. Indian Political Science 3. Tourism in Tamil Nadu	2 2	2 2	3 3	25 25	75 75	100 100
Part IV	24UYOG31	Yoga, Cultural and Heritage	2	2	1.5	25	75	100
<b>Total</b>			24	30				
<b>SEC-Skill Enhancement Course</b>			<b>CIA- Continuous Internal Assessment</b>					
<b>EC –Elective Course</b>			<b>ESE- End Semester Examination</b>					

## Course Structure

(For the Students admitted from the academic year 2024 – 25 onwards)

**Second Year – Semester- IV**

**UG B.A., History**

Part	Course Code	Title of the Course	Credits	Hours	Duration of ESE(Hrs.)	Marks Allotted		
						CIA	ESE	Total
Part I	24ULTL41	Tamilum Ariviyalum	3	6	3	25	75	100
Part II	24ULEN41	General English IV	3	6	3	25	75	100
Part III Core - VII	24UMHI41	Freedom Struggle in India	5	5	3	25	75	100
Part III Core - VIII	24UMHI42	History of Modern Europe -1789 - 1919 CE	4	4	3	25	75	100
Part III EC - IV	24UEHI41 24UEHI42	Any one 1.Modern Governments 2.Gandhian Studies	3	3	3	25	75	100
Part IV SEC – VII SEC -VIII	24USHI41 24USHI42 24USHI43	Any Two 1. Computer Training 2. Panchayat Raj system in India 3. Indian Culture and Heritage	2 2	2 2	3 3	25 25	75 75	100 100
Part IV	24UEVS41	E.V.S	2	2	3	25	75	100
Part V	24UEA41	NCC/NSS/YRC/SPORTS	1	--	--	--	--	100
<b>Total</b>			<b>25</b>	<b>30</b>				
<b>SEC-Skill Enhancement Course</b>		<b>CIA- Continuous Internal Assessment</b>						
<b>EC -Elective Course</b>		<b>ESE- End Semester Examination</b>						

**Course Structure for Arts Stream**  
**Third Year – Semester – V**  
**UG History**  
**(With effect from the academic year 2024- 2025 onwards)**

Semester V	Course Code	Title of the Course	Credit	Hours / Week	Duration of ESE (Hrs.)	Marks Allotted		
						CIA	ESE	Total
Part - III Core - IX	24UMHI51	History of the World 1919 - 1991 CE	4	5	3	25	75	100
Core - X	24UMHI52	Selected Themes in History of U.S.A	4	5	3	25	75	100
Core - XI	24UMHI53	Regional History (History of Thoothukudi )	4	5	3	25	75	100
Core - XII	24UMHIP1	Project with Viva Voce	4	5	3	50	50	100
EC - I	24UEHI51	Discipline Specific Elective 1 1. Women Studies (or) 2. Elements of Human Rights	3	4	3	25	75	100
	24UEHI52							
EC - II	24UEHI53	Discipline Specific Elective 2 1. History of Dravidian Movement 2. Historiography	3	4	3	25	75	100
	24UEHI54							
Part IV Training	24UINT51	*Internship.	2	-	3	50	50	100
Part - V	24UPDT51	Personality Development	2	2	3	25	75	100
		<b>TOTAL</b>	<b>25</b>	<b>30</b>				

**SEC-Skill Enhancement Course**

**CIA- Continuous Internal Assessment**

**EC –Elective Course**

**ESE- End Semester Examination**

**\*Internship – course duration - 7 to14 days (Report should be submitted & Viva Voce will be conducted for the report which is equivalent to the Project Viva – Voce).**

**Course Structure for Arts Stream**  
**Third Year – Semester – VI**  
**UG History**  
**(With effect from the academic year 2024 – 2025 onwards)**

Semester VI	Course Code	Title of the Course	Credit	Hours / Week	Duration of ESE (Hrs.)	Marks Allotted		
						CIA	ESE	Total
Part - III Core - XIII	24UMHI61	Contemporary History of India	4	6	3	25	75	100
Core - XIV	24UMHI62	India and Her Neighbour's	4	6		25	75	100
Core- XV	24UMHI63	History of Science and Technology in India	4	6	3	25	75	100
EC– III Any One	24UEHI61 24UEHI62	Discipline Specific Elective 3 1. History of Modern China 2. History of Tamil Nadu since 1947	4	5	3	25	75	100
EC – IV Any One	24UEHI63 24UEHI64	Discipline Specific Elective 4 1. Temple Art and Architecture in Tamil Nadu 2. International Relations since 1919	3	5	3	25	75	100
Part IV	25USHI61	Professional competency skill Enhancement course Introduction to Epigraphy	2	2	3	25	75	100
		<b>TOTAL</b>	<b>21</b>	<b>30</b>				
<b>SEC-Skill Enhancement Course</b>			<b>CIA- Continuous Internal Assessment</b>					
<b>EC –Elective Course</b>			<b>ESE- End Semester Examination</b>					

## Semester - I

### History of Ancient India Upto 1206 CE

<b>Title of the Course</b>	<b>History of Ancient India Upto 1206 CE</b>				
<b>Course Type</b>	<b>CORE I</b>				
<b>Course Code</b>	<b>24UMHI11</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>I</b>	<b>Credits</b>	<b>5</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>	
	<b>4</b>	<b>1</b>	<b>--</b>	<b>5</b>	

<b>Learning Objectives</b>	
<b>LO1</b>	Understanding of the characteristics of Pre and Proto Historic Cultures in India.
<b>LO2</b>	The impact of Vedic culture on Society, Religion and Culture.
<b>LO3</b>	Emergence of Centralized State under the Mauryas and Ashoka's Dhamma.
<b>LO4</b>	Achievements of the Guptas and their contribution to Literature, art and Architecture.
<b>LO5</b>	Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Sources–Geographical Features –Pre- and Proto History - Harappan Civilization – Vedic and Later Vedic Age.
<b>II</b>	Buddhism and Jainism – Alexander’s Invasion - Rise of Magadhan Empire – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture.
<b>III</b>	Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya - Samudragupta – Kumara Gupta - Administration – Social, Economic and Cultural life.
<b>IV</b>	Vardhanas - Harshavardhana – Administration – Religious Contributions – Provincial Dynasties – Chalukyas – Rashtrakutas - Paramaras – Palas – Senas - Art and Architecture - Cultural contributions.
<b>V</b>	Rajputs – Cultural Contributions - Arab Conquest of Sind - Mahmud of Ghazni– Invasions – Mohammed of Ghor – Battles of Tarain.

<b>Recommended Books</b>	
1	G. Venkatesan, Cultural History of India, Varthamanan Pathipagam, 2018 (inTamil)
2	K.L. Khurana, History of India: Earliest times to 1526 A.D., Lakshmi Narain Agarwal, Agra,
3	L.P. Sharma, History of Ancient India, Konark Pub. Pvt. Ltd., New Delhi, 2008
4	R.C. Majumdar, et. al., An Advanced History of India, MacMillan, Delhi, 1974
5	R.S. Sharma, India's Ancient Past, Oxford University Press, New Delhi, 2017

<b>Reference Books</b>	
1	A.L. Basham, The Wonder that was India, London, Macmillan, 2004
2	B.N. Luniya, Evolution of Indian Culture, Agra, Lakshmi Narain Publication, 2005
3	K.K. Pillay, A Social History of the Tamils, University of Madras, Madras, 1967
4	K.K. Pillay, Historical Heritage of Tamils, MJP Publishers, Chennai, 2021
5	K.K. Pillay, Studies in Indian History: With Special Reference to Tamil Nadu, K.K. Pillay, Madras, 1979

<b>Web Resources</b>	
1	<a href="https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up">https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up</a>

### **Course Outcomes**

<b>Co No</b>	<b>On completion of this course, students will be able to</b>
CO 1	Outline the characteristic features of Pre and Proto Historic Cultures in India.
CO 2	Discuss the impact of the Vedic Culture on Indian Society and Religion.
CO 3	Examine Ashoka's policy of Dhamma.
CO 4	Justify Gupta Age as a classical age.
CO 5	Describe the nature of Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.

### CO Mapping with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<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)**

### Level of Correlation between PSO's and CO's

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<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)**

## History of Tamil Nadu Upto 1311 CE

<b>Title of the Course</b>	<b>History of Tamil Nadu Upto 1311 CE</b>				
<b>Course Type</b>	<b>CORE II</b>				
<b>Course Code</b>	<b>24UMHI12</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>I</b>	<b>Credits</b>	<b>5</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>4</b>	<b>1</b>	<b>--</b>	<b>5</b>

<b>Learning Objectives</b>	
<b>LO1</b>	Knowledge of Geography and Sources of Tamil Nadu.
<b>LO2</b>	Understanding of Polity, Society and Economy of the Sangam period.
<b>LO3</b>	The contribution of Pallavas in the field of Art and Architecture.
<b>LO4</b>	Appreciation of the achievements and contribution of the Imperial Cholas.
<b>LO5</b>	Factors for the decline of the Pandyas.

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Sources – Geographical features - Pre & Proto history of Tamil Nadu – Ancient Tamil Civilization.
<b>II</b>	Sangam Age – Early Cholas – Karikala – Cheras – Senguttuvan – Pandyas – Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum.
<b>III</b>	Origin of Pallavas - Early Pallavas- Mahendra varman I- Naramisha varmanan I – Later Pallavas – Political, Social and Economic Conditions –Literature, Education – Art and Architecture – Early Bakthi Movement - The First Pandyan Empire.
<b>IV</b>	Later Cholas - Raja Raja Chola I - Rajendra Chola I – Administrative System – Socio and Economic life – Religion – Literature –Art and Architecture.
<b>V</b>	The Second Pandyan Empire (1190-1312 CE) – Triangular conflict among Cholas, Pandyas and Hoysalas – Socio and Economic Life - Civil War – Malik Kafur's Invasion.

**Field visit in Tamil Nadu Historical places.**

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

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

<b>Web Resources</b>	
1	<a href="https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGIZQdjZt9lJpd#book1/">https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGIZQdjZt9lJpd#book1/</a>
2	<a href="http://www.historydiscussion.net">http://www.historydiscussion.net</a>
3	<a href="http://globalsecurities.org/military/world/india/history-chola.htm">http://globalsecurities.org/military/world/india/history-chola.htm</a>

## Course Outcomes

Co No	On completion of this course, students will be able to
CO 1	Describe the various sources for the study of History of Tamil Nadu.
CO 2	Examine the various aspects of Sangam Age.
CO 3	Explain the Rise of Pallavas and their cultural contribution.
CO 4	Estimate the supremacy of the Chola power.
CO 5	Outline the achievements of the Second Pandyan Empire.

### CO Mapping with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	3	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	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)**

### Level of Correlation between PSO's and CO's

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	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)**

## Introduction to Archaeology

<b>Title of the Course</b>	<b>Introduction to Archaeology</b>				
<b>Course Type</b>	<b>Elective I</b>				
<b>Course Code</b>	<b>24UEHI11</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>I</b>	<b>Credits</b>	<b>3</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>		<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
	<b>3</b>		<b>1</b>	<b>--</b>	<b>4</b>

<b>Learning Objectives</b>	
<b>LO1</b>	Meaning of Archaeology, Kinds of Archaeology and its relations with Allied disciplines.
<b>LO2</b>	Archaeological developments in the World and India.
<b>LO3</b>	Knowledge of Early Archaeologists and the status of Archaeological studies.
<b>LO4</b>	Understanding of the methods and techniques of Archaeology.
<b>LO5</b>	Interpretation of Excavated materials

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Definition, Nature, Aim and Scope of Archaeology - Kinds of Archaeology - Marine Archaeology, Aerial Archaeology- Archaeology and its Relations with Allied disciplines
<b>II</b>	Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West- Growth of Archaeology in India- Archaeological Survey of India.
<b>III</b>	Archaeological Studies - Robert Bruce Foote – Alexander Rae – Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler.
<b>IV</b>	Exploration- Aims –Methods - Methods of Excavations –Underwater Archaeology – Stratiography - Recording Methods - Three Dimensional Measurements - Dating Methods - Radio Carbon – Thermo luminescence – Potassium Argon – Fission Track – Dendrochronology.
<b>V</b>	Excavation Materials - Classification of Artifacts - Pottery and Antiquities - Scientific Analysis of Organic Materials - Archaeological excavations in Tamil Nadu – Arikamedu – Adichanallur – Korkai – Keezhadi – Mayiladumparai – Sivagalai -

### Historical Field visits in Archaeological places.

<b>Recommended Books</b>	
1	K. Rajan, Archaeology: Principles and Methods, ManooPathippakam, Thanjavur, 2002
2	K.Rajan, Understanding Archaeology: Field Methods, Theories and Practices, Manoo Pathippakam, Thanjavur, 2016
3	K.V. Raman, Principles and Methods of Archaeology, Parthajan Publications, Madras, 1986

<b>Reference Books</b>	
1	B.D. Dillon, ed., Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics, Institute of Archaeology, University of alifornia, Los Angeles, 1989
2	Stuart Fleming, Dating in Archaeology: A Guide to Scientific Techniques, J.M. Dent, London 1978
3	Robert F. Heizer, (ed.), The Archaeologist at Work: A Source Book in Archaeological Method and Interpretation, Harper & Row, New York, 1969
4	C. Renfrew & Paul Bahn, Archaeology: Theories, Methods and Practice, Thames &Hudson, London, 2012
5	Surendranath Roy, The Story of Indian Archaeology 1784-1947, Archaeological Survey of India, New Delhi, 2011

<b>Web Resources</b>	
1	<a href="http://www.arch.cam.uk">http://www.arch.cam.uk</a>
2	<a href="http://archaeological.org">http://archaeological.org</a>
3	<a href="http://www.tnarch.gov.in">http://www.tnarch.gov.in</a>
4	<a href="https://radiocarbon.com">https://radiocarbon.com</a>

### Course Outcomes

Co No	On completion of this course, students will be able to
CO 1	Define Archaeology and explain different Kinds of Archaeology.
CO 2	Trace the Archaeological developments from its beginnings.
CO 3	Describe the contribution of early Archaeologists in India
CO 4	Explain the methods and techniques of Archaeology.
CO 5	Classify the Artefacts and describe the various types of analysis.

### CO Mapping with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
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	2	2	2	3
CO 5	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

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	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)**

## Tourism and Cultural Heritage of India

<b>Title of the Course</b>	<b>Tourism and Cultural Heritage Of India</b>				
<b>Course Type</b>	<b>Elective I</b>				
<b>Course Code</b>	<b>24UEHI12</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>I</b>	<b>Credits</b>	<b>3</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>		<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
	<b>3</b>		<b>1</b>	<b>--</b>	<b>4</b>

<b>Learning Objectives</b>	
<b>LO1</b>	Understanding of the basic components and Tourism and Culture
<b>LO2</b>	Knowledge of different types Cultural Heritage of India
<b>LO3</b>	Knowledge of the National Heritage
<b>LO4</b>	Understanding the Important Mountain Resorts
<b>LO5</b>	Knowledge of the Functions of ITDC and TTDC

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Meaning of Tourism – Tourism and Culture – Role of Geography – Development of Accommodation, Transportation and Communication Technology.
<b>II</b>	Cultural Heritage of India – Fairs and festivals – Dress and Ornaments – Handicrafts – Popular Indian dishes and Food habits – Cultural centers of Buddhists – Hindus - Muslims – Sikhs and Christians in India.
<b>III</b>	National Heritage – Important monuments - Delhi - Agra – Jaipur – Varanasi - Konark – Khajuraho - Aihole – Mamallapuram - Important Wild life Sanctuaries – Birds Sanctuaries - Project Tiger – Zoological Parks - Museums and Art Galleries.
<b>IV</b>	Important mountain Resorts – Himalayan Region and Kashmir – Hill Resorts in Tamil Nadu – Beaches of India – Goa and Diu, - The Marina – Kovalam – Mamallapuram – Kochi – Andaman and Nicobar.
<b>V</b>	Achievements and failures of Tourism Industry in India – Role of Ministry of Tourism Functions of ITDC and TTDC – Problems of the Tourism Industry – Possible remedies for its development – Future of Tourism in India.

**Historical Field visits in Archaeological places.**

<b>Recommended Books</b>	
1	A.K. Bhatia, <i>Tourism Management</i> , Sterling Publications, New Delhi, 2016
2	A.K. Bhatia, <i>The Business of Travel Agency and Tour Operations Management</i> , Sterling Publications, New Delhi, 2014

<b>Reference Books</b>	
1	Marc Mancini, <i>Conducting Tours: A Practical Guide</i> , Cengage Learning Publications, New Zealand, 2000
2	J. Negi, <i>Travel Agency and Tour Operation: Concepts and Principles</i> , Kanishka Publisher, New Delhi, 2004
3	Pran Nath Seth, <i>Successful Tourism Management: Fundamentals of Tourism</i> , Sterling Publications, New Delhi, 2008
4	Krishna Lal and Gupta S.P - <i>Tourism, Museums and Monuments in India</i> .

<b>Web Resources</b>	
1	<a href="https://www.academia.edu/14264572/Basic_Concept_on_Tourism">https://www.academia.edu/14264572/Basic_Concept_on_Tourism</a>
2	<a href="http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf">http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf</a>

### **Course Outcomes**

<b>Co No</b>	<b>On completion of this course, students will be able to</b>
CO 1	List out the Tourism and Culture
CO 2	Explain the Cultural Heritage of India.
CO 3	Describe the Roles of Geography.
CO 4	Discuss the National Heritage.
CO 5	Examine the Important of Mountain Resorts

### CO Mapping with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
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	2	2	2	3
CO 5	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

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	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)**

## Introduction to Tourism

<b>Title of the Course</b>	<b>Introduction to Tourism</b>				
<b>Course Type</b>	<b>Skill Enhancement Course – I</b>				
<b>Course Code</b>	<b>24USHI11</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>I</b>	<b>Credits</b>	<b>2</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>2</b>	<b>--</b>	<b>--</b>	<b>2</b>

<b>Learning Objectives</b>	
<b>LO1</b>	Understanding of the Basic components and elements of Tourism
<b>LO2</b>	Knowledge of different Types and Forms of Tourism
<b>LO3</b>	Knowledge of the Role of Travel Agents
<b>LO4</b>	Understanding of the Role of Tour Operators
<b>LO5</b>	Knowledge of the Travel documents

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Concepts of Tourism: Definition of Tourism – Traveller – Travel Motivations - Basic Components of Tourism - Transport, Attraction, Accommodation – Elements of Tourism: Amenities, Accessibility, Historical and Cultural Factors
<b>II</b>	Types and Forms of Tourism - Domestic and International Tourism - Leisure Tourism – Pilgrimage Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Medical Tourism – Sustainable Tourism
<b>III</b>	Travel Agency: Meaning of Travel Agent – Types of Travel Agency – Roles of Large Travel Agent – Characteristics of a Professional Travel Agent
<b>IV</b>	Tour Operator: Meaning of Tour Operator – Types of Tour Operator: Inbound, Outbound, Domestic, Ground and Specialized – Role of Tour Operators – Itinerary Planning - Guidelines
<b>V</b>	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).

