

**SRI MEENAKSHI GOVT ARTS COLLEGE FOR WOMEN**  
**(AUTONOMOUS)**  
**(Affiliated to Madurai Kamaraj University)**  
**MADURAI - 625002**



**PG & RESEARCH DEPARTMENT OF HISTORY**

**2023-2026**

**B.A. Degree Course**

**IN**

**HISTORY**

**Details of**

**COURSES, HOURS PER WEEK AND CREDITS**

**I – VI Semesters**

**CHOICE BASED CREDIT SYSTEM**

# **B.A., HISTORY**

## **SYLLABUS**

**FROM THE ACADEMIC YEAR  
2024 - 2027**

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

**B.A.,**  
**HISTORY SYLLABUS**

<b>S.No</b>	<b>Courses</b>	<b>Titles</b>
1	Core Course 1	History of Ancient India up to 1206 CE
2	Core Course 2	History of Tamil Nadu up to 1311 CE
3	Generic Elective Course 1	Introduction to Archaeology
4	Skill Enhancement Course - Foundation Course	Introduction to History
5	Skill Enhancement Course SEC 1	Introduction to Tourism
6	Core Course 3	History of Medieval India - 1206 - 1707 CE
7	Core Course 4	History of Tamil Nadu - 1311 – 1800 CE
8	Generic Elective Course – 2	Western Political Thought
9	Skill Enhancement Course SEC 2	Indian Constitution
10	Skill Enhancement Course SEC 3	Basic Journalism
11	Core Course 5	History of India - 1707 - 1857 CE
12	Core Course 6	History of Tamil Nadu since 1801 CE
13	Generic Elective Course – 3	Indian Political Thought
14	Skill Enhancement Course SEC 4 (Entrepreneurial Skill)	Entrepreneurship Development
15	Skill Enhancement Course SEC 5	Introduction to Management
16	Core Course 7	Freedom Struggle in India
17	Core Course 8	History of Modern Europe - 1789 - 1919 CE
18	Generic Elective Course – 4	Modern Governments
19	Skill Enhancement Course SEC 6	Computer Training
20	Skill Enhancement Course SEC 7	Hotel Management
21	Core Course 9	History of the World 1919 -2020 CE
22	Core Course 10	Selected Themes in History of U.S.A
23	Core Course 11	Regional History (History of Chennai)
24	Core Course 12	Project (with viva voce)
25	Discipline Specific Elective 1 / 2	Elements of Human Rights/ Women Studies
26	Discipline Specific Elective 3 / 4	History of Dravidian Movement / History of Revolutions
27	Core Course 13	Contemporary History of India
28	Core Course 14	India and Her Neighbours
29	Core Course 15	History of Science and Technology in India
30	Discipline Specific Elective – 5 / 6	International Relations since 1919 / History of Latin America - From Discovery To Liberation
31	Discipline Specific Elective – 7 / 8	History of China and Japan / History of Pondicherry

32	Professional Competency Skill Enhancement Course	General Studies for Competitive Examinations
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### dit Distribution for UG Programmes in History

Sem I	Credit	Sem II	Credit	Sem III	Credit	Sem IV	Credit	Sem V	Credit	Sem VI	Credit
1.1. Language	3	2.1. Language	3	3.1. Language	3	4.1. Language	3	5.1 Core Course – CC IX	4	6.1 Core Course – CC XIII	4
1.2 English	3	2.2 English	3	3.2 English	3	4.2 English	3	5.2 Core Course – CC X	4	6.2 Core Course – CC XIV	4
1.3 Core Course – CC I	4	2.3 Core Course – CC III	4	3.3 Core Course – CC V	4	4.3 Core Course – CC VII Core Industry Module	4	5.3 Core Course – CC - XI	4	6.3 Core Course – CC XV	4
1.4 Core Course – CC II	4	2.4 Core Course – CC IV	4	3.4 Core Course – CC VI	4	4.4 Core Course – CC VIII	4	5.3 Core Course –/ Project with viva-voce CC - XII	4	6.4 Elective -VII Generic/ Discipline Specific	3
1.5 Elective I Generic/ Discipline Specific	3	2.5 Elective II Generic/ Discipline Specific	3	3.5 Elective III Generic/ Discipline Specific	3	4.5 Elective IV Generic/ Discipline Specific	3	5.4 Elective V Generic/ Discipline Specific	3	6.5 Elective VIII  Generic/ Discipline Specific	3
1.6 Skill Enhancement Course SEC-1	2	2.6 Skill Enhancement Course SEC-2	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial)	1 2	4.6 Skill Enhancement Course SEC-6	2	5.5 Elective VI Generic/ Discip	3	6.6 Extension Activity	1