**Field visit in Tourist Places.**

<b>Recommended Books</b>	
1	A.K. Bhatia, Tourism Management, Sterling Publications, New Delhi, 2016
2	A.K. Bhatia, The Business of Travel Agency and Tour Operations Management, Sterling Publications, New Delhi, 2014

<b>Reference Books</b>	
1	Marc Mancini, Conducting Tours: A Practical Guide, Cengage Learning Publications, New Zealand, 2000
2	J. Negi, Travel Agency and Tour Operation: Concepts and Principles, Kanishka Publisher, New Delhi, 2004
3	Pran Nath Seth, Successful Tourism Management: Fundamentals of Tourism, Sterling Publications, New Delhi, 2008

<b>Web Resources</b>	
1	<a href="https://www.academia.edu/14264572/Basic_Concept_on_Tourism">https://www.academia.edu/14264572/Basic_Concept_on_Tourism</a>
2	<a href="http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf">http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf</a>

### **Course Outcomes**

<b>Co No</b>	<b>On completion of this course, students will be able to</b>
CO 1	List out the various components and Elements of Tourism
CO 2	Explain the types and Forms of Tourism.
CO 3	Describe the Roles of Travel Agent
CO 4	Discuss the Roles of Tour Operators
CO 5	Examine the importance of Travel documents

### CO Mapping with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
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
<b>Total</b>	15	15	15	15	14	13	14	15
<b>Average</b>	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

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
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)**

## Indian Geography

<b>Title of the Course</b>	<b>Indian Geography</b>				
<b>Course Type</b>	<b>Skill Enhancement Course - I</b>				
<b>Course Code</b>	<b>24USHI12</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>I</b>	<b>Credits</b>	<b>2</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>2</b>	<b>--</b>	<b>--</b>	<b>2</b>

<b>Learning Objectives</b>	
<b>LO1</b>	To enable the terms, key concepts and basic principles of geography
<b>LO2</b>	To enable the features of the physical geography of India
<b>LO3</b>	To enable the various resources, its utilization and conservation in India
<b>LO4</b>	To enable the role of Geography in the economic development of India
<b>LO5</b>	To enable the racial and ethnic factors that are responsible for the promotion of cultural setting in India

<b>Unit</b>	<b>Contents</b>
<b>I</b>	PRINCIPLES OF GEOGRAPHY- Solar System – Earth – Shape and Size – Rotation, Revolution and its effects, Inclination of Earth’s axis – Latitude, Longitude, Types of Maps. Time: Time Zone – International Dateline – Change of seasons, Varying length of a Day and Night – Structure of the Earth.
<b>II</b>	PHYSICAL GEOGRAPHY OF INDIA . Physiography: Mountain, Plateaus, Plains, Seas and Lakes. Drainage System and Watersheds. Climate, Monsoons, Climatic Regions, Natural Vegetation, Wildlife, Forest.
<b>III</b>	RESOURCES . Natural Resources: Land, Surface and Groundwater, Energy, Minerals and Biotic Resources – Their Distribution, Utilization and Conservation – Its Impact on Economy – Soil Types and their Distribution
<b>IV</b>	ECONOMIC DEVELOPMENT Agriculture, Irrigation, Green Revolution, Food Crops and Commercial / Cash Crops Industries: Small Scale, Large Scale and Agro Based, Cottage Industry Transport, Communication and Trade: Road, Railways, Waterways, Airways, Pipeline Networks-Multipurpose Projects and their complementary roles in regional development.
<b>V</b>	CULTURAL SETTING Races and Ethnicity: Major tribes, tribal areas and their problems; Role of Linguistic, Religious and Cultural Heritage – Growth, Distribution and Density of Population – Settlement: Urban and Rural – Growth of Cities – Problems of Urbanization – Town Planning and its Impact

<b>Text Books</b>	
1	Nigam V.N. A Complete Course in Certificate Geography. New Delhi: Pitambar Publication, 2006. Print.

<b>Reference Books</b>	
1	Majid, Husain. Geography of India, Evolution of Geographical Thought, and World Geography. New Delhi: Rawat Publications, 2011.
2	Majid, Husain. Fundamentals of Physical Geography. New Delhi: Rawat Publications, 2009.
3	Negi, B.S. Economic and Commercial Geography. Meerut: Kadarnath Ramnath Publication, 1989.
4	Sharma and Curtino. Economic and Commercial Geography of India. New Delhi: Vikas Publication, 2002.
5	Sharma, T.C. Economic and Commercial Geography of India. New Delhi: Johns Hopkins University Press, 1999.

<b>Web Resources</b>	
1	<a href="http://www.mapsofindia.com/geography/">www.mapsofindia.com/geography/</a> <a href="http://www.indianmirror.com/geography/geography">www.indianmirror.com/geography/geography</a>
2	html <a href="http://www.facts-about-india.com/Geography-facts-about-india.php">www.facts-about-india.com/Geography-facts-about-india.php</a>

### **Course Outcomes**

<b>Co No</b>	<b>On completion of this course, students will be able to</b>
CO 1	Explain the terms, key concepts and basic principles of geography
CO 2	Summarize the features of the physical geography of India.
CO 3	Categorize the various resources, its utilization and conservation in India
CO 4	Interpret the role of Geography in the economic development of India.
CO 5	Assess the racial and ethnic factors that are responsible for the promotion of cultural setting in India

### CO Mapping with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO 1</b>	3	3	3	3	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3	2	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	13	14	15
<b>Average</b>	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

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<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)**

## Introduction to History

<b>Title of the Course</b>	<b>Introduction to History</b>				
<b>Course Type</b>	<b>Foundation Course</b>				
<b>Course Code</b>	<b>24UFHI11</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>I</b>	<b>Credits</b>	<b>2</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>	
	<b>2</b>	<b>--</b>	<b>--</b>	<b>2</b>	

<b>Learning Objectives</b>	
<b>LO1</b>	Introduction to the Meaning and Nature of History.
<b>LO2</b>	Knowledge of different Kinds of History and its relationship with other disciplines.
<b>LO3</b>	Use of facts in writing History.
<b>LO4</b>	Introduction of the concepts in History.
<b>LO5</b>	Knowledge of various sources for the study of History and usage of Bibliography and Footnotes.

<b>Unit</b>	<b>Contents</b>
<b>I</b>	History – Meaning & Definitions– Nature and Scope of History – Uses and Abuses of History – Lessons in History
<b>II</b>	Kinds of History – History and Allied Disciplines – Debates on history: Science or an Art
<b>III</b>	Herodotus – Thucydides – Livy -Tacitus – St. Augustine – Ibn Khaldun – Alberuni – Voltaire – Ranke – Hegel – Marx – E.H. Carr
<b>IV</b>	Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi – Romila Thapar – R.S. Sharma – K.A. NilakantaSastri – K.K. Pillai -N. Subramaniam – K Rajayyan - G. Venkatesan Dendrochronology
<b>V</b>	Repositories of Sources: Archaeological – Epigraphical – Numismatic – Material Remains – Literary - Archival and Government Records – Footnotes and Bibliography.

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

<b>Recommended Books</b>	
1	E. Sreedharan, A Textbook of Historiography, 500 BC to AD 2000, Orient Longman, New Delhi, 2004
2	E.H.Carr, What is History?, Penguin Books Ltd., New Delhi, 2018.
3	G.Venkatesan, A Study of Historiography (History of Historical Knowledge), V.C.Publications, 2018
4	S.Manikam, On History & Historiography, Padumam Publishers, Madurai
5	SheikAli, History: Its Theory and Method, Laxmi Publications, 2019

<b>Reference Books</b>	
1	John C.B. Webster, Studying History, Primus Books, Delhi, 2019
2	MarcBloch, The Historian's Craft, Aakar Books, Delhi, 2017
3	R.G.Collingwood, The Idea of History, OUP, Delhi, 1994
4	Romila Thapar, History and Beyond, Taylor and Francis, Oxford University of Press,

<b>Web Resources</b>	
1	<a href="https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html">https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html</a>
2	<a href="http://d-nb.info">http://d-nb.info</a>

### **Course Outcomes**

<b>Co No</b>	<b>On completion of this course, students will be able to</b>
CO 1	Describe the Meaning and Definition of History.
CO 2	Explain the relationship between History and Allied disciplines.
CO 3	Illustrate the use of facts in Writing History.
CO 4	Examine the concept of Causation in History.
CO 5	Develop an essay based on sources using Foot notes and Bibliography.

### CO Mapping with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
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

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

### CO Mapping with Programme Specific Outcomes

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	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)**

## Semester II

### History of Medieval India 1206-1707 CE

<b>Title of the Course</b>	<b>History of Medieval India 1206-1707 CE</b>				
<b>Course Type</b>	<b>Core III</b>				
<b>Course Code</b>	<b>24UMHI21</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>II</b>	<b>Credits</b>	<b>5</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>4</b>	1	--	5

<b>Learning Objectives</b>	
<b>LO1</b>	Understanding about the genesis of the Sultanate rule in India and its early rulers
<b>LO2</b>	Appreciation of the administration of Tuglaqs, Sayyids and Lodis and the impact of Bhakti Movement
<b>LO3</b>	Knowledge about the founding and conquests of the Mughal rulers
<b>LO4</b>	Art and architecture and administrative policies during the Mughals

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Establishment of Sultanate rule in India- Slave dynasty-Qutb-Uddin-Aibek- Iltutmish- Sultana Raziya –Balban
<b>II</b>	Khalji dynasty-Jaludin Khilji - Alauddin Khilji – Tughlaq Dynasty – Mohammed-bin- Tughlaq – Feroz Shah Tughlaq
<b>III</b>	Sayyids and Lodis –Administrative System under Delhi Sultanate – Bhakti Movement – Sufi Movement
<b>IV</b>	Advent of Mughals – Babur – Humayun – Sher Shah Administration- Akbar - Mughal administration- Mughal Art and Architecture
<b>V</b>	Jahangir –Chain of Justice- Shah Jahan – Aurangzeb – Downfall of Mughals

<b>Recommended Books</b>	
1	Ashirbadi Lal Srivastava, History of India 1000 A.D. to 1707 A.D., Shiva Lal Agarwala, Agra, 1964
2	J.L. Mehta, Advanced Study in the History of Medieval India, Vol II: Mughal Empire(1526 – 1707 A.D.), Sterling Pub., New Delhi, 2019
3	J.L. Mehta, Advanced Study in the History of Medieval India, Vol. I(1000 – 1526 A.D.), Sterling Pub., New Delhi, 2019
4	J.L. Mehta, Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture, Sterling Pub., New Delhi, 2019
5	L.P. Sharma, History of Medieval India, 1000-1740 A.D., Konark Pub. Pvt. Ltd., New Delhi, 1997
6	Satish Chandra, History of Medieval India, Orient Blackswan, New Delhi, 2017

<b>Reference Books</b>	
1	A.B.M. Habibullah, The Foundation of Muslim Rule in India, Central Book Depot, 1967
2	Ashirbadi Lal Srivastava, The Mughal Empire, 1526-1803 A.D., Shiva Lal Agarwala, Agra, 1969
3	Chandra, Satish, Essays on Medieval Indian History, OUP, New Delhi, 2005
4	Mohammad Habib and K.A. Nizami, Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526), People's Publishing House, Delhi, 1970.
5	R.C. Majumdar, et. al., An Advanced History of India, MacMillan, Delhi, 1974
6	Satish Chandra, Medieval India, Part I & II, New Delhi, NCERT, 1971

<b>Web Resources</b>	
1	<a href="https://archive.org/details/MedievalIndiaFromContemporarySources">https://archive.org/details/MedievalIndiaFromContemporarySources</a>
2	<a href="http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf">http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf</a>
3	<a href="https://selfstudyhistory.com/medieval-indian-history/">https://selfstudyhistory.com/medieval-indian-history/</a>

### Course Outcomes

CO No	on completion of the course will be able to
CO 1	Describe the foundation of the Delhi Sultanate and its early dynasties
CO 2	Define the administration of the Delhi Sultanate and appreciate the Bhakthi and Sufi Movements
CO 3	Assess the genesis and the conquest of the Mughals
CO 4	Outline the art and architecture and administration of the Mughals
CO 5	Illustrate the administration, art and architecture during the Bahmini and Vijayanagar kingdoms

### CO Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	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	3	2	3
CO 4	3	3	2	3	3	2	2	3
CO 5	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

CO/PSO	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
CO 4	3	3	2	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)

## History of Tamil Nadu - 1311 – 1801 CE

<b>Title of the Course</b>	<b>History of Tamil Nadu - 1311 – 1801 CE</b>				
<b>Course Type</b>	<b>Core IV</b>				
<b>Course Code</b>	<b>24UMHI22</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>II</b>	<b>Credits</b>	<b>5</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		4	1	--	5

<b>Learning Objectives</b>	
<b>LO1</b>	Rise of the Madurai Sultanate and its contribution.
<b>LO2</b>	Knowledge about the impact of Vijayanagar rule in Tamilaham.
<b>LO3</b>	Contribution of the Nayaks of Madurai and Thanjavur.
<b>LO4</b>	Contribution of the Marathas to Tamil culture.
<b>LO5</b>	Understand the Poligar Rebellion as the early resistance against British imperialism.

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy – Culture
<b>II</b>	Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Decline of Nayaks of Madurai
<b>III</b>	Nayaks of Tanjore – Poligar system – Administration – Social and Economic Conditions
<b>IV</b>	Marathas of Tamil Country – Serfoji II – Administration – Contribution of Maratha to the Tamil Culture – Sethupathis of Ramnad – Society – Economy – Religion and Culture
<b>V</b>	Nawabs of Carnatic – Carnatic wars - Poligar Rebellion – Puli Thevar – Khan Sahib – Velunachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers

### Field Study to Historical Landmark site

<b>Recommended Books</b>	
1	G. Venkatesan, History of Modern Tamil Nadu 1600-2011, VC Publications, Rajapalayam
2	K. Rajayyan, History of Tamil Nadu, 1565 to 1982, Raj Publishers, 1982
3	N. Subramanian, History of Tamil Nadu, 1336 to 1984, Koodal Publications, 1976
4	Noboru Karashima, ed., A Concise History of South India: Issues and Interpretations, OUP, New Delhi, 2014
5	R. Kalidoss, History and Culture of Tamils, Vijay Publishers, Dindugal, 1976

<b>Reference Books</b>	
1	K. Rajayyan, Rise and Fall of the Poligars of Tamil Nadu, University of Madras, 1974
2	K. Rajayyan, South Indian Rebellion: The First War of Independence 1800- 1801, Akani Veliyeedu, 2012
3	K.A. NilakantaSastri, The Illustrated History of South India: from Pre- Historic times to the fall of Vijayanagar
4	K.R. Srinivasan, Temples of South India, National Book Trust, New Delhi, 2005
5	R. Sathianathaier, History of the Nayaks of Madura, University of Madras, Madras, 1980

<b>Web Resources</b>	
1	<a href="https://archive.org/details/SouthIndianRebellion/mode/2up">https://archive.org/details/SouthIndianRebellion/mode/2up</a>

### **Course Outcome**

<b>CO No</b>	<b>on completion of the course will be able to</b>
CO 1	Define the rule of the Madurai Sultanate.
CO 2	Explain the impact of the Vijayanagar rule in Tamilaham.
CO 3	Compare and contrast the achievements of the Nayaks of Madurai and Thanjavur.
CO 4	Assess the contribution of the Marathas to Tamil culture.
CO 5	Demonstrate Poligar rebellion as an early resistance against British imperialism.

### CO Mapping with Programme Outcomes

CO /PO	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

CO/PSO	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)**

## Western Political Thought

<b>Title of the Course</b>	<b>Western Political Thought</b>				
<b>Course Type</b>	<b>Elective II</b>				
<b>Course Code</b>	<b>24UEHI21</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>II</b>	<b>Credits</b>	<b>3</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>3</b>	<b>1</b>	<b>--</b>	<b>4</b>

<b>Learning Objectives</b>	
<b>LO1</b>	Knowledge about Greek philosophy of Plato and Aristotle
<b>LO2</b>	Knowledge about social contract theory.
<b>LO3</b>	The political ideas of Machiavelli and John Locke
<b>LO4</b>	Utilitarian philosophy of Jeremy Bentham
<b>LO5</b>	Ideas of Karl Marx and Antonio Gramsci

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Socrates – Plato – Aristotle
<b>II</b>	Machiavelli – Thomas Hobbes – John Locke – Rousseau
<b>III</b>	Voltaire – Montesquieu – Thomas Paine – Mary Wollstonecraft – Luigi Taparelli
<b>IV</b>	Jeremy Bentham – J.S. Mill – David Thoreau – Nietzsche
<b>V</b>	Karl Marx – Antonio Gramsci – Richard Rorty – Martin Luther King Jr.

<b>Recommended Books</b>	
1	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
2	Sharma, Western Political Thought: Plato to Hugo, Sterling Pub. Pvt. Ltd., New Delhi, 1984
3	S. Vijayaraghavan and R. Jayaram, Political Thought, Sterling Pub. Pvt. Ltd., 1994 Shefali Jha, Western Political Thought: From Plato to Marx, Pearson, Delhi, 2010
4	William Ebenstein, Great Political Thinkers – Plato to the Present, S. Chand (G/L) & Co. Ltd., New Delhi, 1999

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

<b>Web Resources</b>	
1	Web Resources : <a href="https://archive.org/details/dli.ernet.260180/page/n5/mode/2up">https://archive.org/details/dli.ernet.260180/page/n5/mode/2up</a>
2	<a href="https://archive.org/details/in.ernet.dli.2015.260320/page/n1/mode/2up">https://archive.org/details/in.ernet.dli.2015.260320/page/n1/mode/2up</a>
3	<a href="https://archive.org/details/dli.ernet.13555/page/n13/mode/2up">https://archive.org/details/dli.ernet.13555/page/n13/mode/2up</a>

### **Course Outcomes**

<b>CO No</b>	<b>on completion of the course will be able to</b>
CO 1	Describe the political philosophy of Plato and Aristotle.
CO 2	Describe the Social Contract theory.
CO 3	Compare the political ideas of Machiavelli and John Locke
CO 4	Justify the advantages of utilitarian philosophy.

CO 5	Identify the political ideas of Karl Marx and Antonio Gramsci.
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### CO Mapping with Programme Outcomes

CO/PO	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
<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 with Programme Specific Outcomes

CO/PSO	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
CO 4	3	3	2	3	3
CO 5	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)**

## Indian Numismatics

<b>Title of the Course</b>	<b>Indian Numismatics</b>				
<b>Course Type</b>	<b>Elective II</b>				
<b>Course Code</b>	<b>24UEHI22</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>II</b>	<b>Credits</b>	<b>3</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>3</b>	<b>1</b>	<b>--</b>	<b>4</b>

<b>Learning Objectives</b>	
LO1	Knowledge about Value of Numismatics.
LO2	Knowledge about Punch Marked coins.
LO3	Different type of Coins in various kings.
LO4	Discuss about the Medieval South Indian Coins.
LO5	Ideas of Coinage of the Hoyasalas.

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Value of Numismatics for Historical Reconstruction - Origin and evolution of coinage in India.
<b>II</b>	Punch Marked coins - Foreign Coins: Coinage of the Indo-Greeks -Coinage of the Kushanas - Saka Coinage - Gupta Coinage.
<b>III</b>	Pre Satavahana- Coinage - Coins of Satavahanas - Sangam age coins - Coins of Chera, Chola, Pandyas.
<b>IV</b>	Medieval South Indian Coins - Coins of Pallavas - Chalukyas - Coins of Imperial Cholas - Coins of Imperial Pandyas.
<b>V</b>	Coinage of the Hoyasalas - Coinage of the Vijayanagara Dynasty.

<b>Recommended Books</b>	
1	Vanaja. R., 1983 Indian Coinage, Indian National Museum, New Delhi.
2	Sharma, I.K., 1980, Coinage of Satavahana Empire, Agam kala Prakashan, New Delhi.
3	Krishnamurthy, R., 1997 Sangam Age Tamil Coins, Garnet Publications, Chennai.

<b>Reference Books</b>	
1	Raja Reddy, D., 2008 Andhra Coins – Select Articles, Ramaiah Vidhyapeetam, Hyderabad.
2	Kosambi, D.D., 1981 Indian Numismatics, Orient Longman Limited, New Delhi.

<b>Web Resources</b>	
1	<a href="https://thenumismatics.org/">https://thenumismatics.org/</a>
2	<a href="http://inherf.org/numismatics/">http://inherf.org/numismatics/</a>
3	<a href="https://www.nationalmuseumindia.gov.in/en/collections/index/12">https://www.nationalmuseumindia.gov.in/en/collections/index/12</a>

### **Course Outcomes**

<b>CO No</b>	<b>on completion of the course will be able to</b>
CO 1	Describe the origin and evolution of coinage in India.
CO 2	Describe the Punch Marked coins.
CO 3	Compare the Sangam age coins and Chera, Chola, Pandyas.
CO 4	Justify the advantages of Coins of Imperial Cholas and Imperial Pandyas.
CO 5	Determine the Coinage of the Vijayanagara Dynasty.

### CO Mapping with Programme Outcomes

CO/PO	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
<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)**

### CO Mapping with Programme Specific Outcomes

CO/PSO	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
CO 4	3	3	2	3	3
CO 5	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)**

## Indian Constitution

<b>Title of the Course</b>	<b>Indian Constitution</b>				
<b>Course Type</b>	<b>Skill Enhancement Course - III</b>				
<b>Course Code</b>	<b>24USHI21</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>II</b>	<b>Credits</b>	<b>2</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		2	-	--	2

<b>Learning Objectives</b>	
<b>LO1</b>	Understanding of the salient features of the Indian Constitution
<b>LO2</b>	Knowledge about fundamental Rights and Duties
<b>LO3</b>	Knowledge about the structure and functions of the Union Government
<b>LO4</b>	Knowledge about the structure and functions of the State Government
<b>LO5</b>	Understanding of the powers and functions of the local Government

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Sources – Preamble – Salient Features of Indian Constitution – Citizenship – Amendments.
<b>II</b>	Fundamental Rights – Directive Principles of State Policy – Fundamental Duties.
<b>III</b>	Union Government: President – Prime Minister and Council of Ministers – Parliament – Supreme Court of India.
<b>IV</b>	State Government: Chief Minister & Council of Ministers- Governor – State Legislature – High Courts.
<b>V</b>	Local Government: Urban – Rural.

<b>Recommended Books</b>	
1	B.N. Rao, India's Constitution in the Making, Orient Longmans, Madras, 1960
2	Durga Das Basu, Introduction to the Constitution of India, Lexis Nexis, Gurgaon, 2019
3	M.V. Pylee, Constitutional Government in India, S. Chand & Co. Ltd., New Delhi, 2012
4	Mahendra Pal Singh, V.N. Shukla's Constitution of India, (Thirteenth Edn.), Eastern Book Company, Lucknow, 2019

<b>Reference Books</b>	
1	Granville Austin, The Indian Constitution: Cornerstone of a Nation, Oxford University Press, New Delhi, 1999
2	Hari Hara Das, Indian Government and Politics, Himalaya Publishing House, New Delhi, 2001 Jagadish Swarup, Constitution of India, Dandewal Publishing House, Allahabad, 1984
3	M.V. Pylee, India's Constitution, S. Chand & Co., New Delhi, 2016
4	R.C. Agarwal and Mahesh Bhatnagar, Constitutional Development and National Movement of India, S. Chand & Co., New Delhi, 2006.
5	Sujit Choudhry, et. al., ed., The Oxford Handbook of the Indian Constitution, Oxford University Press, London, 2016

<b>Web Resources</b>	
1	<a href="https://www.tn.gov.in/index.php">https://www.tn.gov.in/index.php</a>
2	<a href="https://www.assembly.tn.gov.in/">https://www.assembly.tn.gov.in/</a>
3	<a href="https://www.indianculture.gov.in/ebooks/indias-constitution-making">https://www.indianculture.gov.in/ebooks/indias-constitution-making</a>

### Course Outcomes

CO No	On completion of the course will be able to
<b>CO 1</b>	Describe the salient features of the Indian Constitution
<b>CO 2</b>	Outline the Structure and Functions of Union Government
<b>CO 3</b>	Analyze the Fundamental Rights and Duties.
<b>CO 4</b>	Determine the Structure and Functions of State Governments
<b>CO 5</b>	Describe the powers of the local government

### CO Mapping with Programme Outcomes

CO/PO	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	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	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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

CO/PSO	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	15	15	15
<b>Average</b>	3	3	3	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## Basic Journalism

<b>Title of the Course</b>	<b>Basic Journalism</b>				
<b>Course Type</b>	<b>Skill Enhancement Course - IV</b>				
<b>Course Code</b>	<b>24USHI22</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>II</b>	<b>Credits</b>	<b>2</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		2	-	--	2

<b>Learning Objectives</b>	
LO1	Understanding the definition, types, and determinants of News
LO2	Knowledge about Newspaper organization structure
LO3	Knowledge about the Role, Qualities, and responsibilities of a Reporter
LO4	Knowledge about reporting and writing
LO5	Understanding of the Role, Qualities, and responsibilities of an Editor.

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Definition of News – Types of News – Determinants of News – News Evaluation
<b>II</b>	Newspaper Organization Structure – News Sources and Agencies – Target audience
<b>III</b>	Role, Qualities and Responsibilities of a Reporter – Lead Writing – News Pegs – Developing a News Story
<b>IV</b>	Interviews – Interpretative Reporting – Investigative Reporting – Reviews – Feature Writing – Travelogues – Web Writing
<b>V</b>	Role, Qualities and Functions of an Editor – Headlines – Layout – Placement of Photographs – Caption Writing – Infographics

<b>Recommended Books</b>	
1	K.M. Shrivastava, News Reporting and Editing, Sterling Pub. Pvt. Ltd., New Delhi, 1991
2	M.K. Verma, News Reporting and Editing, APH Publishing Corporation, New Delhi, 2009

<b>Reference Books</b>	
1	Graham Greer, A New Introduction to Journalism, Juta and Co. Ltd., Kenwyn, South Africa, 1999
2	Carole Fleming, et.al., An Introduction to Journalism, SAGE Publications Ltd., New Delhi, 2006
3	Barun Roy, Beginners' Guide to Journalism and Mass Communication, Pustak Mahal, Delhi, 2013

<b>Web Resources</b>	
1	<a href="https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/">https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/</a>
2	<a href="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</a>

### **Course Outcomes**

<b>CO No</b>	<b>on completion of the course will be able to</b>
<b>CO 1</b>	Describe the types and determinants of news.
<b>CO 2</b>	Outline the newspaper organization structure.
<b>CO 3</b>	Analyze the role, qualities, and responsibilities of a Reporter.
<b>CO 4</b>	Explain the types of reporting.
<b>CO 5</b>	Identify the role, qualities, and responsibilities of an editor.

### CO Mapping with Programme Outcomes

CO/PO	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	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

CO/PSO	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	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)**

## Introduction to Museology

<b>Title of the Course</b>	<b>Introduction to Museology</b>				
<b>Course Type</b>	<b>Skill Enhancement Course - IV</b>				
<b>Course Code</b>	<b>24USHI23</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>II</b>	<b>Credits</b>	<b>2</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>2</b>	-	--	<b>2</b>

<b>Learning Objectives</b>	
LO1	Understanding the definition and Concepts of Museums.
LO2	Knowledge about Museum Collection
LO3	Knowledge about the Museum Exhibitions.
LO4	Knowledge about Museum Architecture.
LO5	Understanding of the Role, Qualities, and Responsibilities of Galleries , Note Taking & Photography

<b>Unit</b>	<b>Contents</b>
<b>I</b>	<b>Definitions and Concepts</b> - History and development of Museums in India - Concepts of Museology and Museography - Types of Museums - scope and functions.
<b>II</b>	<b>Museum Collection</b> - Documentation Accessioning and De-Accessioning- Collection management- Collection policies and methods- field exploration, excavation, purchase and others- Types of Documentation - Indexing, Cataloguing, Digital.
<b>III</b>	<b>Museum Exhibitions</b> -Types of exhibits and exhibitions- Principle of display Techniques - Reserve collection- concept development, storyline, gallery development, space, showcases and structural installations.
<b>IV</b>	<b>Museum Architecture</b> -Security- Education- Museum building- Architecture - Management - Museum security - Use of multimedia in museums - Popular Publications guide books, brochures, posters, picture postcards.
<b>V</b>	<b>Field Work</b> - Visiting Museums - Galleries - Note Taking - Photography - Videography - Learning Display Techniques- Audio-Visual Techniques- Multimedia Techniques-Documentation - Antiquity Registration - Labelling.

**Field Visit – Nearest Archaeological/Historical Sites, Museum, Archives and Libraries**

<b>Recommended Books</b>	
1	Sarkar, H. 1981. Museums and Protection of Monuments and Antiquities in India. Delhi.
2	Morley, Grace. 1981. Museums Today, Department of Museology, M.S. University, Baroda.
3	Satya Prakash. 1964. Museums and Society. Baroda: M.S. University.
4	Planning Commission. (2011). Faster, sustainable and more inclusive growth an approach to the twelfth five- year plan, (2012-17). New Delhi: Planning Commission, Government of India.

<b>Reference Books</b>	
1	Banerjee, N.R. 1990. Museum and Cultural heritage in India. Delhi. Agam Kala.
2	UNESCO, 1968. Museums and Education, Museums, Vol.21, no. 1, Paris.
3	Dhramaraj J, Museology, (Tamil) Dency Publications, Sivakasi, 2015.

<b>Web Resources</b>	
1	<a href="https://www.india.gov.in/spotlight/national-digital-repository-museums-india">https://www.india.gov.in/spotlight/national-digital-repository-museums-india</a>
2	<a href="https://www.museumsofindia.org/">https://www.museumsofindia.org/</a>

### **Course Outcomes**

<b>CO No</b>	<b>on completion of the course will be able to</b>
<b>CO 1</b>	Describe the Concepts of Museums.
<b>CO 2</b>	Outline the Excavation M
<b>CO 3</b>	Analyze the Museum Exhibitions
<b>CO 4</b>	Explain the Museum and Architecture.
<b>CO 5</b>	Identify the field work of Museums.

### CO Mapping with Programme Outcomes

<b>CO/PO</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>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>CO/PSO</b>	<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)**

**Semester III**  
**History of India – 1707 – 1857 CE**

<b>Title of the Course</b>	<b>History of India – 1707 – 1857 CE</b>				
<b>Course Type</b>	<b>Core V</b>				
<b>Course Code</b>	<b>24UMHI31</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>III</b>	<b>Credits</b>	<b>5</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>4</b>	<b>1</b>	<b>--</b>	<b>5</b>

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
LO1	Impart knowledge about the causes for the Advent of the Europeans in India
LO2	Understand the consequences of the British-French Rivalry and Beginning of the British supremacy
LO3	Create awareness about the various strategies formulated by the British to capture power Princely states
LO4	Understand about British state and Revenue Administration and its consequences
LO5	Acquire knowledge about Indian response to the British rule viz. Peasant movements, Poligar rebellion, 1857 Revolt etc.

<b>Unit</b>	<b>Contents</b>
<b>I</b>	European Penetration into India: Early European Settlements -The Portuguese - The Dutch - The English and the French.
<b>II</b>	The Struggle for Supremacy: Carnatic Wars– Robert Clive –Dupleix - Battle of Plassey – Battle of Buxar.
<b>III</b>	British Expansion in India: Policy of Subordinate Alliance – Policy of Lapse and Annexations by conquests – Anglo - Mysore wars - Anglo Maratha wars.
<b>IV</b>	British Colonial Administration: Regulating Act - Pitt’s India Act – Charter Acts - Permanent Land Revenue Settlement- Ryotwari System - Mahalwari System.
<b>V</b>	Indian Response to British Rule: Moplah Uprisings – Santhal Uprisings - Poligar Uprisings –Peasants Movements – The Great Revolt of 1857.

**Historical sites visits**

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

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

<b>Web Resources</b>	
1	<a href="http://www.nationalarchives.nic.in">http://www.nationalarchives.nic.in</a>

### **Course Outcomes**

<b>CO No</b>	<b>on completion of the course will be able to</b>
<b>CO 1</b>	Trace the causes for the Advent of the Europeans to India
<b>CO 2</b>	Discuss the outcome of the British-French Rivalry
<b>CO 3</b>	Describe the strategies used by the British to capture power like the Doctrine of Lapse, Subsidiary alliance etc.
<b>CO 4</b>	Compare with Administration and Economic Policies of British and its consequences like the Famine, Drain of wealth etc.
<b>CO 5</b>	Elucidate the Indian response to the British especially the Peasant and Tribal uprisings, Poligar rebellion and 1857 revolt.

### Mapping with Programme Outcomes

CO/PO	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

CO/PSO	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	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)**

## History of Tamil Nadu since 1801 CE

<b>Title of the Course</b>	<b>History of Tamil Nadu Since 1801 CE</b>				
<b>Course Type</b>	<b>Core VI</b>				
<b>Course Code</b>	<b>24UMHI32</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>III</b>	<b>Credits</b>	<b>5</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>3</b>	<b>1</b>	<b>--</b>	<b>4</b>

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
LO1	Understanding about the Colonial Administration and early resistance in Tamil Nadu
LO2	Appreciation of the Social movements in Tamil Nadu like the Temple Entry movement and Self-Respect movement
LO3	Knowledge about contribution of Tamil Nadu towards Freedom movement
LO4	Ability to comprehend the contributions of the Congress, DMK and ADMK governments
LO5	Awareness about the various issues present in Tamil Nadu

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Early Resistance to British Rule: South Indian Rebellion - Vellore Mutiny - Tamil Nadu under the Europeans – Socio - Economic Activities.
<b>II</b>	Nationalism in Tamil Nadu - Swadeshi Movement – V.O. Chidambaram Pillai - Home Rule Movement – Non-Cooperation Movement – Civil Disobedience Movement Quit India Movement.
<b>III</b>	Political and Social Awakening - Justice Party Government – Periyar’s Self Respect Movement – Formation of Dravidar Kazhagam
<b>IV</b>	Government after Independence - Rajaji Ministry – Kamaraj Ministry – Anti - Hindi Agitation.
<b>V</b>	C.N. Annadurai - Women Welfare – Agriculture and Industrial development- Karunanidhi’s Administration - Birth of AIADMK - M.G. Ramachandran - J. Jayalalitha

<b>Recommended Books</b>	
1	A. Ramaswamy, TharkalaThamizhnattuVaralaru, New Century Book House, Chennai, 2018 (InTamil)
2	G. Venkatesan, History of Modern Tamil Nadu 1600-2011, VC Publications, Rajapalayam
3	K. Rajayyan, History of Tamil Nadu, 1565 to 1982, Raj Publishers, 1982
4	Ma. Po. Civananam, History of Freedom Movement in Tamil Nadu, Tamil University, 1988
5	P.C. Ganesan, C.N. Annadurai, Publications Division, New Delhi,Publishers, Madurai, 1980Rajmohan Gandhi, Rajaji: A Life, Penguin India, New Delhi, 2010

<b>Reference Books</b>	
1	A.R. Venkatachalapahty, Tamil Characters: Personalities, Politics, Culture, Pan MacMillan, 2019
2	A.S. Panneerselvan, Karunanidhi: A Life, Penguin Random House India Pvt. Ltd., 2021
3	Robert L. Hardgrave Jr., The Dravidian Movement, Popular Prakashan, Bombay,1965
4	T. Stalin Gunasekaran, The Role of Tamil Nadu in Freedom Struggle, Nivethitha Pathippagam, 2000(In Tamil)
5	V. Gita and S.V. Rajdurai, Towards a Non-Brahmin Millennium: From Iyothee Thass to Periyar, Samya, 1998
6	Anita Diehl, E.V. Ramaswami Naicker - Periyar: A Study of the Influence of a Personality inContemporary South India, B.I. Publications, Bombay, 1978

<b>Web Resources</b>	
1	<a href="https://archive.org/details/aclcpl00000795a1498">https://archive.org/details/aclcpl00000795a1498</a>
2	<a href="http://www.britannica.com/tamilnadu-india">www.britannica.com/tamilnadu-india</a>

### Course Outcome

<b>CO No</b>	<b>On completion of the course will be able to</b>
<b>CO 1</b>	Appreciate the contribution of Early Resistant movements in India
<b>CO 2</b>	Elucidate the Nature and importance of the Social movements in India
<b>CO 3</b>	Appreciate the contribution of Tamil Nadu towards Freedom movement
<b>CO 4</b>	Describe the various welfare policies undertaken by the Governments in the State
<b>CO 5</b>	Discuss and comprehend various issues in Tamil Nadu like the reservation, Sri Lankan Tamil issue etc.