				Skill)				line Specific			
		2.7 Skill Enhancement Course – SEC-3(NME)	2	3.7 Skill Enhancement Course SEC-5	2	4.7 Skill Enhancement Course SEC-7	2	5.6 Value Education	2	6.7 Professional Competency Skill	2
1.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-1	2	2.8 Ability Enhancement Compulsory Course (AECC) Soft Skill-2	2	3.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-3	2	4.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-4	2	5.5 Summer Internship /Industrial Training	2		
1.8 Skill Enhancement - (Foundation Course)	2			3.8 E.V.S	-	4.8 E.V.S	2				
	23		23		22		25		26		21
	<b>Total CreditPoints</b>										<b>140</b>

## Credit Distribution for UG Programmes History

Sem I	Credit	Sem II	Credit	Sem III	Credit	Sem IV	Credit	Sem V	Credit	Sem VI	Credit
1.1. Language	3	2.1. Language	3	3.1. Language	3	4.1. Language	3	5.1 Core Course – CC IX	4	6.1 Core Course – CC XIII	4
1.2 English	3	2.2 English	3	3.2 English	3	4.2 English	3	5.2 Core Course – CC X	4	6.2 Core Course – CC XIV	4
1.3 Core Course – CC I	4	2.3 Core Course – CC III	4	3.3 Core Course – CC V	4	4.3 Core Course – CC VII Core Industry Module	4	5.3. Core Course – CC - XI	4	6.3 Core Course – CC XV	4
1.4 Core Course – CC II	4	2.4 Core Course – CC IV	4	3.4 Core Course – CC VI	4	4.4 Core Course – CC VIII	4	5.3. Core Course –/ Project with viva-voce CC - XII	4	6.4 Elective -VII Generic/ Discipline Specific	3
1.5 Elective I Generic/ Discipline Specific	3	2.5 Elective II Generic/ Discipline Specific	3	3.5 Elective III Generic/ Discipline Specific	3	4.5 Elective IV Generic/ Discipline Specific	3	5.4 Elective V Generic/ Discipline Specific	3	6.5 Elective VIII  Generic/ Discipline Specific	3
1.6 Skill Enhancement Course SEC-1	2	2.6 Skill Enhancement Course SEC-2	2	3.6 Skill Enhancement Course SEC-4,	1	4.6 Skill Enhancement Course SEC-6	2	5.5 Elective VI Generic/ Discipline Specific	3	6.6 Extension Activity	1

		2.7 Skill Enhancement Course – SEC-3(NME)	2	3.7 Skill Enhancement Course SEC-5	2	4.7 Skill Enhancement Course SEC-7	2	5.6 Value Education	2	6.7 Professional Competency Skill	2
1.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-1	2	2.8 Ability Enhancement Compulsory Course (AECC) Soft Skill-2	2	3.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-3	2	4.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-4	2	5.5 Summer Internship /Industrial Training	2		
1.8 Skill Enhancement - (Foundation Course)	2			3.8 E.V.S	-	4.8 E.V.S	2				
	23		23		22		25		26		21
<b>Total CreditPoints</b>											<b>140</b>





### Credit Distribution for UG Programmes

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
Part 1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	5.1 Core Course –CC IX	4	5	6.1 Core Course – CC XIII	4	6
Part.2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	5.2 Core Course – CC X	4	5	6.2 Core Course – CC XIV	4	6
1.3 Core Course – CC I	5	5	2..3 Core Course – CC III	5	5	3.3 Core Course – CC V	5	5	4.3 Core Course – CC VII Core Industry Module	5	5	5. 3.Core Course –CC -XI	4	5	6.3 Core Course – CC XV	4	6
1.4 Core Course – CC II	5	5	2.4 Core Course – CC IV	5	5	3.4 Core Course – CC VI	5	5	4.4 Core Course – CC VIII	5	5	5. 4.Core Course –/ Project with viva-voce CC -XII	4	5	6.4 Elective -VII Generic/ Discipline Specific	3	5
1.5 Elective I Generic/ Discipline Specific	3	4	2.5 Elective II Generic/ Discipline Specific	3	4	3.5 Elective III Generic/ Discipline Specific	3	4	4.5 Elective IV Generic/ Discipline Specific	3	3	5.5 Elective V Generic/ Discipline Specific	3	4	6.5 Elective VIII Generic/ Discipline Specific	3	5
1.6 Skill Enhancement Course SEC-1	2	2	2.6 Skill Enhancement Course SEC-2	2	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	1	4.6 Skill Enhancement Course SEC-6	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement -(Foundation Course)	2	2	2.7 Skill Enhancement Course –SEC-3	2	2	3.7 Skill Enhancement Course SEC-5	2	2	4.7 Skill Enhancement Course SEC-7	2	2	5.7 Value Education	2	2	6.7 Professional Competency Skill	2	2
						3.8 E.V.S.	-	1	4.8 E.V.S	2	1	5.8 Summer Internship /Industrial Training	2				
	<b>23</b>	<b>30</b>		<b>23</b>	<b>30</b>		<b>22</b>	<b>30</b>		<b>25</b>	<b>30</b>		<b>26</b>	<b>30</b>		<b>21</b>	<b>30</b>
<b>Total – 140 Credits</b>																	