### CO Mapping with Programme Outcomes

<b>CO/PO</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>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	3	3	2	2	2	3
<b>CO 2</b>	3	3	2	3	3	2	3	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	2	3	3	3	3	3
<b>Total</b>	15	15	13	15	14	12	13	15
<b>Average</b>	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

<b>CO/PSO</b>	<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	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)**

## Indian Political Thought

<b>Title of the Course</b>	<b>Indian Political Thought</b>				
<b>Course Type</b>	<b>Elective - III</b>				
<b>Course Code</b>	<b>24UEHI31</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>III</b>	<b>Credits</b>	<b>3</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		2	1	--	3

<b>Learning Objectives</b>	
<b>LO1</b>	Knowledge about Ancient political thinkers Kautilya and Kalhana
<b>LO2</b>	Understanding Barani's idea of a Good Ruler and Abul Fazal's Governance and Administration
<b>LO3</b>	The ideas of Raja Ram Mohan Roy, Ranade, Gokhale and Mahatma Gandhi
<b>LO4</b>	Ideas of Radical thinkers such as Tilak, Subramania Bharathi, V.O. Chidambaram Pillai and Aurobindo Ghosh
<b>LO5</b>	Ideas of Egalitarian thinkers like Periyar and Ambedkar

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Ancient Thinkers –Thiruvalluvar – Kautilya – Kalhana
<b>II</b>	Medieval Thinkers -Ziyauddin Barani - Abul Fazl
<b>III</b>	Modern Thinkers - Rajaram Mohan Roy – G.K. Gokhale – Mahatma Gandhi
<b>IV</b>	Radical Thinkers - Bal Gangadhar Tilak - Subramania Bharathi – V.O. Chidambaram – Aurobindo Ghosh .
<b>V</b>	Egalitarian Thinkers- E.V.R. Periyar - B.R. Ambedkar - Socialist Thinkers: Ram Manohar Lohia - Jayaprakash Narayanan

<b>Recommended Books</b>	
1	Vishnoo Bhagwan, Indian Political Thinkers, Atma Ram& Sons, New Delhi, 1999Guha,
2	Ramachandra Guha, Makers of Modern India, Penguin India, New Delhi, 2012.
3	V.P.Varma,Modern Indian Political Thought, Vol.II,Laxmi Narain Agarwal,Agra,2020

<b>Reference Books</b>	
1	Bidyut Chakrabarty, et. al., Modern Indian Political Thought: Text and Context, Sage Pub., New Delhi, 2009
2	M. Sharma, Political Theory and Thought, Anmol Publisher, New Delhi, 2004
3	V.R. Mehta, Foundations of Indian Political Thought, Taylor & Francis Exclusive, CBS Publishers& Distributors Pvt. Ltd., New Delhi, 2022

<b>Web Resources</b>	
1	<a href="https://archive.org/details/in.gov.ignca.18749/page/n13/mode/2up">https://archive.org/details/in.gov.ignca.18749/page/n13/mode/2up</a>

### Course Outcomes

<b>CO No.</b>	<b>On completion of the course will be able to</b>
<b>CO 1</b>	Describe Kautilya's ideal of a State and Administration.
<b>CO 2</b>	Elucidate the ideas of Medieval thinkers like Barani and Abul Fazal
<b>CO 3</b>	Discuss the ideas of early modern thinkers like Raja Ram Mohan Roy, Ranade, Gokhale, Gandhi and Nehru.
<b>CO 4</b>	Examine the Ideas of radical political thinkers such as Bharathi and Aurobindo Ghosh
<b>CO 5</b>	Evaluate the social impact of the ideas of Periyar and Ambedkar.

### CO Mapping with Programme Outcomes

CO/PO	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
<b>Total</b>	15	15	12	15	13	12	12	15
<b>Average</b>	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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	2	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	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)**

## Inscriptions & Manuscriptology

<b>Title of the Course</b>	<b>Inscriptions &amp; Manuscriptology</b>				
<b>Course Type</b>	<b>Elective - III</b>				
<b>Course Code</b>	<b>24UEHI32</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>III</b>	<b>Credits</b>	<b>3</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		2	1	--	3

<b>Learning Objectives</b>	
<b>LO1</b>	Knowledge about Importance of Inscriptions for Historical Reconstruction
<b>LO2</b>	Understanding the Study of Inscriptions
<b>LO3</b>	The ideas of Evolution of scripts.
<b>LO4</b>	Explain the Types of Inscriptions.
<b>LO5</b>	Discuss about the Dates in Indian Inscriptions.

<b>Unit</b>	<b>Contents</b>
<b>I</b>	<b>Introduction</b> - Definition, Scope and significance Importance of Inscriptions
<b>II</b>	<b>Study of Inscriptions</b> - History of Inscriptions studies - Early Readings- The Era of decipherment - The period of Maturity - The Modern period - Indian Inscriptions since independence to Present.
<b>III</b>	<b>Evolution of script's</b> -Scripts and languages – Graffiti marks - Indus Script - Brahmi script - Vatteluthu – Grantha - Theories of Origin - Asokan Edicts.
<b>IV</b>	<b>Types of Inscriptions</b> - Writing Materials - Non- perishable materials – Stone and Metals- Copper Plate Grants.
<b>V</b>	<b>Dating systems</b> - Dates in Indian Inscriptions - Dating methods - Eras: Kali, Vikrama, Saka, Kollam etc.

**Field Visit** – Nearest Archaeological/Historical site and Estempage of Inscriptions

<b>Recommended Books</b>	
1	Mahalingam, T.V. Early South Indian Palaeography, Madras: University of Madras.1974.
2	Pandey, R. Indian Palaeography, Delhi: MotilalBanarsidass.1957.
3	Ramesh, K.V. Indian Epigraphy, Vol. 1, Delhi: SundeepPrakashan.1984.
4	Sircar, D.C. Indian Epigraphy, Delhi: MotilalBanarsidass.1985.

<b>Reference Books</b>	
1	Sircar, D.C. Select Inscriptions, Vol. I&II, Delhi: MotilalBanarsidass.1983.
2	Nagasamy R, Epigraphy, (Tamil), Chennai, Dept of Archaeology, Publications, 2010.
3	Radhakrishnan Chaudry, Inscriptions of south India, Begam bridge publications, 1983.
4	Dhramaraj J, Epigraphy, (Tamil) Dency Publications, Sivakasi,2015.

<b>Web Resources</b>	
1	<a href="http://www.tamilheritage.org/manulogy/palmgy.html">http://www.tamilheritage.org/manulogy/palmgy.html</a>
2	<a href="http://www.thehindu.com/news/states/karnataka/44day-workshop-on-manuscriptology- and-palaeography-begins/article305105.ece">http://www.thehindu.com/news/states/karnataka/44day-workshop-on-manuscriptology- and-palaeography-begins/article305105.ece</a>
3	<a href="https://web.archive.org/web/20110226230151/http://www.tamiluniversity.ac.in/english/links/studies.html">https://web.archive.org/web/20110226230151/http://www.tamiluniversity.ac.in/english/links/studies.html</a>

### **Course Outcomes**

<b>CO No.</b>	<b>The students on completion of the course will be able to</b>
<b>CO 1</b>	Describe about the Inscriptions for Historical Reconstruction
<b>CO 2</b>	Elucidate the ideas of History of Inscriptions studies
<b>CO 3</b>	Discuss the ideas of Scripts and languages
<b>CO 4</b>	Examine the Types of Inscriptions
<b>CO 5</b>	Evaluate the Dating systems.

### CO Mapping with Programme Outcomes

CO/PO	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	3	2	3
<b>CO 2</b>	3	3	2	3	3	2	2	3
<b>CO 3</b>	3	3	3	3	3	2	2	3
<b>CO 4</b>	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	2	3	2	3	3	3
<b>Total</b>	15	15	12	15	13	12	12	15
<b>Average</b>	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

CO/PSO	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)**

## Entrepreneurship Development

<b>Title of the Course</b>	<b>Entrepreneurship Development</b>				
<b>Course Type</b>	<b>Skill Enhancement Courses - V</b>				
<b>Course Code</b>	<b>24USHI31</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>III</b>	<b>Credits</b>	<b>2</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>2</b>	--	--	<b>2</b>

<b>Learning Objectives</b>	
LO1	Knowledge of Traits of Entrepreneurs and Rural Entrepreneurship
LO2	Knowledge of Starting a Small Industry and Government Subsidies
LO3	Quality Control and Assurance Techniques
LO4	Understanding of Elements of Marketing
LO5	Understanding of Human Behavior and Stress Management

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Entrepreneur: Traits and Functions – Entrepreneurship motivation – Rural Entrepreneurship
<b>II</b>	Steps for Starting a Small Industry: Identification of Business Opportunity – Government Subsidies and Incentives
<b>III</b>	Quality Assurance and Testing of Product – Total Quality Management – Quality Control and Assurance Techniques
<b>IV</b>	Elements of Marketing: Market Strategy – Packing and Advertisement – After Sales Service
<b>V</b>	Management of Self and Understanding Human Behavior – Stress Management – Social Responsibility and Business Ethics

<b>Recommended Books</b>	
1	P.C. Jain, A Handbook for New Entrepreneurs, Entrepreneurship Development Institute of India, OUP, New Delhi, 1998
2	S. Anil Kumar, et. al., Entrepreneurship Development, New Age Intl. Pvt. Ltd. Pub., New Delhi, 2003
3	S.S. Khanka, Entrepreneurial Development, S. Chand & Co. Ltd., New Delhi, 2020
4	Sangeeta Sharma, Entrepreneurship Development, PHI Learning Pvt. Ltd., Delhi, 2021

<b>Reference Books</b>	
1	JayNarayan Vyas, Planning an Industrial Unit, N.K. Vyas Family Trust, 1982
2	Udai Pareek and T. Venkateswara Rao, Developing Entrepreneurship: A Handbook, Learning Systems, New Delhi, 1978

<b>Web Resources</b>	
1	<a href="http://www.startupindia.gov.in">http://www.startupindia.gov.in</a>

### Course Outcomes

<b>CO No</b>	<b>On completion of the course will be able to</b>
<b>CO 1</b>	List out the Traits of an Entrepreneur
<b>CO 2</b>	Explain how to start small industry and related Government subsidies
<b>CO 3</b>	Describe how to market the products produced.
<b>CO 4</b>	Explain the various quality assurance techniques
<b>CO 5</b>	Examine the importance of human behavior and stress management.

### CO Mapping with Programme Outcomes

CO/PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 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
<b>Total</b>	15	15	15	15	15	15	15	15
<b>Average</b>	3	3	3	3	3	3	3	3

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

### CO Mapping with Programme Specific Outcomes

CO/PSO	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	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)**

## Indian Political Science

<b>Title of the Course</b>	<b>Indian Political Science</b>				
<b>Course Type</b>	<b>Skill Enhancement Courses - VI</b>				
<b>Course Code</b>	<b>24USHI32</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>III</b>	<b>Credits</b>	<b>2</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		2	--	--	2

<b>Learning Objectives</b>	
LO1	To enable the Learners aware of the Rights and Duties of Indian Citizen
LO2	To enhance their Role as Enlightened Citizens
LO3	To understand the importance of Types of Constitutions
LO4	To focus more attention on Rule of Law and Administrative Law.
LO5	To understand the Political Parties.

<b>Unit</b>	<b>Contents</b>
<b>I</b>	State and its Elements – Relationship between Government and Society – Organs of Government – Legislative, Executive and Judiciary.
<b>II</b>	Citizenship – Meaning – Rights of the Citizen – Duties of Citizen – Fundamental Rights– How Rights are safe guarded.
<b>III</b>	Forms of Government – Unitary and Federal – Types of Constitutions – Written and Unwritten - Flexible and rigid.
<b>IV</b>	Executives – Parliamentary and Presidential–Legislature – Unicameral – Bicameral - Judiciary–Judicial review– Rule of Law and Administrative Law.
<b>V</b>	Separation of Powers– Pressure groups – Political parties – Single Party, Bi-party and Multi- Party systems

<b>Recommended Books</b>	
1	Gopal Chowdhary, Constitution of India, Vee Kumar Publications Pvt. Ltd., New Delhi, 2005.
2	Graville Austin, J., The Indian Constitution, Oxford University Press, Madras, 1966.
3	Joshi, C.N., The Constitution of India, Mac. Millan India Limited, Madras, 1981.

<b>Reference Books</b>	
1	Poornima G.R. and Suresh Kumar M.N., The Constitution of India, Sura College of Competition, Chennai, 2007.
2	Venkatesan, G., History of Contemporary India 1947 - 2007, V.C. Publications, Rajapalayam, 2010.
3	V.R. Mehta, Foundations of Indian Political Thought, Taylor & Francis Exclusive, CBS Publishers & Distributors Pvt. Ltd., New Delhi, 2022

<b>Web Resources</b>	
1	<a href="https://archive.org/details/in.gov.ignca.18749/page/n13/mode2_up">https://archive.org/details/in.gov.ignca.18749/page/n13/mode2_up</a>

### **Course Outcomes**

<b>CO No</b>	<b>On completion of the course will be able to</b>
<b>CO 1</b>	Describe the Organs of Government.
<b>CO 2</b>	Elucidate the Duties of Citizen
<b>CO 3</b>	Discuss the Forms of Government
<b>CO 4</b>	Examine the Judicial review
<b>CO 5</b>	Evaluate the Bi- party and Multi-party systems

### CO Mapping with Programme Outcomes

CO/PO	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
<b>Total</b>	15	15	12	15	13	12	12	15
<b>Average</b>	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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	2	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	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)

## Tourism in Tamilnadu

<b>Title of the Course</b>	<b>Tourism in Tamilnadu</b>				
<b>Course Type</b>	<b>Skill Enhancement Courses</b>				
<b>Course Code</b>	<b>24USHI33</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>III</b>	<b>Credits</b>	<b>2</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		2	--	--	2

<b>Learning Objectives</b>	
<b>LO1</b>	To enable the learners aware of the Natural Tourist Resources and Man-Made Resources.
<b>LO2</b>	To enhance their Study of important Tourist centers in Tamil Nadu
<b>LO3</b>	To understand the importance of Popular Religious Tourist centers in Tamil Nadu
<b>LO4</b>	To focus more attention on Cultural attractions of Tamil Nadu
<b>LO5</b>	To understand the registered Tourist Guide and his Role.

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Definition of Tourism Product –Geographical features of Tamil Nadu — Climates – Rain and Monsoons – The seasonal incidence – Floods – Droughts and Famines – Causes and Effects –Natural Tourist Resources and Man- Made resources.
<b>II</b>	Study of important Tourist centers in Tamil Nadu - Hill resorts – Beach resorts – Waterfalls Lakes – Historical Monuments – Archaeological sites – Museums – Art Galleries – Libraries – Wildlife and Bird Sanctuaries Parks - Forts and Palaces – Ports.
<b>III</b>	Popular Religious Tourist centers in Tamil Nadu– Hindu Temples Churches and Masques
<b>IV</b>	Cultural attractions of Tamil Nadu – Centers of learning – Forms of Dances – Festivals – Indian Music – Music Festivals – Important Fairs and Festivals of India.
<b>V</b>	Main Adventure centers of Tourist interest in Tamil Nadu – Trekking, River Running, Rock Climbing, Hunting, Fishing and Boat Race – Registered Tourist Guide and his Role.

### Field Visit – Tourist Places in Tamil Nadu

<b>Recommended Books</b>	
1	Percy Brown, Indian Architecture (Buddhist and Hindu Periods), D.B. Taraporevala, Bombay, 1959.
2	Edith Tomory, A history of fine arts in India, Orient blackswan, Chennai, 1989.
3	K. R. Srinivasan, Temples of South India, National book trust, New Delhi, 1985.
4	Acharya Ram, Tourism and Cultural heritage of India.

<b>Reference Books</b>	
1	R. C. Majumdar, Race and Culture of India.
2	A. L. Basham, The wonder that was India.
3	J. Dharmaraj, Tourism Product in India (Tamil), Tensy Publications, Sivakasi 2004.

<b>Web Resources</b>	
1.	<a href="https://www.academia.edu/14264572/Basic_Concept_on_Tourism">https://www.academia.edu/14264572/Basic_Concept_on_Tourism</a>
2.	<a href="http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf">http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf</a>

### **Course Outcome**

<b>CO No</b>	<b>The students on completion of the course will be able to</b>
<b>CO 1</b>	Describe the Geographical features of Tamil Nadu.
<b>CO 2</b>	Elucidate the Study of important Tourist centers in Tamil Nadu
<b>CO 3</b>	Discuss the Hindu Temples Churches and Masques
<b>CO 4</b>	Examine the important Fairs and Festivals of India.
<b>CO 5</b>	Evaluate the Main adventure centers of Tourist interest in Tamil Nadu.

### CO Mapping with Programme Outcomes

CO/PO	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
<b>Total</b>	15	15	12	15	13	12	12	15
<b>Average</b>	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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	2	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	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)**

## Semester - IV

### Freedom Struggle in India

<b>Title of the Course</b>	<b>Freedom Struggle In India</b>				
<b>Course Type</b>	<b>Core VII</b>				
<b>Course Code</b>	<b>24UMHI41</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>IV</b>	<b>Credits</b>	<b>5</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>4</b>	<b>1</b>	<b>--</b>	<b>5</b>

<b>Learning Objectives</b>	
<b>LO1</b>	To Knowledge above Socio - Religious Reform Movements
<b>LO2</b>	Compare and contrast between the moderates and extremists
<b>LO3</b>	Knowledge of Gandhi's leadership and transforming India's freedom struggle based on mass movements
<b>LO4</b>	Constitutional provisions and legislations
<b>LO5</b>	Knowledge of the causes and consequences of the Partition of India

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Poligar Revolt- South Indian Revolution – Vellore Mutiny- 1857 Revolt – Socio - Religious Reform Movements
<b>II</b>	Indian National Movement – Origin and Growth - Moderates – Extremists – Partition of Bengal –Swedishi Movement – Birth of Muslim League
<b>III</b>	Minto -Morley Reform Act - Home Rule Movement – Montague- Chelmsford Reform Act
<b>IV</b>	Gandhian Era– Jallian Wallabagh Massacre – Non-Cooperation Movement – Swaraj Party - Civil Disobedience Movement – Act of 1935 – Cripps Mission
<b>V</b>	Quit India Movement – Indian National Army - Simla Conference –Cabinet Mission - Mountbatten Plan – Indian Independence Act - Partition of India

#### Freedom leaders and Historical sites visits

<b>Recommended Books</b>	
1	Bipan Chandra, History of Modern India, Orient Black Swan Publications, New Delhi, 2012
2	Bipan Chandra., Nationalism and Colonialism in Modern India, New Delhi: Orient Blackswan Private Limited, New Delhi, 1981
3	Bipan Chandra, Amales Tripathi and Barun De, Freedom Struggle, National Book Trust, New Delhi, 2011
4	Bipan Chandra., India's Struggle for Independence, Penguin Random House, India, 2016
5	BalaJeyaraman, Periyar: A Political Biography of EV Ramasamy, Rupa and Co., 2013
6	P.N Srivastava – History of freedom struggle of India Bhartiya Kala Prakashan, Delhi – Indian Freedom struggle- petty paul thottam.

<b>Reference Books</b>	
1	Aparna Basu, Essays in the History of Indian Education, Concept Publishing Co., New Delhi, 1982
2	Udai Pareek and T. Venkateswara Rao, Developing Entrepreneurship: A Handbook, Learning Systems, New Delhi, 1978
3	Judith Margaret Brown, Gandhi's Rise to Power, Cambridge University Press, Cambridge, 1972.
4	Mushirul Hasan., India's Partition: Process, Strategy and Mobilisation. (Themes in Indian History), Oxford University Press, New Delhi, 1997
5	Percival Spear, The Oxford History of Modern India 1740-1947, Clarendon Press, Oxford, 1965

<b>Web Resources</b>	
1	<a href="https://amritmahotsav.nic.in">https://amritmahotsav.nic.in</a>
2	<a href="https://www.mcrhrd.gov.in">https://www.mcrhrd.gov.in</a>

### Course Outcomes

CO No	on completion of the course will be able to:
CO 1	Assess the role of the socio-religious movements in India
CO 2	Compare and contrast between the moderates and extremists
CO 3	Illustrate Gandhi's leadership and transforming India's freedom struggle based on mass movements
CO 4	Describe the Constitutional provisions and legislations for women
CO 5	Identify the causes and consequences of the Partition of India

### CO Mapping with Programme Outcomes

CO/PO	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
<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

CO/PSO	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
CO 5	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)**

## History of Modern Europe – 1789 – 1919 CE

<b>Title of the Course</b>	<b>History of Modern Europe – 1789 – 1919 CE</b>				
<b>Course Type</b>	<b>Core VIII</b>				
<b>Course Code</b>	<b>24UMHI42</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>IV</b>	<b>Credits</b>	<b>4</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>3</b>	<b>1</b>	<b>--</b>	<b>4</b>

<b>Learning Objectives</b>	
LO1	Impart an Understanding of the stages of the French Revolution and the Life and contribution of Napoleon Bonaparte
LO2	Create awareness about Napoleon’s achievements
LO3	Gain Knowledge of the unification of Italy and Germany
LO4	Understand about the Eastern Question and disruption of peace in Europe
LO5	Analyse the causes, course and consequences of the First World War

<b>Unit</b>	<b>Contents</b>
<b>I</b>	French Revolution – Napoleon Bonaparte - Continental System – Domestic Policy – Downfall.
<b>II</b>	Age of Metternich- The Congress of Vienna – The Quadruple Alliance – July Revolution of 1830 – February Revolution 1848- Napoleon III.
<b>III</b>	Unification of Italy - Victor Immanuel II - Mazzini – Garibaldi – Unification of Germany – Kaiser William - Bismarck - Blood and Iron policy.
<b>IV</b>	Eastern Questions – Greek War of Independence – Crimean War - The Russo -Turkish War -The Congress of Berlin.
<b>V</b>	Age of Armed Peace - The Triple Alliance and Triple Entente- Balkan Wars – First World War – Treaty of Versailles.

### Recommended Books

1	Blanning, T.C.W., The Oxford Illustrated History of Modern Europe (1789-2022), Oxford University Press, New York, 1996
2	Carlton, J.H. Hayes., Modern Europe to 1870, Macmillan, London, 1953.
3	Carr, E.H., International Relations between the Two World Wars (1919- 1939), Palgrave Macmillan, 1990
4	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
5	David Thomson, Europe since Napoleon, Penguin Books Ltd., New Delhi, 1990

### Reference Books

1	Albert S. Lindemann, A History of Modern Europe: From 1815 to the Present, Wiley-Blackwell, UK, 2013
2	Bertier de Sauvigny & Guillaume de., Translated by Peter Ryde, Metternich and His Times, Longman & Todd, London, 1962.
3	David S. Mason, A Concise History of Modern Europe: Liberty, Equality, Solidarity, Rowman & Littlefield Publishers Ltd., New York, 2011
4	Graham Ross, The Great Powers and the Decline of European States System, 1914- 1945, Longman, London, 1983
5	Lipson, E., Europe in the 19th and 20th Centuries, 1815-1939, Adam and Charles Black, London, 2018

### Web Resources

1	<a href="https://web.ics.purdue.edu/~wggray/Teaching/His104/Lectures/Revln-Timeline.html">https://web.ics.purdue.edu/~wggray/Teaching/His104/Lectures/Revln-Timeline.html</a>
2	<a href="https://www.bl.uk/world-war-one">https://www.bl.uk/world-war-one</a>

### Course Outcomes

CO No	The students on completion of the course will be able to:
CO 1	Assess the legacy of French Revolution and the life and contribution of Napoleon
CO 2	Compare with the Metternich system and Quadruple Alliance
CO 3	Identify the efforts to bring peace in the post Napoleonic era and the unification of Italy and Germany
CO 4	Describe the Eastern Question and spread of Nationalism in Eastern Europe
CO 5	Describe the causes, course and consequences of the First World War

### CO Mapping with Programme Outcomes

CO/PO	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	2	3	3
CO 4	3	3	3	3	3	3	3	3
CO 5	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

CO/PSO	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	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	s3	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)**

## Modern Governments

<b>Title of the Course</b>	<b>Modern Governments</b>				
<b>Course Type</b>	<b>Elective - IV</b>				
<b>Course Code</b>	<b>24UEHI41</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>IV</b>	<b>Credits</b>	<b>3</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>2</b>	<b>1</b>	<b>--</b>	<b>3</b>

<b>Learning Objectives</b>	
LO1	Meaning and types of Constitution.
LO2	Different types of Government viz., Unitary, Federal and Quasi- Federal.
LO3	Powers and functions of Legislature.
LO4	Powers and functions of Executive.
LO5	Role and functions of Judiciary and the importance of Judicial Review.

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Forms of Government – Constitution: Meaning - Purpose and Contents - Classification: Written and Unwritten – Rigid and Flexible
<b>II</b>	State: Meaning and Features –Classification: Unitary Federal – Theory of Separation of Powers.
<b>III</b>	Legislature - Unicameral – Bicameral - Powers and Functions of legislature
<b>IV</b>	Executive - Parliamentary Form – Presidential Form – Powers and Functions of Executive – Merits and Demerits - Role of Political Parties
<b>V</b>	Judiciary: Rule of Law –Administrative Law - Functions of Judiciary- Independence of Judiciary – Judicial Review

<b>Recommended Books</b>	
1	A.C .Kapur, Principles of Political Science, S. Chand & Co, New Delhi, 2006
2	J.C. Johari, Principles of Modern Political Science, Sterling Pub. Pvt. Ltd., New Delhi, 2009

<b>Reference Books</b>	
1	Alan R. Ball, Modern Politics and Government, Palgrave Macmillan, London, 1993
2	K.C. Wheare, Modern Constitutions, Oxford University Press, London, 1966
3	Norman P. Barry, An Introduction to Modern Political Theory, Palgrave, Hampshire, 2000
4	Rajeev Bhargava and Ashok Acharya, ed., Political Theory: An Introduction, Pearson Longman, New Delhi, 2008

<b>Web Resources</b>	
1	<a href="http://core.ac.uk/download/pdf/7048759.pdf">http://core.ac.uk/download/pdf/7048759.pdf</a>
2	<a href="https://www.bl.uk/world-war-one">https://www.bl.uk/world-war-one</a>

### **Course Outcomes**

<b>CO No</b>	<b>The students on completion of the course will be able to</b>
CO 1	Describe the meaning and types of Constitution.
CO 2	Explain the different types of Government.
CO 3	Examine the powers and functions of the Legislature
CO 4	Classify the powers and functions of the Executive.
CO 5	Evaluate the significance of Judicial Review.

### CO Mapping with Programme Outcomes

CO/PO	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
<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

CO/PSO	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
CO 5	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)

## Gandhian Studies

<b>Title of the Course</b>	<b>Gandhian Studies</b>				
<b>Course Type</b>	<b>Elective - IV</b>				
<b>Course Code</b>	<b>24UEHI42</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>IV</b>	<b>Credits</b>	<b>3</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		2	1	--	3

<b>Learning Objectives</b>	
LO1	Types of Gandhiji's views on Democracy.
LO2	Gandhiji's conception of self, God and world.
LO3	Gandhian Economic Thoughts.
LO4	Gandhiji's Views on Distribution of wealth.
LO5	Role and functions of Gandhi and Social Thought.

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Gandhian Era- Gandhiji's Life at a glance- Gandhiji's Experiments with Truth and Non- Violence- Gandhiji's views on Democracy.
<b>II</b>	Gandhiji's conception of self, God and world- Gandhiji's conception of war, peace and conflict resolutions.
<b>III</b>	Gandhian Economic Thoughts- Fundamentals of Gandhian Economic order- Swadeshi, Classless- Casteless and self-reliant society.
<b>IV</b>	Gandhiji's Views on Distribution of wealth- Equality - Decentralisation of Economic power- Economic Reconstruction of Villages in India.
<b>V</b>	Gandhian Social Thought – His views on women, untouchables and weaker sections- Gandhian Political philosophy –Gandhian concept of Sarvodaya.

<b>Recommended Books</b>	
1	Gandhi-His Life and Thought - J.B Kripalani.

<b>Reference Books</b>	
1	Ashram observance in Action - M.K. Gandhi
2	The Political Thought of Mahatma Gandhi – Gopinath Dharan.

<b>Web Resources</b>	
1	<a href="http://core.ac.uk/download/pdf/7048759.pdf">http://core.ac.uk/download/pdf/7048759.pdf</a>
2	<a href="https://www.gandhiashramsevagram.org/gandhi-resources/gandhi-related-websites.php">https://www.gandhiashramsevagram.org/gandhi-resources/gandhi-related-websites.php</a>

#### **Course Outcomes**

<b>CO No</b>	<b>The students on completion of the course will be able to:</b>
CO 1	Describe the Gandhiji's Experiments with Truth and Non- Violence.
CO 2	Explain the Gandhiji's conception of self, God and world.
CO 3	Examine the Fundamentals of Gandhi an Economic order.
CO 4	Classify the Economic Reconstruction of Villages in India.
CO 5	Evaluate the significance of Gandhi an Political philosophy.

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

<b>CO/PO</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>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>CO/PSO</b>	<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)**

## Computer Training

<b>Title of the Course</b>	<b>Computer Training</b>				
<b>Course Type</b>	<b>Skill Enhancement Course - VII</b>				
<b>Course Code</b>	<b>24USHI41</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>IV</b>	<b>Credits</b>	<b>2</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>2</b>	<b>--</b>	<b>--</b>	<b>2</b>

<b>Learning Objectives</b>	
LO1	Knowledge of computer components, word document and power point presentation.
LO2	Knowledge of creating a word document.
LO3	Ability to type a letter and CV in word document.
LO4	Knowledge of slide creation in Power Point using pictures and videos
LO5	Create a slide show presentation

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Components of a Computer – Hardware – Software – DOS and Windows – Printing
<b>II</b>	Creating a New Document – Open and Close Document – Delete a File – Save a File – Cut, Copy and Paste
<b>II</b>	Typing a letter and Curriculum Vitae
<b>IV</b>	Power Point Presentation – Slide Creation – Inserting Pictures, Tables, Videos
<b>V</b>	Developing Skills in Designing: Brochures – Presentation – Newsletter – Videos – Websites

<b>Recommended Books</b>	
1	Dan Gook in, Word 2019 for Dummies, For Wiley, New Jersey, USA, 2018
2	Doug Lowe, Power Point 2019 for Dummies, Wiley, New Jersey, USA, 2018
3	J. Jha, et. al., Elements of Computer Science, Narosa Publishing House, 2001

<b>Reference Books</b>	
1	Rajaraman, A., Computer Graphics with Multimedia, Alpha Science Intl. Ltd., 2009

<b>Web Resources</b>	
1	<a href="https://www.geeksforgeeks.org/introduction-to-microsoft-word/">https://www.geeksforgeeks.org/introduction-to-microsoft-word/</a>

### **Course Outcomes**

<b>CO No</b>	<b>The students on completion of the course will be able to</b>
<b>CO 1</b>	Describe the computer components.
<b>CO 2</b>	Explain how to create and save a word document
<b>CO 3</b>	Demonstrate how to use world document by typing a CV or a letter.
<b>CO 4</b>	Examine how to create a Power Point presentation.
<b>CO 5</b>	Analyze a slide show presentation using Power Point.

### CO Mapping with Programme Outcomes

CO/PO	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
<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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	2	3	3	3
CO 2	2	3	2	3	3
CO 3	2	3	3	3	3
CO 4	2	2	3	3	3
CO 5	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)**

## Panchayat Raj System in India

<b>Title of the Course</b>	<b>Panchayat Raj System in India</b>				
<b>Course Type</b>	<b>Skill Enhancement Course - VIII</b>				
<b>Course Code</b>	<b>24USHI42</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>IV</b>	<b>Credits</b>	<b>2</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>2</b>	<b>--</b>	<b>--</b>	<b>2</b>

<b>Learning Objectives</b>	
LO1	To study the impact of Gandhian views on Panchayat Raj.
LO2	To study the local self-Government under the British Rule.
LO3	To make aware of the students about the history of Panchayat Raj over the years.
LO4	To understand gross root democracy and decision making from the bottom - up

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Local Self Government - an Introduction - Evolution of Panchayat Raj in India - Local Self Government during the Pandiyas Dynasty- Chinnamanur Inscription- Chola period - Local Self Government under the British Rule - Constitutional Amendment.
<b>II</b>	Grama Rajya - Gandhian Principles -Bhoodan Movement - Sarvodaya Philosophy -73 <sup>rd</sup> Amendment.
<b>III</b>	Panchayat Raj system in India – Development from 1947-2001- Panchayat finance – and Administration.
<b>IV</b>	Urban Local Government - Financial Administration - State Control over Urban Local Government - Balwant Roy Mehta Committee - Ashok Mehta Committee.
<b>V</b>	Rural Local Government - Income of Rural Local Governments - 74th Constitutional Amendment - Role of people in Panchayat Raj institutions.

<b>Recommended Books</b>	
1	Ravi Goel, Panchayati Raj in India (New Delhi: Sonali Publications, 2012).
2	L.P. Shukla, A History of Village Panchayats in India (Dharwar: Institute of Economic Research, 1964).
3	R.L. Khanna, Panchayati Raj in India (Ambala: The English Book Depot., 1972).
4	Shweta Mishra, Democratic Decentralisation in India (New Delhi: Mittal Publications, 1994).

<b>Reference Books</b>	
1	M. Aslam, Panchayati Raj in India (New Delhi: National Book Trust, 2007).
2	Ravi Goswami, Panchayati Raj in India (Delhi: Signature Books International, 2012).

<b>Web Resources</b>	
1	<a href="http://core.ac.uk/download/pdf/7048759.pdf">http://core.ac.uk/download/pdf/7048759.pdf</a>
2	<a href="https://www.bl.uk/world-war-one">https://www.bl.uk/world-war-one</a>

### **Course Outcomes**

<b>CO No</b>	<b>The students on completion of the course will be able to:</b>
<b>CO 1</b>	Describe the contribution of the Cholas to Local Self Government.
<b>CO 2</b>	Illustrate the Structure of Panchayat Raj.
<b>CO 3</b>	Analyze the Origin and Growth of Panchayat Systems.
<b>CO 4</b>	Explain the Role of committees in the development of the Panchayat System.
<b>CO 5</b>	Identify the role of people in the Local Government.

### CO Mapping with Programme Outcomes

CO/PO	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
CO 5	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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

CO/PSO	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	3	3	3	3
CO 4	3	3	3	3	3
CO 5	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)

## Indian Culture and Heritage

<b>Title of the Course</b>	<b>Indian Culture and Heritage</b>				
<b>Course Type</b>	<b>Skill Enhancement Course - VIII</b>				
<b>Course Code</b>	<b>24USHI43</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>IV</b>	<b>Credits</b>	<b>2</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>2</b>	<b>--</b>	<b>--</b>	<b>2</b>

<b>Learning Objectives</b>	
LO1	Examine the Rich literacy Heritage of India
LO2	Establish the link between Culture and Heritage
LO3	Examine the Rich literacy Heritage of India
LO4	Identify the characteristics of various religious movements in Ancient India.

<b>Unit</b>	<b>Contents</b>
<b>I</b>	Culture – An introduction – General characteristics of culture – Indian culture – Cultural Identity, Religion, Region and Ethnicity.
<b>II</b>	Ancient India – Vedic culture – Mauryan cultural development – Cultural development during the Gupta Period – The Pallavas and the Cholas.
<b>III</b>	Medieval India – Life of people under Delhi Sultanate – Rise of Islam and Sufism – Development of folk arts.
<b>IV</b>	Modern India – Rise of the West and its impact of India – Socio Religious reformers – Indian language and literature – Religion and philosophy.
<b>V</b>	Indian painting – Performing Arts, Music, Dance and Drama – Architecture – Spread of Indian culture abroad.

**Field Visit** – Indian Heritage places

<b>Recommended Books</b>	
1	Indian Art and culture for civil services and other competitive examination, Nitin Singhania publisher MC Graw Hill, Third edition (1 August 2019)
2	Indian culture, Art and heritage, Pearso education India, First edition 2021.
3	Ancient and Medieval India, Poonam Dalal Dahiya MC Graw Hill, Second edition (24 July 2020), Noida.
<b>Reference Books</b>	
1	Indian heritage art and culture, Madhukar Kumar Bhagat, G.K. Publications, New edition, 2018.
2	History of Modern India, V.D. Mahajan, S.Chand and Co, New Delhi, 1972.
<b>Web Resources</b>	
1	<a href="http://core.ac.uk/download/pdf/7048759.pdf">http://core.ac.uk/download/pdf/7048759.pdf</a>
2	<a href="https://www.bl.uk/world-war-one">https://www.bl.uk/world-war-one</a>

### **Course Outcomes**

<b>CO No</b>	<b>The students on completion of the course will be able to</b>
<b>CO 1</b>	Describe the Cultural Identity, Religion, Region and Ethnicity.
<b>CO 2</b>	Examine the Development of Folk Arts
<b>CO 3</b>	Analyze the Cultural development during the Gupta Period
<b>CO 4</b>	Explain the role of Socio Religious reformers.
<b>CO 5</b>	Identify the role of people in the Indian painting

### CO Mapping with Programme Outcomes

CO/PO	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
CO 5	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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

CO/PSO	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	3	3	3	3
CO 4	3	3	3	3	3
CO 5	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)

## Semester V

### History of the World 1919-1991 CE

<b>Title of the Course</b>	<b>History of the World 1919-1991 CE</b>						
<b>Course Type</b>	<b>Core -IX</b>						
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>4</b>	<b>Course Code</b>	<b>24UMHI51</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>		
		<b>4</b>	<b>1</b>	<b>-</b>	<b>5</b>		

<b>Learning Objectives</b>	
<b>LO1</b>	Understanding of the impact of Fascism and Nazism.
<b>LO2</b>	Factors that led to the emergence of Cold War and its various phases.
<b>LO3</b>	The nature of the anti-colonial struggle and the decolonization process in Afro- Asian countries.
<b>LO4</b>	The rise of Arab nationalism and the Israel-Palestinian Wars.
<b>LO5</b>	The causes and consequences of decline of the Soviet Union.

<b>UNIT</b>	<b>CONTENTS</b>
<b>I</b>	Impact of First World War - League of Nations - International Relations in Inter-War Years – Russian Revolution of 1917- Great Depression and its impact- Fascism and Nazism
<b>II</b>	Second World War – Causes – Course – Consequences – UNO - Aims and Objectives - Organization- Specialized Agencies - Achievements - Post World War Settlements - Cold War.
<b>III</b>	Anti - Colonial Struggles - Decolonization Process in Asian and African countries – Indonesia - Indo-China-Philippines - West Asia & Africa.
<b>IV</b>	Chinese Revolution of 1949 - US and Latin America in the Cold War Era – Arab Nationalism and Israel - Palestinian Wars.
<b>V</b>	Decline of Soviet Union: Causes and Consequences.

## LEARNING RESOURCES

<b>Recommended Books</b>	
1	Andrew Porter, <i>European Imperialism</i> , Palgrave, 1994.
2	Anthony Wood, <i>Europe 1815 – 1945</i> , Longman, 1984.
3	Basil Davidson, <i>Africa in Modern History</i> , Longman, 1994.
4	Chris Warren, <i>A Peoples History of the World</i> , Book Marks, 1999
5	Dilip Hiro, <i>Inside the Middle East</i> , Routledge, 1982.

<b>Reference Books</b>	
1	Andre Gunder Frank, <i>Capitalism and Under Development in Latin America</i> , Monthly Review Press, 1967.
2	Carr, E.H., <i>International Relations between the two World Wars 1919-1939</i> , Palgrave, 2004.
3	Edward Said, <i>The Question of Palestine</i> , Routledge & Kegan Paul, 1980.
4	Howard Zinn, <i>A People's History of American Empire</i> , Metropolitan Books, 2008.