**Credit and Hours Distribution System  
for all UG courses including Lab Hours**

**First Year – Semester-I**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Tamil or other Languages	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	13	14
Part-4	Skill Enhancement Course SEC-1	2	2
	Foundation Course	2	2
		<b>23</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Tamil or other Languages	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course -COURSE-2	2	2
	Skill Enhancement Course - COURSE -3 (Discipline / Subject Specific)	2	2
		<b>23</b>	<b>30</b>

**Second Year – Semester-III**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Tamil or other Languages	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course - COURSE -4 (Entrepreneurial Based)	1	1
	Skill Enhancement Course - COURSE -5 (Discipline / Subject Specific)	2	2
	Environmental Studies	-	1
		<b>22</b>	<b>30</b>

**Semester-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Tamil or other Languages	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	13
Part-4	Skill Enhancement Course - COURSE -6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course - COURSE -7 (Discipline / Subject Specific)	2	2
	Environmental Studies	2	1
		<b>25</b>	<b>30</b>

**Third Year  
Semester-V**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
<b>Part-3</b>	Core Courses including Project / Elective Based	22	26
<b>Part-4</b>	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	2
		<b>26</b>	<b>30</b>

**Semester-VI**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
<b>Part-3</b>	Core Courses including Project / Elective Based & LAB	18	28
<b>Part-4</b>	Extension Activity	1	-
	Professional Competency Skill	2	2
		<b>21</b>	<b>30</b>

**Total Credits : 140**

**SRI MEENAKSHI GOVT. ARTS COLLEGE FOR WOMEN (AUTONOMOUS),MADURAI-2  
2023-2024**

**UG TEMPLATE – B.A./B.Com/B.B.A  
SEMESTER-I**

Part	Course Type	Code	Title of the Course	Hr s/ Week	Credits	Exam Hrs	Marks		
							Int	Ext	Total
I	LC	U231A1/ U231H1	Tamil/Hindi	6	3	3	25	75	100
II	ELC	U232A1	English	6	3	3	25	75	100
III	CC1	U23CH1	History of Ancient India up to 1206 CE	5	5	3	25	75	100
III	CC2	U23CH2	History of Tamil Nadu up to 1363CE	5	4	3	25	75	100
III	GEC 1	U23GH01	Introduction to Archaeology	4	4	3	25	75	100
IV	Foundati on Course	U23FH1	Introduction to History	2	2	3	25	75	100
IV	SEC1/ NM	U23SEH1	Introduction to Tourism	2	2	3	25	75	100
<b>Total</b>				<b>30</b>	<b>23</b>				<b>700</b>

**SEMESTER-II**

Part	Course Type	Code	Title of the Course	Hr s/ Week	Credits	Exam Hrs	Marks		
							Int	Ext	Total
I	LC	U231A2/ U231H2	Tamil/Hindi	6	3	3	25	75	100
II	ELC	U232A2	English	6	3	3	25	75	100
II I	CC3	U23CH3	History of Medieval India - 1206 - 1707 CE	5	5	3	25	75	100

II I	CC4	<b>U23CH4</b>	History of Tamil Nadu - 1311 – 1800 CE	5	4	3	2 5	7 5	10 0
II I	GEC 2	<b>U23GH02</b>	Western Political Thought	4	4	3	2 5	7 5	100
I V	SEC2	<b>U23SEH2</b>	Indian Constitution	2	2	3	2 5	7 5	10 0
	SEC3/ NM	<b>U23SEH3</b>	Basic Journalism	2	2	3	2 5	7 5	10 0
<b>Total</b>				<b>30</b>	<b>2 3</b>				<b>80 0</b>