<b>Web Resources</b>	
1	<a href="http://www.worldhistory.org">http://www.worldhistory.org</a>
2	<a href="http://khanacademy.org">http://khanacademy.org</a>

## Course Outcomes

CO No.	The Students on Completion of the Course will be able to:
<b>CO1</b>	Explain the impact of Fascism and Nazism in the interwar years.
<b>CO2</b>	Examine the factors that led to the Cold War and describe its various stages.
<b>CO3</b>	Examine the nature of anti-colonial struggle in the Afro- Asian countries.
<b>CO4</b>	Discuss the impact of Arab nationalism and describe the Israel-Palestine Wars.
<b>CO5</b>	Discuss the causes and consequences of decline of the Soviet Union.

### CO Mapping with Programme Outcomes

<b>CO/PO</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>PO 7</b>	<b>PO 8</b>
<b>CO1</b>	3	3	2	3	2	2	3	3
<b>CO2</b>	3	3	2	3	2	2	3	3
<b>CO3</b>	3	2	3	3	2	2	3	3
<b>CO4</b>	3	3	3	3	2	2	3	3
<b>CO5</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

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	2	3	3	3
<b>CO2</b>	3	3	2	3	3
<b>CO3</b>	3	2	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</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)**

## Selected Themes in History of USA

<b>Title of the Course</b>	<b>Selected Themes in History of USA</b>						
<b>Course Type</b>	<b>Core - X</b>						
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>4</b>	<b>Course Code</b>	<b>24UMHI52</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>			
	<b>4</b>	<b>1</b>	<b>-</b>	<b>5</b>			

<b>Learning Objectives</b>	
<b>LO1</b>	Impart knowledge about the issue of slavery, its abolition, the Civil War and reconstruction.
<b>LO2</b>	Create awareness of the westward movement and industrialization and their consequences
<b>LO3</b>	Understand the USA's efforts to become an imperialist and joining First World War
<b>LO4</b>	Understand the transformation of USA as a world power and the setting of a bio- polar world
<b>LO5</b>	Impart knowledge about America's multi-culturalism and the war on terrorism

<b>UNIT</b>	<b>CONTENTS</b>
<b>I</b>	Sectional Conflict - Civil War- Abraham Lincoln – Reconstruction – The Civil Rights Act- 14 <sup>th</sup> Amendment - Carpet Baggers – Black Codes.
<b>II</b>	Westward Movements -Industrialization and the Rise of Big Business – Growing Pains of Urbanization - Politics in the Gilded Age.
<b>III</b>	The Progressive Era – Spanish American War – Theodore- Roosevelt - Square Deal- William Howard Taft - Dollar Diplomacy –Woodrow Wilson – First World War
<b>IV</b>	Great Depression – Franklin D. Roosevelt – New Deal – Second World War - Cold war – Truman Doctrine - Eisenhower– John F. Kennedy - Civil Rights Movement – Martin Luther King - Richard Nixon – Vietnam War
<b>V</b>	Contemporary USA — George Herbert Walker Bush – Bill Clinton – Junior George Walker Bush- Barrack Obama.

## LEARNING RESOURCES

Recommended Books	
1	Arnold S. Rice and John A Krout, <i>United States History From 1865</i> , Harper Collins College, New York, 1991.
2	Henry B. Parkes, <i>The United States of America</i> , Scientific Book Agency, Calcutta, 1968.
3	Jack Lane, Maurice O' Sullivan., <i>A Twentieth-Century American Reader</i> , USIA, Washington DC, 1999.
4	Howard Cincotta., (Ed.) <i>An Outline of American History</i> , USIS Publication, United States Information Agency, 1994.
5	Subramanian, N., <i>A History of the USA</i> , Ennes Publications, Udumalpet, 1995.

Reference Books	
1	Douglas K. Stevenson, <i>American life and Constitution</i> , USIA, Washington D.C. 1998.
2	George Brown Tindall with David E. Shi., ' <i>America, A Narrative History, Vol. I &amp; II</i> ,
3	Howard Zinn., <i>A People's History of The United States</i> , Harper and Row, Harper Collins, U.S.A., 1990.
4	Thomas S. Kidd., <i>American History-Combined Edition: 1492 to Present</i> —B&H Academic, 2019.

Web Resources	
1	<a href="https://besthistorysites.net/american-history/">https://besthistorysites.net/american-history/</a>
2	<a href="https://www.nypl.org/about/divisions/milstein/internet-resources/us-history">https://www.nypl.org/about/divisions/milstein/internet-resources/us-history</a>

## Course Outcomes

CO No.	The Students on Completion of the Course will be able to:
CO1	Assess USA's efforts to abolish slavery and reconstruction of the South post-Civil war.
CO2	Discuss about the Westward movement and rise of big business and its consequences
CO3	Describe US attempts to become imperialist and its involvement in the First world War
CO4	Evaluate the transformation of US as a world power and its role in the Cold War.
CO5	Elucidate America's multiculturalism and politics over War on Terrorism.

### CO Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	2	3	2	2	3	3
CO2	3	3	2	3	2	2	3	3
CO3	3	2	3	3	2	2	3	3
CO4	3	3	3	3	2	2	3	3
CO5	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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	3	3	3
CO2	3	3	2	3	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	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)**

## Regional History – (History of Thoothukudi)

<b>Title of the Course</b>	<b>Regional History- (History of Thoothukudi)</b>						
<b>Course Type</b>	<b>Core -XI</b>						
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>4</b>	<b>Course Code</b>	<b>24UMHI53</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>			
	<b>4</b>	<b>1</b>	<b>-</b>	<b>5</b>			

<b>Learning Objectives</b>	
<b>LO1</b>	History of the region
<b>LO2</b>	Knowledge of the Advent of Europeans and Development of the City.
<b>LO3</b>	To enlighten the students about Historical growth of Thoothukudi and its rich Heritage.
<b>LO4</b>	To highlight the contribution of freedom fighters to Thoothukudi.
<b>LO5</b>	To create an awareness about centers of tourism in Thoothukudi.

<b>UNIT</b>	<b>CONTENTS</b>
<b>I</b>	Thoothukudi Through the ages – Antiquity of Thoothukudi – Sangam Literature Reference – Travelogues – Location of Thoothukudi
<b>II</b>	Thoothukudi under the Portuguese – Mass Conversion – Trade – Pearl Fishing –Chank Fishing – Decline - Thoothukudi under the Dutch and the British
<b>III</b>	Freedom Movement in Thoothukudi – V.O.C. – Bharathiyar - Vanchinathan – Veerapandiya Kattabomman – Poolithevar – Veeran Alagumuthukon - Sundaralingam
<b>IV</b>	Monuments – Holy Trinity Church – Lady of Snows Church – Ashe Memorial – Religious Centers: Nava Thirupathi – Nava Kailayam – Tiruchendur - Manappadu – Uvari.
<b>V</b>	Sailing Vessels of Thoothukudi – Cotton Industry in Thoothukudi – Labour Strike – Need for New Port-Merger of the Two Ports – Service of the Port.

### **Field visit in Thoothukudi in around places**

## LEARNING RESOURCES

<b>Recommended Books</b>	
1	Decla, S., and Antony, Raghu, J. (ed.), History of Thoothukudi, Pavai Publications, Chennai, 2011.

<b>Reference Books</b>	
1	Caldwell, R., A History of Tinnevely, Asian Educational Services, New Delhi, 1982.
2	Heras, Henry, South India Under Vijayanagar Empire, Cosmo Publications, New Delhi, 1980.
3	Pate, H.R., Tinnevely District Gazetteer, Manonmaniam Sundaranar University, Tirunelveli, 1993.
4	Sinnakani, R. (ed.), Gazetteers of Thoothukudi, Tamilnadu State, Thoothukudi District, Vol. I and II. Chennai, 2008.
5	Sobhanan, B., A History of Christian Missionaries in South India, Grace Printers, Thiruvananthapuram, 1996.

## Course Outcomes

<b>CO No.</b>	<b>The Students on Completion of the Course will be able to:</b>
<b>CO1</b>	Trace the History of the region from prehistoric times.
<b>CO2</b>	Describe the advent of the Europeans and the origin and growth of the city of Thoothukudi.
<b>CO3</b>	Elucidate the history of education and health in Thoothukudi.
<b>CO4</b>	Outline the growth of industries in Thoothukudi and the impact of labour movement.
<b>CO5</b>	Discuss the freedom movement in the Thoothukudi.

### CO Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO1</b>	3	3	3	3	2	2	3	3
<b>CO2</b>	3	3	3	3	2	3	2	3
<b>CO3</b>	3	3	3	3	2	2	2	3
<b>CO4</b>	3	3	3	3	2	3	2	3
<b>CO5</b>	3	3	3	3	2	3	3	3
<b>Total</b>	15	15	15	15	10	13	13	15
<b>Average</b>	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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	3	2	3	3	3
<b>CO2</b>	3	3	2	3	3
<b>CO3</b>	3	2	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</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)**

## Women's Studies

<b>Title of the Course</b>	<b>Women's Studies</b>						
<b>Course Type</b>	<b>Elective-I</b>						
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>4</b>	<b>Course Code</b>	<b>24UEHI52</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>			
	<b>3</b>	<b>1</b>	<b>-</b>	<b>4</b>			

<b>Learning Objectives</b>	
<b>LO1</b>	To make the students understand the need for change among the women.
<b>LO2</b>	To make them understand the need for the empowerment of women and realization of that goal.
<b>LO3</b>	To understand the various reasons for the secondary status given to the Indian women.
<b>LO4</b>	To estimate the contributions made by pioneering Indian women leaders in uplifting the women folk.
<b>LO5</b>	Knowledge of the human rights issues of women.

<b>UNIT</b>	<b>CONTENTS</b>
<b>I</b>	Women's Studies - Definition - Importance and Purpose - Feminism – Definition - Feminist – Concept of Feminism.
<b>II</b>	Causes for the rise of Feminism - Rise and Growth of Feminism - Kinds of Feminism – Savitribai Phule – Tarabai Shinde.
<b>III</b>	Women's Rights - UNO and Women's Rights - Women's Right Conferences - Social evils in India.
<b>IV</b>	Rise of Indian Feminism - Women's Organizations - Protection of Women's rights Acts - Government schemes for women - Central and state level - Women's Right Commission.
<b>V</b>	Pioneering Indian Women - Jhansi Rani Lakshmi Bai - Nivethitha - Pandit Ramabai - Sarojini Naidu - Indira Gandhi - Muthulakshmi Reddi – Moovalur Ramamirtham Ammaiyar.

## LEARNING RESOURCES

<b>Recommended Books</b>	
1	Carlo Buswell, <i>Women in Contemporary Society</i> , Mac Millan Ltd., 1989.
2	Chandra Babu and Thilagavathy, <i>Women - Her History and Her Struggle for Emancipation</i> .
3	Nirmala Jeyaraj (Ed.), <i>Women and Society</i> , Lady Doak College, Madurai, 2005.

<b>Reference Books</b>	
1	Uma Sahnar Jha, <i>Indian Women Today</i> , Kanishka Publications, New Delhi, 1996.
2	Dharmaraj. J, <i>Women's Studies (Tamil)</i> , Tensy Publications, Sivakasi, 2012.

<b>Web Resources</b>	
1	Learning materials related to <a href="#">Women's Studies</a> at Wikiversity
2	<a href="#">Smith College List of Graduate Programs in Women's Studies and Gender Studies</a>

## Course Outcomes

<b>CO No.</b>	<b>The Students on Completion of the Course will be able to:</b>
<b>CO1</b>	Trace the Concept of Feminism.
<b>CO2</b>	Explain the Rise and Growth of Feminism.
<b>CO3</b>	Discuss the Women's Rights.
<b>CO4</b>	Evaluate the role of Women's Organizations.
<b>CO5</b>	Trace out the Pioneering Indian Women.

### CO Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	3	3	2	3	3	3
CO2	3	3	3	3	2	3	2	3
CO3	3	3	3	3	2	3	2	3
CO4	3	3	3	3	2	3	2	3
CO5	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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	3	3	3
CO2	3	3	2	3	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	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)**

## Elements of Human Rights

<b>Title of the Course</b>	<b>Elements of Human Rights</b>						
<b>Course Type</b>	<b>Elective-I</b>						
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>4</b>	<b>Course Code</b>	<b>24UEHI51</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>			
	<b>3</b>	<b>1</b>	<b>-</b>	<b>4</b>			

### Learning Objectives

<b>LO1</b>	Understanding of the origin and development of human rights
<b>LO2</b>	Importance of the UDHR
<b>LO3</b>	Understanding of the role of NGOs in safeguarding the human rights
<b>LO4</b>	Understanding the importance of NHRC and SHRC in protecting human rights
<b>LO5</b>	Knowledge of the human rights issues of women, child and laborers.

<b>UNIT</b>	<b>CONTENTS</b>
<b>I</b>	Origin and Development of Human Rights- Bill of Rights in England – Declaration of Rights of Men and Citizen – Definition and Classification of Human Rights
<b>II</b>	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 Discrimination against Women (CEDAW) – Convention on the Rights of the Child (CRC)
<b>III</b>	Human Rights International Non-Governmental Organizations (NGOs): The International Committee of Red Cross – Amnesty International – Human Rights Watch
<b>IV</b>	Human Rights in India – Fundamental Rights – Directive Principles of State Policy – National Human Rights Commission (NHRC) – State Human Rights Commission (SHRC) – Human Rights Violations
<b>V</b>	Women’s Rights: Right to Inheritance – Divorce – Remarriage – Child Rights: Right to Education and Child Labour

## LEARNING RESOURCES

<b>Recommended Books</b>	
1	C.J. Nirmal, <i>Human Rights in India: Historical, Social and Political Perspectives</i> , OUP, 2000.
2	Debarati Haldar, et. al., <i>Advancement of Human Rights in India: Contemporary and Emerging Challenges</i> , Sage Publications, 2021.
3	H.O. Agarwal, <i>Human Rights</i> , Central Law Publications, 2020.
4	H.O. Agarwal, <i>International Law and Human Rights</i> , Central Law Publications, 2020
5	Julie A. Mertus, <i>The United Nations and Human Rights: A Guide for a New Era</i> , Routledge, 2005.

<b>Reference Books</b>	
1	SatwinderJuss, ed., <i>Human Rights in India</i> , Manohar Publishers and Distributors, 2020
2	Thomas Cushman, <i>Handbook of Human Rights</i> , Routledge, 2013

<b>Web Resources</b>	
1	<a href="https://www.un.org/en/about-us/universal-declaration-of-human-rights">https://www.un.org/en/about-us/universal-declaration-of-human-rights</a>
2	<a href="https://www.ohchr.org/en/what-are-human-rights">https://www.ohchr.org/en/what-are-human-rights</a>
3	<a href="https://nhrc.nic.in/">https://nhrc.nic.in/</a>
4	<a href="http://www.shrc.tn.nic.in/">http://www.shrc.tn.nic.in/</a>

## Course Outcomes

<b>CO No.</b>	<b>The Students on Completion of the Course will be able to:</b>
<b>CO1</b>	Trace the origin and development of human rights.
<b>CO2</b>	Explain the contribution of UN towards protection of human rights.
<b>CO3</b>	Discuss the role of NGOs in safeguarding human rights.
<b>CO4</b>	Evaluate the role of human rights institutions in India.
<b>CO5</b>	Trace out the human rights issues of the marginalized Sections of the society.

### CO Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	3	3	2	3	3	3
CO2	3	3	3	3	2	3	2	3
CO3	3	3	3	3	2	3	2	3
CO4	3	3	3	3	2	3	2	3
CO5	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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	3	3	3
CO2	3	3	2	3	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	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)**

## History of Dravidian Movement

<b>Title of the Course</b>	<b>History of Dravidian Movement</b>						
<b>Course Type</b>	<b>Elective-II</b>						
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>3</b>	<b>Course Code</b>	<b>24UEHI53</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>			
	<b>3</b>	<b>1</b>	<b>-</b>	<b>4</b>			

<b>Learning Objectives</b>	
<b>LO1</b>	Understanding the Growth of Socio-Political Movements of the 20 <sup>th</sup> Century.
<b>LO2</b>	Comprehend the Dravidian Movement and its growth in Tamil Nadu.
<b>LO3</b>	Knowledge about Justice Party and its administration and Periyar's Ideology.
<b>LO4</b>	Comprehend the evolution of DK and DMK.
<b>LO5</b>	Awareness about the impact of the Dravidian Movement In Tamil Nadu.

<b>UNIT</b>	<b>CONTENTS</b>
<b>I</b>	Madras Mahajana Sabha – Dravida Sangam – Dr. Natesan – Dr. T.M. Nair - Sir Pitty Thiyagaraya Chetty.
<b>II</b>	Rise of Justice Party – Non-Brahmin Manifesto - Non Brahmin Movement – Justice Party Government - Administration and Other Reforms.
<b>III</b>	Periyar E.V.Ramasamy – Self-Respect Movement – Formation of Dravida Khazagam.
<b>IV</b>	Dravida Munnetra Khazagam - C.N Annadurai's Ministry --Self Respect Marriages Act - Karunanidhi's Administration - Social Welfare Measures.
<b>V</b>	Formation of AIADMK – M.G. Ramachandran – Welfare Measures – J. Jayalalitha's Rule – Welfare Schemes- Impact of Dravidian Movement

## LEARNING RESOURCES

Recommended Books	
1	Eugene F. Irschick, <i>Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929</i> , University of California Press, California, 1969
2	Hardgrave Jr., R.L., <i>The Dravidian Movement</i> , Popular Prakasam, 1965
3	K. Rajayyan, <i>History of Tamil Nadu, 1565 to 1982</i> , Raj Publishers, 1982
4	M.S.S. Pandian, <i>Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present</i> , Permanent Black, New Delhi, 2016
5	N. Subramanian, <i>History of Tamil Nadu, 1336 to 1984</i> , Koodal Publications, 1976

Reference Books	
1	Baker. C.J, <i>Politics of South India, 1920-1937</i> , Cambridge, 1974
2	Eugene F. Irschick, <i>Tamil revivalism in 1930s</i> , Cre-A, Madras, 1986
3	Eugene F. Irschick, <i>Dialogue on History-Constructing South India (1795- 1895)</i> , Oxford University Press, New Delhi, 1994
4	Rajaram. P., <i>Chennai Through the Ages</i> , Poompozhil Publishers, Chennai, 1997.
5	Washbrook, D.A., <i>South India, Political Institutions and Political Change from 1880 to 1940</i> , MacMillian & Co., 1975.

Web Resources	
1	<a href="https://www.mids.ac.in/assets/doc/WP_120.pdf">https://www.mids.ac.in/assets/doc/WP_120.pdf</a>
2	<a href="https://repositories.lib.utexas.edu/handle/2152/88016">https://repositories.lib.utexas.edu/handle/2152/88016</a>

## Course Outcomes

CO No.	The Students on Completion of the Course will be able to:
CO1	Examine the Growth of Dravida Sangam.
CO2	Explain Rise of Justice Party.
CO3	Trace the Emergence of Self-Respect Movement.
CO4	Assess the Social Welfare Measures.
CO5	Assess the effects of Welfare Measures.

### CO Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	3	3	3	2	3	3
CO2	3	3	3	3	2	3	2	3
CO3	3	3	3	3	2	2	2	3
CO4	3	3	3	3	2	2	2	3
CO5	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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	2	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	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)**

## Historiography

<b>Title of the Course</b>	<b>Historiography</b>						
<b>Course Type</b>	<b>Elective-II</b>						
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>3</b>	<b>Course Code</b>	<b>24UEHI54</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>		
		<b>3</b>	<b>1</b>	<b>-</b>	<b>4</b>		

<b>Learning Objectives</b>	
<b>LO1</b>	To make the students to understand the fact that History is a Utilitysubject.
<b>LO2</b>	To educate the students to have basic knowledge on Historical research methodology.
<b>LO3</b>	To know more about the Pioneers in Historiography.
<b>LO4</b>	To study the contributions of Indian Historiographers in writing objective history.
<b>LO5</b>	To know about the Welfare Schemes.

<b>UNIT</b>	<b>CONTENTS</b>
<b>I</b>	History - Meaning and Scope - Nature - Purpose - Definitions of History - Subjects related to History - Kinds of History - History Art or Science? - Uses and Abuses - Lessons of History.
<b>II</b>	Theory of Causation - Role of Individuals, Institutions and Ideas - The concept of Historical Progress.
<b>III</b>	Reputed Historians - Herodotus - Thucydides- Edward Gibbon - Hegal – Immanuel Kant - Leopold Von Ranke - Karl Marx- A.J. Toynbee
<b>IV</b>	Indian Historians - Kalhana - Abul Fazl - Jadunath Sarkar - Neelakanda Sastri - R.C. Majumdar - Ranajith Guha – Romila Thappar – Irfan Habib - K. Rajayyan
<b>V</b>	Historical Research - Pre - requisites of a Research Scholar - Selection of Topic- Collection of Sources - External Criticism - Internal Criticism - Objectivity in Historical Writing - Foot Notes - Bibliography.

<b>Recommended Books</b>	
1	E. Sreedharan, <i>A Textbook of Historiography, 500 BC to AD 2000</i> , Orient Longman, New Delhi, 2004
2	E.H.Carr, <i>What is History?</i> , Penguin Books Ltd., New Delhi, 2018.
3	G.Venkatesan, <i>A Study of Historiography(Historyof Historical knowledge)</i> , V.C.Publications,2018
4	S.Manikam, <i>On History &amp; Historiography</i> , Padumam Publishers, Madurai
5	SheikAli, <i>History: Its Theory and Method</i> , Laxmi Publications, 2019

<b>Reference Books</b>	
1	John C.B. Webster, <i>Studying History</i> , Primus Books, Delhi, 2019
2	MarcBloch, <i>The Historian's Craft</i> , Aakar Books, Delhi, 2017
3	R.G.Collingwood, <i>The Idea of History</i> , OUP, Delhi, 1994
4	Romila Thapar, <i>History and Beyond</i> , Taylor and Francis, Oxford University of Press,

<b>Web Resources</b>	
1	<a href="https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html">https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html</a>
2	<a href="http://d-nb.info">http://d-nb.info</a>

### **Course Outcomes**

<b>CO No.</b>	<b>The Students on Completion of the Course will be able to:</b>
<b>CO1</b>	Examine the History Art or Science?
<b>CO2</b>	Explain the Role of Individuals.
<b>CO3</b>	Trace the Reputed Historians.
<b>CO4</b>	Assess the Indian Historians.
<b>CO5</b>	Assess the Historical Research.

### CO Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	3	3	3	2	3	3
CO2	3	3	3	3	2	3	2	3
CO3	3	3	3	3	2	2	2	3
CO4	3	3	3	3	2	2	2	3
CO5	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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	2	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	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)**

## Personality Development

<b>Title of the Course</b>		<b>Personality Development</b>			
<b>Course Type</b>		<b>Indian Knowledge System (IKS)</b>			
<b>Course Code</b>		<b>24UPDT51</b>			
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>2</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>1</b>	<b>1</b>	<b>--</b>	<b>2</b>

Unit	Contents
<b>1.</b>	Personality - Definition – Determinants – Personality Traits –Theories of Personality – Importance of Personality Development. Self-Awareness – Meaning – Benefits of Self – Awareness – Developing Self – Awareness. Swot – Meaning – Importance- Application – Components. Goal Setting Meaning- Importance – Effective goal setting – Principles of goal setting – Goal setting at the Right level.
<b>2.</b>	Self-Monitoring – Meaning – High self – monitor versus low self-monitor – Advantages and Disadvantages self-monitor- Self –monitoring and job performance. Perception- Definition- Factor influencing perception- Perception process –Errors in perception – Avoiding perceptual errors. Attitude – Meaning- Formation of attitude – Types of attitude - Measurement of Attitudes – Barriers to attitude change – Methods to attitude change. Assertiveness - Meaning – Assertiveness in Communication – Assertiveness Techniques – Benefits of being Assertive – Improving Assertiveness.
<b>3.</b>	Team Building – Meaning – Types of teams – Importance of Team building- Creating Effective Team. Leadership – Definition – Leadership style- Theories of leadership – Qualities of an Effect leader. Negotiation Skills – Meaning – Principles of Negotiation – Types of Negotiation – The Negotiation Process – Common mistakes in Negotiation process. Conflict Management – Definition- Types of Conflict- Levels of Conflict – Conflict Resolution – Conflict management.

4.	<p>Communication – Definition – Importance of communication – Process of communication - Communication Symbols – Communication network – Barriers in communication – Overcoming Communication Barriers. Transactional Analysis – Meaning – Ego States – Types of Transactions – Johari Window- Life Positions. Emotional Intelligence- Meaning – Components of Emotional Intelligence- Significance of managing Emotional intelligence – How to develop Emotional Quotient. Stress Management – Meaning – Sources of Stress – Symptoms of Stress – Consequences of Stress – Managing Stress</p>
5.	<p>Social Graces – Meaning – Social Grace at Work – Acquiring Social Graces. Table Manners – Meaning – Table Etiquettes in Multicultural Environment- Do’s and Don’ts of Table Etiquettes. Dress Code – Meaning- Dress Code for selected Occasions – Dress Code for an Interview. Group Discussion – Meaning – Personality traits required for Group Discussion- Process of Group Discussion- Group Discussion Topics. Interview – Definition- Types of skills – Employer Expectations –Planning for the Interview – Interview Questions- Critical Interview Questions.</p>

<b>References</b>	
1.	Dr.S. Narayana Rajan, Dr. B. Rajasekaran, G. Venkadasalaphi, V. Vijuresh Nayaham and Herald M.Dhas, <b>Personality Development</b> , Publication Division, Manonmaniam Sundaranar University, Tirunelveli
2.	Stephan P.Robbins, <b>Organisational Behaviour</b> , Tenth Edition, Prentice Hall of India Private Limited, New Delhi,2008
3.	Jit S. Chandan, <b>Oragnisational Behaviour</b> , Third Edition, Vikas Publishing House Private Limited, 2008
4.	Dr.K.K. Ramachandran and Dr.K.K. Karthick, <b>From Campus to Corporate</b> , Macmillan Publishers India Limited, New Delhi, 2010.

<b>Reference Text</b>	
1.	<p><b>Personality Development</b>  Dr. A.H. Mohideen Badusha  H.M.Sulthan Ahthar  Contact: 9944746073.</p>

**SEMESTER - VI**  
**Contemporary History of India**

<b>Title of the Course</b>	<b>Contemporary History of India</b>						
<b>Course Type</b>	<b>Core -XIII</b>						
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>4</b>	<b>Course Code</b>	<b>24UMHI61</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>			
	<b>5</b>	<b>1</b>	<b>-</b>	<b>6</b>			

<b>Learning Objectives</b>	
<b>LO1</b>	Contribution of Jawaharlal Nehru as the Architect of Modern India.
<b>LO2</b>	Appraise the administration of Indira Gandhi and Janata Government.
<b>LO3</b>	Inculcate the knowledge about rule of Rajiv Gandhi and National Front Government.
<b>LO4</b>	Impart the knowledge on New Economic Policy.
<b>LO5</b>	Administration of United Front Government and National Democratic Alliance.

<b>UNIT</b>	<b>CONTENTS</b>
<b>I</b>	The Nehru Era – Democratic Socialism – Economic Policy - Foreign Policy - Panchsheel – Non-Aligned Movement – Lal Bahadur Sastri – Domestic and Foreign Policies.
<b>II</b>	Indira Gandhi – Administrative Reforms – Indo - Pakistan War – National Emergency – Twenty Point Programmes – Janata Government – Morarji Desai.
<b>III</b>	Indira Gandhi (Second Ministry) – Domestic and Foreign Policy – Rajiv Gandhi’s Rule – Panchayat Raj - Foreign Policy.
<b>IV</b>	National Front Rule – V.P.Singh - Mandal Commission – Coalition Governments – DMK - Communist Parties – P.V. Narasimha Rao – New Economic Policy.
<b>V</b>	United Front Rule – Foreign Policy – National Democratic Alliance – A.B.Vajpayee – I. K. Gujral - Manmohan Singh Governments - Economic Reforms.

<b>Recommended Books</b>	
1	Bipan Chandra., Aditya Mukherjee & Mridula Mukherjee, <i>India After Independence 1947-2000</i> ,(2nd edn.), Penguin Books, New Delhi, 2008
2	Dube, S., <i>India Since Independence - Social Report on India 1947-1972</i> , Vikas Publication House,New Delhi, 1977
3	Grover B.L. and Grover. S, <i>A New Look on Modern Indian History</i> , Chand. S and company, New Delhi, 2007.
4	John Webster, C.B., <i>History of Contemporary India</i> , Asia Publishing House, 1971.
5	NeeraChandoke and Praveen Priyadarshi (Ed.), <i>Contemporary India: Economy, Society and Politics</i> , Pearson, New Delhi, 2009.

<b>Reference Books</b>	
1	Achin Vanaik and Rajeev Bhargava (Ed.), <i>Understanding Contemporary India – Critical Perspective</i> , Orient Black Swan, Delhi, 2012.
2	Dutt,V.P., <i>India's Foreign Policy</i> , Vikas Publishing House PVT Ltd.,Delhi,1984.
3	Ghai, U.R, <i>India's Foreign Policy</i> , New Academy Publishers, New Delhi, 1988.
4	Nagaraj, R and Motiram, S (ed.), <i>The Political Economy of Contemporary India</i> , Cambridge University Press, 2017.
5	Ramachandra Guha., <i>India After Gandhi: The History of the World's Largest Democracy</i> , Picador India, 2017.

<b>Web Resources</b>	
1	<a href="https://www.mids.ac.in/assets/doc/WP_120.pdf">https://www.mids.ac.in/assets/doc/WP_120.pdf</a>
2	<a href="https://repositories.lib.utexas.edu/handle/2152/88016">https://repositories.lib.utexas.edu/handle/2152/88016</a>

### **Course Outcomes**

<b>CO No.</b>	<b>The Students on Completion of the Course will be able to:</b>
<b>CO1</b>	Assess the contribution of Jawaharlal Nehru as the Architect of Modern India.
<b>CO2</b>	Explain the achievements of Indira Gandhi's Government
<b>CO3</b>	Describe the Administration of National Front Government.
<b>CO4</b>	Discuss the New Economic Policy
<b>CO5</b>	Evaluate the Administration of United Front government.

### CO Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO1</b>	3	3	3	3	3	2	3	3
<b>CO2</b>	3	3	3	3	2	3	3	3
<b>CO3</b>	3	3	3	3	2	2	2	3
<b>CO4</b>	3	3	3	3	3	2	3	3
<b>CO5</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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	2	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</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)**

## India and Her Neighbours

<b>Title of the Course</b>	<b>India and Her Neighbours</b>						
<b>Course Type</b>	<b>Core - XIV</b>						
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>4</b>	<b>Course Code</b>	<b>24UMHI62</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>			
	<b>5</b>	<b>1</b>	<b>-</b>	<b>6</b>			

<b>Learning Objectives</b>	
<b>LO1</b>	India's foreign policy towards Neighbours.
<b>LO2</b>	Understanding of the underlying issues in Indo-Pak relations.
<b>LO3</b>	Border dispute and negotiations between India and China.
<b>LO4</b>	India's relations with Bangladesh and Sri Lanka.
<b>LO5</b>	India's relations with her Neighbours and the role of SAARC

<b>UNIT</b>	<b>CONTENTS</b>
<b>I</b>	Historical and Geographical Setting – Geo Strategic location of India – India's position in South Asia – India's Neighbourhood Policy: Panchsheel to Gujral Doctrine
<b>II</b>	India's relations with Pakistan – Partition of India – Kashmir Issue – Impact of Cold War on Indo - Pak Relations
<b>III</b>	India's relations with China – Indo - China War of 1962 – Border Dispute and Negotiations – Tibetan issues
<b>IV</b>	India's relations with Bangladesh - India's relations with Sri Lanka - Dispute in the Palk Straits – Katchatheevu Issue – Sri Lankan Tamil Issue.
<b>V</b>	India's relations with Nepal – Afghanistan – Bhutan – Maldives – SAARC - Origin – Contribution to Co-operation and development in South Asia

## LEARNING RESOURCES

Recommended Books	
1	V.P. Dutt, <i>India's Foreign Policy since Independence</i> , National Book Trust, New Delhi, 1987.
2	S.D. Muni, <i>India's Neighborhood Policy</i> , Marga Institute, 1985.
3	J.N. Dixit, <i>India's Foreign Policy and its Neighbours</i> , Gyan Publishing House, New Delhi, 2001.
4	Arvind Gupta and Anil Wadhwa, ed., <i>India's Foreign Policy: Surviving in a Turbulent World</i> , Sage Publications India Pvt. Ltd., New Delhi, 2020.
5	Rajiv Sikri, <i>Challenge and Strategy: Rethinking India's Foreign Policy</i> , Sage Publications India Pvt.Ltd., New Delhi, 2009.

Reference Books	
1	P. Sahadevan, <i>Conflict and Peacekeeping in South Asia</i> , Lancer Books, New Delhi, 2001.
2	David M. Malone, et. al., ed., <i>The Oxford Handbook of Indian Foreign Policy</i> , Oxford University Press, Oxford, UK, 2015.
3	Ministry of External Affairs, <i>Annual Reports</i> , Min. of External Affairs, New Delhi.
4	Raja C. Mohan, "India's Neighborhood Policy: Four Dimensions", <i>Indian Foreign Affairs Journal</i> , vol. 2, no. 7, 2007.
5	A. Appadorai, <i>Select Documents on India's Foreign Policy and Relations 1947-1972</i> , Oxford University Press, 1982.

Web Resources	
1	<a href="https://mea.gov.in/">https://mea.gov.in/</a>
2	<a href="http://www.ipcs.org/">http://www.ipcs.org/</a>
3	<a href="https://www.idsa.in/">https://www.idsa.in/</a>
4	<a href="https://www.saarc-sec.org/">https://www.saarc-sec.org/</a>

## Course Outcomes

CO No.	The Students on Completion of the Course will be able to:
CO1	Trace the evolution of India's foreign policy towards neighbours.
CO2	Discuss of the underlying issues in Indo-Pak relations.
CO3	Examine border dispute and negotiations between India and China.
CO4	Discuss India's relations with Bangladesh and Sri Lanka.
CO5	Evaluate the role of SAARC in cooperation and development in the region.

### CO Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	3	3	3	2	3	3
CO2	3	3	3	3	2	3	3	3
CO3	3	3	3	3	2	2	2	3
CO4	3	3	3	3	3	2	3	3
CO5	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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	2	3	3
CO4	3	3	3	3	3
CO5	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)**

## History of Science and Technology in India

<b>Title of the Course</b>	<b>History of Science and Technology in India</b>						
<b>Course Type</b>	<b>Core -XV</b>						
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>4</b>	<b>Course Code</b>	<b>24UMHI63</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>			
	<b>5</b>	<b>1</b>	<b>-</b>	<b>6</b>			

<b>Learning Objectives</b>	
<b>LO1</b>	Impart an Understanding of the Development of Science and Technology in Colonial India.
<b>LO2</b>	Impart Knowledge about Post-Independent Scientific Policies.
<b>LO3</b>	Appraise the role of Technology in the Growth of Agriculture.
<b>LO4</b>	Comprehend the progress of Space Technology in India.
<b>LO5</b>	Create awareness about Pioneers of Modern Science in India.

<b>UNIT</b>	<b>CONTENTS</b>
<b>I</b>	Advent of Modern Science in Colonial India –The Royal Asiatic Society of Bengal - Indian Institute of Science (IISC) – TATA Institute of Fundamental Research (TIFR) - Railways -Textiles - Mining - Telegraphs.
<b>II</b>	Development of Science and Technology since Independence – Indian Council of Medical Research (ICMR), Indian Council of Agricultural Research (ICAR), Defence Research Development Organization (DRDO)
<b>III</b>	Growth of Agriculture - Green Revolution – White Revolution – Blue Revolution.
<b>IV</b>	Indian Space Research Organization (ISRO) – Indian National Satellite System – Atomic Research Centres in India – Nuclear Research Centre.
<b>V</b>	Pioneers of Modern Science in India – C.V. Raman – Jagadish Chandra Bose - Homi J. Bhabha – Vikram Sarabhai –S. Chandrasekhar - M.S Swaminathan - Dr.A.P.J. Abdul Kalam.

## LEARNING RESOURCES

<b>Recommended Books</b>	
1	David Arnold., <i>Everyday Technology: Machines and the Making of India's Modernity</i> , Chicago: The University of Chicago Press, 2013.
2	David Arnold., <i>Science, Technology and Medicine in Colonial India</i> , Cambridge: Cambridge University Press, 2000.
3	Deepak Kumar, ed., <i>Science and Empire: Essays in the Indian Context</i> , Delhi: Anamika Prakashan, 1991.
4	Deepak Kumar., <i>Science and the Raj, 1857-1905</i> . Delhi: Oxford University Press, 1995.
5	Navaneethan, S., <i>Science and Technology in the Development of India</i> , Tamizhi Books, Chennai, 2022.

<b>Reference Books</b>	
1	Anderson, Robert., <i>Building Scientific Institutions in India: Saha and Bhabha</i> , Montreal: Centre for Developing-Area Studies, McGill University, 1975.
2	Baber, Zaheer, <i>The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India</i> , Albany: State University of New York Press, 1996.
3	Barghava, Pushpa and Chandana Chakrabarthi., <i>The Saga of Indian Science since Independence</i> , Hyderabad: University Press, 2003.
4	Biswas A.K, <i>Science in Indi</i> . Calcutta: Firma K.L. Mukhopadhyay, 1969.
5	Chakrabarti, Pratik. <i>Western Science in Modern India- Metropolitan Methods, Colonial Practices</i> , New Delhi: Permanent Black, 2004.