**SEMESTER-III**

Part	Course Type	Code	Title of the Course	Hrs/Week	Credits	Exam Hrs	Marks		
							Int	Ext	Total
I	LC	U231A3/ U231H3	Tamil/Hindi	6	3	3	25	75	100
II	ELC	U232A2	English	6	3	3	25	75	100
II I	CC5	U23CH5	History of India - 1707 - 1857 CE	5	5	3	25	75	100
II I	CC6	U23CH6	History of Tamil Nadu since 1801 CE	5	4	3	25	75	100
II I	GEC3	U23GH03	Indian Political Thought	4	4	3	25	75	100
I V	SEC4 Entrepreneurial Skill	U23SEH4	Entrepreneurship Development	1	1	3	25	75	100
I V	SEC5/NM	U23SEH5	Introduction to Management	2	2	3	25	75	100
I V	E.V.S.	U23EVS1	E.V.S	1	-	--	--	--	--
<b>Total</b>				<b>30</b>	<b>22</b>				<b>700</b>

**SEMESTER-IV**

Part	Course Type	Code	Title of the Course	Hrs/Week	Credits	Exam Hrs	Marks		
							Int	Ext	Total
I	LC	U231A4/ U231H4	Tamil/Hindi	6	3	3	25	75	100
II	ELC	U232A4	English	6	3	3	25	75	100

III	CC7 Core Industry Module	<b>U23CH7</b>	Indian Geography/ Freedom Struggle in India	5	5	3	25	7 5	1 0 0
III	CC8	<b>U23CH8</b>	History of Modern Europe - 1789 - 1919 CE	4	4	3	25	7 5	1 0 0
III	GEC 4	<b>U23GH04</b>	Modern Governments	4	4	3	25	7 5	1 0 0
IV	SEC6	<b>U23SEH6</b>	Computer Training	2	2	3	2 5	7 5	100
IV	SEC7	<b>U23SEH7</b>	Tourism and Hotel Management	2	2	3	2 5	7 5	100
IV	E.V.S.	<b>U23EVS1</b>	E.V.S	1	2	3	25	7 5	1 0 0
<b>Total</b>				<b>30</b>	<b>25</b>				<b>9 0 0</b>
<b>SUMMER INTERNSHIP/INDUSTRIAL TRAINING</b>									
<b>Pls Note: Allied courses are considered as GEC</b>									

**SEMESTER-V**

Part	Course Type	Code	Title of the Course	Hrs/ Week	Credits	Exam Hrs	Marks		
							Int	Ext	Total
III	CC9	<b>U23CH9</b>	History of the World 1919 -2020 CE	6	4	3	25	75	100
III	CC10	<b>U23CH10</b>	Selected Themes in History of U.S.A	5	4	3	25	75	100
III	CC11	<b>U23CH11</b>	History of Madurai (Regional History)	5	4	3	25	75	100
III	CC12	<b>U23CH12</b>	Women Studies	4	3	3	25	75	100
III	DSEC 1	<b>U23DH01</b> <b>U23DH02</b>	History of Dravidian Movement / History of Revolutions	4	3	3	25	75	100
	DSEC 2	<b>U23DH03</b> <b>U23DH04</b>	Panchayat Raj System in India/ Rural Development	4	4	3	25	75	100
IV		<b>U23VE1</b>	Value Education	2	2	3	25	75	100
IV		<b>U23SIH1</b>	Summer Internshi/Industry Training	--	2	--	--	--	100
<b>Total</b>				<b>30</b>	<b>26</b>				<b>800</b>

**SEMESTER-VI**

Part	Course Type	Code	Title of the Course	Hrs /Week	Credits	Exam Hrs	Marks		
							Int	Ext	Total
III	CC13	<b>U23CH13</b>	Contemporary History of India	6	5	3	25	75	100
III	CC14	<b>U23CH14</b>	History of Science and Technology in India	6	4	3	25	75	100



III	CC15	<b>U23CH 15</b>	International Relations since 1919 /History of Latin America	6	3	3	2 5	75	100
III	DSEC 3	<b>U23DH 05 U23DH 06</b>	History of China and Japan/ History of Pondicherry	5	3	3	2 5	75	100
III	DSEC 4	<b>U23DH 07 U23DH 08</b>	Introduction to Historiography Elements of Human Rights	5	3	3	2 5	75	100
IV		<b>U23EA H</b>	Extension Activity	--	1	--	- -	--	100
IV	PC	<b>U23PC H1</b>	General Studies for Competitive Examination	2	2	3	2 5	75	100
<b>Total</b>				<b>30</b>	<b>21</b>				<b>700</b>