<b>Web Resources</b>	
1	<a href="http://www.crl.edu.in/topics">http://www.crl.edu.in/topics</a>
2	<a href="http://egyankosh.ac.in">http://egyankosh.ac.in</a>

### Course Outcomes

CO No.	The Students on Completion of the Course will be able to:
<b>CO1</b>	Describe the Development of Science and Technology in Colonial India.
<b>CO2</b>	Evaluate the Post-Independent Scientific Policies.
<b>CO3</b>	Discuss the Implications of Technology in Growth of Agriculture.
<b>CO4</b>	Analyze the Achievements in Space Technology.
<b>CO5</b>	Assess the contributions of Scientist to Modern Science in India.

### CO Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO1</b>	3	3	3	3	3	2	3	3
<b>CO2</b>	3	3	3	3	2	3	3	3
<b>CO3</b>	3	3	3	3	2	2	2	3
<b>CO4</b>	3	3	3	3	3	2	3	3
<b>CO5</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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	2	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</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)**

## History of Modern China

<b>Title of the Course</b>	<b>History of Modern China</b>						
<b>Course Type</b>	<b>Elective-III</b>						
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>4</b>	<b>Course Code</b>	<b>24UEHI62</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>			
	<b>4</b>	<b>1</b>	<b>-</b>	<b>5</b>			

<b>Learning Objectives</b>	
<b>LO1</b>	Understanding of the Chinese Revolution of 1911 and May Fourth Movement.
<b>LO2</b>	The role of China in the First World War.
<b>LO3</b>	Knowledge of China under Mao Tse Tung.
<b>LO4</b>	Role of China in the Second World War under Mao-Tse-Tung.
<b>LO5</b>	The economic condition of China after the Second World War.

<b>UNIT</b>	<b>CONTENTS</b>
<b>I</b>	Advent of Europeans – First Opium War - Treaty of Nanking – Tai Ping Rebellion – Second Opium War – Taiping reforms
<b>II</b>	Background – Chinese Revolution of 1911 – Causes – Dr. Sun Yat Sen- Kuo- Min-Tang – Impact of the Revolution
<b>III</b>	Yuan Shi Kai – China in First World War – Twenty one Demands – May Fourth Movement – Washington conference.
<b>IV</b>	China in Second World War – China under Mao-Tse-Tung – Chinese Communist Party (CCP) – Reforms – Cultural Revolution
<b>V</b>	Rise of Kuomintang – Chinang kai Sheik – Establishment of Peoples Republic China - Second Chino-Japanese war.

## LEARNING RESOURCES

<b>Recommended Books</b>	
1	Franz H Michael and George Edward Taylor, <i>Far East in the Modern World</i> , Holt, 1956.
2	Immanuel Hsu, <i>The Rise of Modern China</i> , Oxford University Press, 2000.
3	Mikiso Hane., <i>Modern Japan: A Historical Survey</i> , Routledge, 2018.
4	Paul Hilbert Clyde and Burton F Beers, <i>The Far East: A History of Western Impacts and Eastern Responses, 1830-1975</i> , Waveland Pr Inc, 1991.

<b>Reference Books</b>	
1	Khurana, K.L., <i>History of China and Japan 1839-1949</i> , Lakshmi Narain Agarwal Educational Publishers, Agra, 2018
2	Jean Chesneaux, Françoise Le Barbier, Marie Claire Berger., <i>China from 1911 to Liberation</i> , Pantheon books, 1977.

<b>Web Resources</b>	
<a href="#">China Knowledge</a> , a <a href="#">comprehensive online encyclopedia</a> of China from Ulrich Theobald	

## Course Outcomes

CO No.	The students on Completion of the Course will be able to:
<b>CO1</b>	Discuss of the First and Second Opium war.
<b>CO2</b>	Give an account of Chinese Revolution of 1911 and May Fourth Movement.
<b>CO3</b>	Discuss the role of China in the First World War.
<b>CO4</b>	Discuss the developments in China under Mao.
<b>CO5</b>	Explain the policy of Greater East Asia Co- prosperity Sphere.

### CO Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	3	3	3	2	3	3
CO2	3	3	3	3	2	3	2	3
CO3	3	3	3	3	2	2	2	3
CO4	3	3	3	3	2	2	2	3
CO5	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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	2	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	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)**

## History of Tamil Nadu Since 1947

<b>Title of the Course</b>	<b>History of Tamil Nadu Since 1947</b>						
<b>Course Type</b>	<b>Elective-III</b>						
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>4</b>	<b>Course Code</b>	<b>24UEHI61</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>			
	<b>4</b>	<b>1</b>	<b>-</b>	<b>5</b>			

<b>Learning Objectives</b>	
<b>LO1</b>	Understanding of the To understand the condition of Tamil Nadu on the eve of Independence.
<b>LO2</b>	To understand the condition of Tamil Nadu on the eve of Independence.
<b>LO3</b>	To study the contributions made by the Chief Ministers of Tamil Nadu.
<b>LO4</b>	To know the development of Tamil Nadu through the Ages.
<b>LO5</b>	To understand the role of Tamil Nadu for the Integration of India.

<b>UNIT</b>	<b>CONTENTS</b>
<b>I</b>	Condition of Tamil Nadu on the eve of Independence – States re-organization – The problems in Tamil Nadu.
<b>II</b>	Chief Ministers of Tamil Nadu – O.P. Ramaswamy Reddiyar – P.S. Kumaraswamy Raja – C. Rajagopalachari – K. Kamaraj – M.Bakthavatsalam
<b>III</b>	C.N. Annadurai – M. Karunanidhi – M.G.Ramachandran – J. Jeyalalitha – O. Panneerselvam – Edapadi Palanisamy - M.K.Stalin.
<b>IV</b>	Economy of Tamil Nadu – Agriculture – Mining – Energy – Industry and manufacturing – Textiles – Electronics – Leather – Banking – Transportation – Tourism.
<b>V</b>	Development of Education – Health Services – Communication – Cultural activities of Tamil Nadu – Tamil Nadu Centre for world Tamil society.

### Field visit in Tamil Nadu

## LEARNING RESOURCES

Recommended Books	
1	Muthukumar. P, Tamilaga Arasiyal Varalaru, Part 1, Tamil Edition.
2	Nambi Arooran. K, The Demand for Dravida Nadu Retrieved, 16 Oct 2006.
3	Raju Kalidas, History and culture of the Tamils, Dindigal, 1976.

Reference Books	
1	Venkata Subramanian.T.K, Music as History of Tamil Nadu, Delhi, 2010.
2	Bose, Mihir (1977). <i>Indian Journal of Earth Sciences</i> . Indian Journal of Earth Sciences. p. 21.

Web Resources	
1	Geographic data related to <a href="#">Tamil Nadu</a> at <a href="#">OpenStreetMap</a>
2	<a href="https://en.wikipedia.org/wiki/Tamil_Nadu_-_text=Post%2DIndependence%20(1947%E2%80%93present).-After%20the%20Independence&amp;text=Andhra%20state%20was%20split%20from.%2C%20meaning%20%22Tamil%20country%22">https://en.wikipedia.org/wiki/Tamil_Nadu_-_text=Post%2DIndependence%20(1947%E2%80%93present).-After%20the%20Independence&amp;text=Andhra%20state%20was%20split%20from.%2C%20meaning%20%22Tamil%20country%22</a> .

## Course Outcomes

CO No.	The Students on Completion of the Course will be able to:
CO1	Give an account of States re-organization.
CO2	Discuss the role of Chief Ministers of Tamil Nadu.
CO3	Discuss the Development of Education.
CO4	Explain the problems in Tamil Nadu.
CO5	Trace out the Cultural activities of Tamil Nadu

### CO Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	3	3	3	2	3	3
CO2	3	3	3	3	2	3	2	3
CO3	3	3	3	3	2	2	2	3
CO4	3	3	3	3	2	2	2	3
CO5	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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	2	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	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)**

## Temple Art and Architecture in TamilNadu

<b>Title of the Course</b>	Temple Art and Architecture in Tamil Nadu						
<b>Course Type</b>	Elective-IV						
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>3</b>	<b>Course Code</b>	<b>24UEHI63</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>			
	<b>4</b>	<b>1</b>	<b>-</b>	<b>5</b>			

### Learning Objectives

<b>LO1</b>	Understand the Historical development of Temples.
<b>LO2</b>	Establish the link between Evolution of Temple Structures.
<b>LO3</b>	To impart the engineering skill adopted by our Ancient Monarchs.
<b>LO4</b>	

<b>UNIT</b>	<b>CONTENTS</b>
<b>I</b>	Origin and Development of Temples, Forms of worship – Memorial Stones - Types of Temples in Tamil Nadu.
<b>II</b>	General Features of Temple Architecture – Vesara, Nagara and Dravida.
<b>III</b>	Evolution of Temple - Cave temples, Rock-cut Temples– Evolution of Vimanas and Sikharas, Evolution of Gopurams.
<b>IV</b>	Sculpture - Unique features of Sculptures - Pallavas, Cholas, Pandyas, Vijayanagar and Nayak.
<b>V</b>	Painting - Art, Texts on Painting – Sittannavasal, Brihadiswara Temple - Meenakshi Amman Temple, Chitra Sabha and Thiruppudai Marudhur.

## LEARNING RESOURCES

<b>Recommended Books</b>	
1	Srinivasan, K.R. 1976. Temples of South India, NBT, New Delhi
2	Srinivasan, K.R. 1982. The Indian Temple Art and Architecture, Prasaranga, Mysore.
3	Bala Subramaniyan, S.R., 1966. Early Chola Art, part-I. New Asia Publishing House, Bombay.
4	Gopinatha Rao, T.A, 1971. Elements of Hindu Iconography. vol. I-IV, Banarsidas, Varanasi.
5	Mahalingam, T.V. 1959. South Indian Temple Complex. Kannada Research Institute, Dharwar.

<b>Reference Books</b>	
1	Krishna Sastri, H. 1995. South Indian Images of Gods and Goddess. Asian Educational Services, New Delhi.
2	Percy Brown. 1975. Indian Architecture. Vol.I. D.B Taraporevala, New Delhi.

<b>Web Resources</b>	
1	<a href="https://www.templenet.com/Tamilnadu/tamilnadu-hist.html">https://www.templenet.com/Tamilnadu/tamilnadu-hist.html</a>
2	<a href="http://www.templenet.com/temparc.html">www.templenet.com/temparc.html</a>
3	<a href="http://crtindia.gov.in/templearchitecture.php">http://crtindia.gov.in/templearchitecture.php</a>

## Course Outcomes

<b>CO No.</b>	<b>The students on completion of the course will be able to:</b>
<b>CO1</b>	Assess the role Types of Temples in Tamil Nadu.
<b>CO2</b>	Evaluate the Evolution of Temple.
<b>CO3</b>	Discuss the Evolution of Gopurams.
<b>CO4</b>	Evaluate the Sculpture.
<b>CO5</b>	Discuss the Paintings.

### CO Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	3	3	3	2	3	3
CO2	3	3	3	3	2	3	3	3
CO3	3	3	3	3	2	2	2	3
CO4	3	3	3	3	3	2	3	3
CO5	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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	2	3	3
CO4	3	3	3	3	3
CO5	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)**

## International Relations Since 1919

<b>Title of the Course</b>	<b>International Relations Since 1919</b>						
<b>Course Type</b>	<b>Elective-IV</b>						
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>3</b>	<b>Course Code</b>	<b>24UEHI64</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>			
	<b>4</b>	<b>1</b>	<b>-</b>	<b>5</b>			

<b>Learning Objectives</b>	
<b>LO1</b>	Understanding the International relations during the inter-war years.
<b>LO2</b>	Knowledge of the role of UNO in Post-War international relations.
<b>LO3</b>	Understanding of the Cold War politics.
<b>LO4</b>	Understanding of the Post-Cold War era.
<b>LO5</b>	Appreciation of the key issues in international relations.

<b>UNIT</b>	<b>CONTENTS</b>
<b>I</b>	Origin and Growth of International Relations– Theoretical Perspectives - World Systems and Dependency – Balance of Power.
<b>II</b>	First World War - Wilson’s Fourteen Points – Paris Peace Conference – League of Nations – Hitler and Nazism – Second World War – Causes, Course and Results
<b>III</b>	Cold war – Marshall Plan – NATO – SEATO – CENTO
<b>IV</b>	UNO - Principal Organs – Non-Aligned Movement – Regional Organizations - European Union - ASEAN – SAARC
<b>V</b>	USSR – Reunification of Germany – Globalization – GATT – WTO – Green Peace Movement – Paris Agreement.

## LEARNING RESOURCES

Recommended Books	
1	Asit Kumar Sen, <i>International Relations since World War I</i> , S. Chand, 1995.
2	Hans J. Morgenthau and Kenneth Johnson, <i>Politics Among Nations: The Struggle for Power and Peace</i> , McGraw Hill, 2005.
3	Khanna, V.N., <i>International Relations</i> , Vikas Publishing House Private Ltd., New Delhi, 2013.
4	Norman Lowe, <i>Mastering Modern World History</i> , Palgrave, 2020.
5	Palmer and Perkins, <i>International Relations: The World Community in Transition</i> , CBS, 2001.

Reference Books	
1	Theodore Coulombis and James Wolfe, <i>Introduction to International Relations: Power and Justice</i> , Prentice Hall, 1985
2	Peter Calvocoressi, <i>World Politics since 1945</i> , Pearson Longman, 1968

Web Resources	
1	<a href="https://www.e-ir.info/">https://www.e-ir.info/</a>
2	<a href="http://www.un.org/en/index.html">http://www.un.org/en/index.html</a>
3	<a href="https://www.nato.int/">https://www.nato.int/</a>
4	<a href="http://www.saarc-sec.org/">http://www.saarc-sec.org/</a>

## Course Outcomes

CO No.	The students on completion of the course will be able to:
CO1	Assess the role of militarism in International relations in the interwar years.
CO2	Evaluate the achievements of the UNO.
CO3	Discuss the Cold War politics.
CO4	Evaluate the role of Gorbachev in bringing the Cold War to an end.
CO5	Discuss the contemporary issues in international relations.

### CO Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	3	3	3	3	2	3	3
CO2	3	3	3	3	2	3	3	3
CO3	3	3	3	3	2	2	2	3
CO4	3	3	3	3	3	2	3	3
CO5	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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	2	3	3
CO4	3	3	3	3	3
CO5	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)**

## Introduction to Epigraphy

<b>Title of the Course</b>	<b>Introduction to Epigraphy</b>						
<b>Course Type</b>	<b>SEC</b>						
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>Credits</b>	<b>3</b>	<b>Course Code</b>	<b>24USHI61</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>			
	<b>2</b>	<b>-</b>	<b>-</b>	<b>2</b>			

<b>Learning Objectives</b>	
<b>LO1</b>	To understand the historicity of a country with the study of Epigraphy.
<b>LO2</b>	To know more about the Evolution of various Scripts.
<b>LO3</b>	To estimate the contribution made by both foreign and indigenous Epigraphists in writing The History of India.
<b>LO4</b>	To understand the significance of inscriptions and Copper plates.
<b>LO5</b>	To Understand the Appreciation of the Inscriptions and Copper Plates.

<b>UNIT</b>	<b>CONTENTS</b>
<b>I</b>	Introduction - Origin and Growth – Kinds of Inscriptions - Literary, Political, Religious, Memorial, Legal, Welfare, Social Status
<b>II</b>	Evolution of Scripts - Paleography - Pictograph - Ideograph – Phonograph - Logograph - Cuneiform – Graffiti -Brahmi - Vatteluthu - Grantha - Writing Materials.
<b>III</b>	Dating System - Eras - Saka Era - Kali Era - Vikrama Era - Kollam Era.
<b>IV</b>	Eminent Epigraphists - James princep - George Buhler - J.F.Fleet - James Burgess- H.Krishna Sastri - V. Venkayya - B.L. Rice - Robert Sewell - E. Hultzeh - K.V.Raman - Nagasamy - Iravatham Mahadevan
<b>V</b>	Inscriptions - Uttaramerur - Manur - Kanyakumari – Copper Plates - Kurram Velvikudi – Estampage Training.

## LEARNING RESOURCES

Recommended Books	
1	Radhakrishna Chaudry, <i>Inscriptions of Ancient India</i> (New Delhi: Begam Bridge Publications, 1983)
2	T.A. Gobinatha Rao, <i>Elements of Hindu Iconography</i> (New Delhi: Motilal Banarasidass Publisher, 1997).
3	Subramanian & R. Venkataraman, <i>Tamil Epigraphy – A Study</i> (Madurai: Ennes Publications, 1980).
4	Sreethar, <i>Tamil Brahmi Inscriptions</i> (Tamil) (Chennai: Dept. of Archaeology Publications, 2010)
5	R. Nagasamy, <i>Epigraphy (Tamil)</i> (Chennai: Dept. of Archaeology Publications, 2010).

Reference Books	
1	Gopinatha Rao, T.A, 1971. <i>Elements of Hindu Iconography</i> . Vol. I-IV, Banarsidas, Varanasi.
2	Mahalingam, T.V. 1959. <i>South Indian Temple Complex</i> . Kannada Research Institute, Dharwar.
3	Krishna Sastri, H.1995. <i>South Indian Images of Gods and Goddess</i> . Asian Educational Services, New Delhi.
4	Percy Brown. 1975. <i>Indian Architecture</i> . Vol.I. D.B Taraporevala, New Delhi.

Web Resources	
1	<a href="https://www.templenet.com/Tamilnadu/tamilnadu-hist.html">https://www.templenet.com/Tamilnadu/tamilnadu-hist.html</a>
2	<a href="http://www.templenet.com/temparc">www.templenet.com/temparc</a> .
3	<a href="http://ccrtindia.gov.in/templearchitecture.php">http://ccrtindia.gov.in/templearchitecture.php</a>

### Course Outcomes

CO No.	The Students on Completion of the Course will be able to:
<b>CO1</b>	Assess the Evolution of Scripts.
<b>CO2</b>	Evaluate the Kinds of Inscriptions
<b>CO3</b>	Discuss the Dating System.
<b>CO4</b>	Evaluate the role of Eminent Epigraphists
<b>CO5</b>	Discuss the Estampage Training.

### CO Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO1</b>	3	3	3	3	3	2	3	3
<b>CO2</b>	3	3	3	3	2	3	3	3
<b>CO3</b>	3	3	3	3	2	2	2	3
<b>CO4</b>	3	3	3	3	3	2	3	3
<b>CO5</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

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	2	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</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)**

## Blue Print – End Semester Examinations Semester – I to VI

**Class: U.G.**

**Time: 3 Hours**

**Max. Marks: 75**

### Section A

**(10 x 1 = 10)**

**Answer all questions.**

**Choose the correct answer. (With four options)**

	Unit I	Unit II	Unit III	Unit IV	Unit V
Question Nos.	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10

### Section B

**(5 x 5 = 25)**

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

**Answer should not exceed 250 words**

	Unit I	Unit II	Unit III	Unit IV	Unit V
Question Nos.	11 (a) & 11 (b)	12 (a) & 12 (b)	13 (a) & 13 (b)	14 (a) & 14 (b)	15 (a) & 15 (b)

### Section C

**(5 x 8 = 40)**

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

**Answer should not exceed 500 words**

	Unit I	Unit II	Unit III	Unit IV	Unit V
Question Nos.	16 (a) & 16 (b)	17 (a) & 17 (b)	18 (a) & 18 (b)	19 (a) & 19 (b)	20 (a) & 20 (b)