### Discipline Specific Elective Courses for BA History Students

<b>SEMESTER</b>	<b>Part</b>	<b>Course Type</b>	<b>Sub.Code</b>	<b>Title of the Paper</b>
V	III	DSEC 1 -A DSEC 1-B	<b>U23DH01</b> <b>U23DH02</b>	History of Dravidian Movement History of Revolutions
V	III	DSEC 2 -A DSEC 2 -B	<b>U23DH03</b> <b>U23DH04</b>	Panchayat Raj System in India Rural Development
VI	III	DSEC 3 -A DSEC 3 -B	<b>U23DH05</b> <b>U23DH06</b>	History of China and Japan History of Latin America - From Discovery to Liberation
VI	III	DSEC 4- A DSEC 4 -B	<b>U23DH07</b> <b>U23DH08</b>	Introduction Historiography Elements of Human Rights

## I Semester

### Paper CC1

<b>Course Title</b>	<b>HISTORY OF ANCIENT INDIA UP TO 1206 CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC1		<b>Subject Code</b>	
<b>Year</b>	I	<b>Semester</b>	I		U23CH 1	
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>		<b>P</b>
			4	1	0	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
1	Understanding of the characteristics of pre and proto historic cultures in India.
2	The impact of Vedic culture on society, religion and culture.
3	Emergence of Centralized State under the Mauryas and Ashoka's Dhamma.
4	Achievements of the Guptas and their contribution to literature, art and architecture.
5	Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.

#### UNIT I

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

#### UNIT II

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

#### UNIT III

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

#### UNIT IV

Vardhanas - Harshavardhana – Administration – Religious Contributions –Provincial Dynasties – Chalukyas – Rashtrakutas - Paramaras – Palas – Senas - Art and Architecture - Cultural contributions.

## **UNIT V**

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

## **LEARNING RESOURCES**

### **Recommended Books**

G. Venkatesan, *Cultural History of India*, VarthamananPathipagam, 2018 (inTamil)

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

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

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

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

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

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

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

### **References**

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

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

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

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

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

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

### **Web Resources**

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

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

#### CO Mapping with Programme Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

#### CO Mapping with Programme Specific Outcomes

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

<b>Average</b>	3	3	2.6	3	2.6
	<b>S-Strong(3)</b>	<b>M-Medium (2)</b>		<b>L-Low (1)</b>	

## Paper CC2

<b>Course Title</b>	<b>HISTORY OF TAMIL NADU UP TO 1363 CE</b>						
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC2			<b>Subject Code</b>	
<b>Year</b>	I	<b>Semester</b>	I			U23CH2	
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>Total</b>
			4	1	0		5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
1	Knowledge of geography and sources of Tamil Nadu.
2	Understanding of polity, society and economy of the Sangam period.
3	The contribution of Pallavas in the field of art and architecture.
4	Appreciation of the achievements and contribution of the Imperial Cholas.
5	Factors for the decline of the Pandyas.

### UNIT I

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

### UNIT II

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

### UNIT III

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

### UNIT IV

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

### UNIT V

The Second Pandyan Empire (1190-1312 CE) – Triangular conflict among Cholas, Pandyas and Hoysalas – Social and Economic Life – Malik Kafur’s Invasion

## LEARNING RESOURCES

### Recommended Books

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

### References

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



Y. Subbarayalu, *South India under the Cholas*, Oxford University Press, New Delhi, 2012

### Web Resources

<https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/>

<http://www.historydiscussion.net>

<http://globalsecurities.org/military/world/india/history-chola.htm>

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

### CO Mapping with Programme Outcomes

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

### CO Mapping with Programme Specific Outcomes

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

**Paper 3 GEC I**

<b>Course Title</b>	<b>INTRODUCTION TO ARCHAEOLOGY</b>						
<b>Course Type</b>	Generic Elective	<b>Course Code</b>	GEC1				<b>Subject Code</b>
<b>Year</b>	I	<b>Semester</b>	I				U23GH01
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>	
			3	1	0	4	

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The course objectives are to impart:</i></b>
1	Meaning of archaeology, kinds of archaeology and its relations with allied disciplines.
2	Archaeological developments in the world and India.
3	Knowledge of early archaeologists and the status of archaeological studies.
4	Understanding of the methods and techniques of archaeology.
5	Interpretation of excavated materials

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

## **UNIT IV**

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

## **UNIT V**

Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis; Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials. Archaeological excavations in Tamil Nadu – Arikamedu – Adichanallur – Korkai – Keezhadi – Mayiladumparai – Sivagalai – other sites

## **LEARNING RESOURCES**

### **Recommended Books**

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

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

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

### **References**

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

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

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

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

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

### **Web Resources**

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

<http://archaeological.org>

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

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

#### CO Mapping with Programme Outcomes

	<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	2	2	2	3
<b>CO 5</b>	3	3	3	3	3	3	3	3
<b>Total</b>	15	15	15	15	13	14	12	15
<b>Average</b>	3	3	3	3	2.6	2.8	2.4	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### CO Mapping with Programme Specific Outcomes

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

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

**Paper 4 SEC – FC**

<b>Course Title</b>	<b>INTRODUCTION TO HISTORY</b>						
<b>Course Type</b>	SEC – Foundation Course	<b>Course Code</b>	SEC – FC				<b>Subject Code</b>
<b>Year</b>	I	<b>Semester</b>	I				U23FH1
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>	
			2	0	0	2	

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Introduction to the meaning and nature of history.
2	Knowledge of different kinds of history and its relationship with other disciplines.
3	Use of facts in writing history.
4	Introduction of the concepts in history.
5	Knowledge of various sources for the study of history and usage of bibliography and footnotes.

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

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

## Field Report

### LEARNING RESOURCES

#### Recommended Books

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

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

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

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

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

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

#### References

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

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

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

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

#### Web Resources

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

<http://d-nb.info>

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

### CO Mapping with Programme Outcomes

	<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	2	3
<b>CO 5</b>	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**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**



**Paper 5 SEC 1**

<b>Course Title</b>	<b>INTRODUCTION TO TOURISM</b>						
<b>Course Type</b>	Skill Enhancement Course 5	<b>CourseCode</b>	SEC 2			<b>Subject Code</b>	
<b>Year</b>	I	<b>Semester</b>	I			U23SEH1	
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>Total</b>
			2	0	0		2

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding of the basic components and elements of tourism
2	Knowledge of different types and forms of tourism
3	Knowledge of the role of Travel Agents
4	Understanding of the role of Tour Operators
5	Knowledge of the travel documents

**UNIT I**

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

**UNIT II**

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

### UNIT III

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

### UNIT IV

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

### UNIT V

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

## LEARNING RESOURCES

### Recommended Books

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

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

### References

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

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

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

### Web Resources

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

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	List out the various components and elements of tourism	K1

<b>CO 2</b>	Explain the types and forms of tourism.	K2
<b>CO 3</b>	Describe the roles of Travel Agent	K2
<b>CO 4</b>	Explain the roles of Tour Operators	K2
<b>CO 5</b>	Examine the importance of travel documents	K4

### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	3	3	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	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

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## II Semester

### Paper CC3

<b>Course Title</b>	<b>HISTORY OF MEDIEVAL INDIA – 1206 – 1707 CE</b>						
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC3		<b>Subject Code</b>		
<b>Year</b>	I	<b>Semester</b>	II		U23CH3		
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>		<b>P</b>	<b>Total</b>
			4	1		0	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding about the genesis of the Sultanate rule in India and its early rulers
2	Appreciation of the administration of Tuglaqs, Sayyids and Lodis and the impact of Bhakti Movement
3	Knowledge about the founding and conquests of the Mughal rulers
4	Art and architecture and administrative policies during the Mughals
5	The administration, art and architecture during Bahmini and Vijayanagar kingdoms

#### UNIT I

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

#### UNIT II

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

#### UNIT III

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

#### UNIT IV

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

#### UNIT V

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



## LEARNING RESOURCES

### Recommended Books

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

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

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

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

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

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

### References

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

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

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

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

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

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

### Web Resources

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

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

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

<b>CO 5</b>	Illustrate the administration, art and architecture during the Bahmini and Vijayanagar kingdoms	K4
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### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### Paper CC4

<b>Course Title</b>	<b>HISTORY OF TAMIL NADU - 1311 – 1801 CE</b>					Subject Code	
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC4				
<b>Year</b>	I	<b>Semester</b>	II			U23CH 4	
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>Total</b>
			4	1	0		5

<b>Learning Objectives</b>	
<b>S. No.</b>	<i>The learning objectives are to impart:</i>
1	Rise of the Madurai Sultanate and its contribution.
2	Knowledge about the impact of Vijayanagar rule in Tamilaham.
3	Contribution of the Nayaks of Madurai, Senji and Thanjavur.
4	Contribution of the Marathas to Tamil culture.
5	Understand the Poligar Rebellion as the early resistance against British imperialism.

#### **UNIT I**

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

#### **UNIT II**

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

#### **UNIT III**

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

#### **UNIT IV**

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



## UNIT V

Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations – Carnatic wars - Society – Economy and Religion and Culture -Poligar Rebellion – PuliThevar – Khan Sahib – VeluNachiyar – VeerapandiaKattabomman – Revolt of Maruthu Brothers

Field Study to Historical Landmark site

## LEARNING RESOURCES

### Recommended Books

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

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

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

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

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

### References

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

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

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

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

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

### Web Resources

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

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Outline the rule of the Madurai Sultanate.	K1
CO 2	Explain the impact of the Vijayanagar rule in Tamilaham.	K1

CO 3	Compare and contrast the achievements of the Nayaks of Madurai, Senji and Thanjavur.	K4
CO 4	Assess the contribution of the Marathas to Tamil culture.	K5
CO 5	Examine Poligar rebellion as an early resistance against British imperialism.	K2

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Paper GEC 2**

<b>Course Title</b>	<b>WESTERN POLITICAL THOUGHT</b>					<b>Subject Code</b>	
<b>Course Type</b>	Generic Elective	<b>Course Code</b>	GEC2				
<b>Year</b>	I	<b>Semester</b>	II			U23GH0 2	
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>Total</b>
			3	1	0		4

<b>Learning Objectives</b>	
<b>S. No.</b>	<i>The learning objectives are to impart:</i>
1	Knowledge about Greek philosophy of Plato and Aristotle
2	Knowledge about social contract theory.
3	The political ideas of Machiavelli and John Locke
4	Utilitarian philosophy of Jeremy Bentham
5	Ideas of Karl Marx and Antonio Gramsci

**UNIT I**

Socrates – Plato – Aristotle

**UNIT II**

Machiavelli – Thomas Hobbes – John Locke – Rousseau

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

**LEARNING RESOURCES**

**Recommended Books**

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

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

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

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

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

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

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

### References

Brian R. Nelson, *Western Political Thought: From Socrates to the Age of Ideology*, Waveland Press Inc., Long Grove, Illinois, 1996

Des Raj Bhandari, *History of European Political Philosophy*, Bangalore Print & Pub. Co., Bangalore, 1963

George Catlin, *The Story of the Political Philosophers*, Kessinger Pub., 2010

J.S. McClelland, *A History of Western Political Thought*, Routledge, London, 1996

Will Durant, *The Story of Philosophy*, Simon & Schuster, New York, 1991

### Web Resources

<https://archive.org/details/dli.ernet.260180/page/n5/mode/2up>

<https://archive.org/details/in.ernet.dli.2015.260320/page/n1/mode/2up>

<https://archive.org/details/dli.ernet.13555/page/n13/mode/2up>

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

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

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

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### Paper SEC 2

<b>Course Title</b>	<b>INDIAN CONSTITUTION</b>					<b>Subject Code</b>	
<b>Course Type</b>	Skill Enhancement Course 2	<b>Course Code</b>	SEC2				
<b>Year</b>	I	<b>Semester</b>	II			U23SEH2	
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>Total</b>
			2	0	0		2

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding of the salient features of the Indian Constitution
2	Knowledge about fundamental rights and duties
3	Knowledge about the structure and functions of the Union Government
4	Knowledge about the structure and functions of the State Government
5	Understanding of the powers and functions of the local government

#### **Unit I**

Sources – Preamble – Salient Features – Citizenship – Amendments

#### **Unit II**

Fundamental Rights – Directive Principles – Fundamental Duties.

#### **Unit III**

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

#### **Unit IV**

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

#### **Unit V**

Local Government: Urban – Rural

### **LEARNING RESOURCES**

#### **Recommended Books**

B.N. Rao, *India's Constitution in the Making*, Orient Longmans, Madras, 1960

Durga Das Basu, *Introduction to the Constitution of India*, Lexis Nexis, Gurgaon, 2019

M.V. Pylee, *Constitutional Government in India*, S. Chand & Co. Ltd., New Delhi, 2012

Mahendra Pal Singh, *V.N. Shukla's Constitution of India*, (Thirteenth Edn.), Eastern Book Company, Lucknow, 2019

Subhash C. Kashyap, *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, National Book Trust, New Delhi, 2021

#### **References**

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

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

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

JagdishSwarup, *Constitution of India*, Dandewal Publishing House, Allahabad, 1984

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

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

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

#### **Web Resources**

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

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

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

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

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



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

### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	3	3	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

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Paper SEC 3**

<b>Course Title</b>	<b>BASIC JOURNALISM</b>					<b>Subject Code</b>	
<b>Course Type</b>	Skill Enhancement Course 3	<b>Course Code</b>	SEC3				
<b>Year</b>	I	<b>Semester</b>	II			U23SEH3	
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>Total</b>
			2	0	0		2

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding the definition, types, and determinants of news
2	Knowledge about news paper organization structure
3	Knowledge about the role, qualities, and responsibilities of a reporter
4	Knowledge about reporting and writing
5	Understanding of the role, qualities, and responsibilities of an editor.

**Unit I**

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

**Unit II**

Newspaper Organization Structure – News Sources and Agencies – Target audience

**Unit III**

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

**Unit IV**

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

**Unit V**

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

**LEARNING RESOURCES****Recommended Books**

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

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

**References**

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

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

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

**Web Resources**

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

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

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

### CO Mapping with Programme Outcomes

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

	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	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 III

#### Paper CC5

Course Title	HISTORY OF INDIA – 1707 – 1857 CE						Subject Code
Course Type	Core Course	Course Code	CC5				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	F S	Total
			4	1	0	0	5

U23CH  
5

### Learning Objectives

S. No.	The learning objectives are to impart:
1	Impart knowledge about the causes for the advent of the Europeans in India
2	Understand the consequences of the British-French rivalry and beginning of the British supremacy
3	Create awareness about the various strategies formulated by the British to capture power princely states
4	Understand about British state and revenue administration and its consequences
5	Acquire knowledge about Indian response to the British rule viz. peasant movements, Poligar rebellion, 1857 Revolt etc.

### Unit- I

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

### Unit- II

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

### Unit- III

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

### Unit- IV

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

### Unit- V

**Indian Response to British Rule:** Early Peasant movement and Tribal Uprisings – KolUprising,(1820-1837) Moplah Uprisings (1841 -1920)–Bhil Uprisings (1818 -1831) –

Santhal Uprisings - Poligar Uprisings – PuliThevan –VeluNachaiyar – Kattabomman – Maruthu Brothers -Vellore Mutiny (1806) –The Great Revolt of 1857 – Jhansi Rani

## LEARNING RESOURCES

### Recommended Books

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

### References

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

### Web Resources

<http://www.national archives.nic.in>

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

**CO Mapping with Programme Outcomes**

	<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	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**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## Paper CC6

<b>Course Title</b>	<b>HISTORY OF TAMIL NADU SINCE 1801 CE</b>					<b>Subject Code</b>	
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC6			U23CH6	
<b>Year</b>	II	<b>Semester</b>	III				
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>Total</b>
			4	1	0		5

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understanding about the colonial administration and early resistance in Tamil Nadu
2	Appreciation of the social movements in Tamil Nadu like the Temple Entry movement and Self-Respect movement
3	Knowledge about contribution of Tamil Nadu towards Freedom movement
4	Ability to comprehend the contributions of the Congress, DMK and ADMK governments
5	Awareness about the various issues present in Tamil Nadu

### UNIT I

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

### UNIT II

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

### UNIT III

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

### UNIT IV

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

### UNIT V



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

## LEARNING RESOURCES

### Recommended Books

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

### References

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

Robert L. Hardgrave Jr., *The Dravidian Movement*, Popular Prakashan, Bombay, 1965  
 T. Stalin Gunasekaran, *The Role of Tamil Nadu in Freedom Struggle*, NivethithaPathippagam, 2000 (InTamil)  
 V. Gita and S.V. Rajdurai, *Towards a Non-Brahmin Millennium: From IyothetheThass to Periyar*, Samya, 1998  
 V.K. Narasimhan, *Kamaraj: A Study*, National Book Trust, New Delhi, 2007  
 VijayaRamaswamy, *Historical Dictionary of the Tamils*, Rowman& Littlefield, Maryland, USA, 2017

### Web Resources

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

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

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

### CO Mapping with Programme Outcomes

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

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

**Paper GEC 3**

<b>Course Title</b>	<b>INDIAN POLITICAL THOUGHT</b>					<b>Subject Code</b>	
<b>Course Type</b>	Generic Elective	<b>Course Code</b>	GEC3				
<b>Year</b>	II	<b>Semester</b>	III			U23GH03	
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>Total</b>
			3	1	0		4

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Knowledge about Ancient political thinkers Kautilya and Kalhana
2	Understanding Barani's idea of a Good ruler and AbulFazal's Governance and Administration
3	The ideas of Raja Ram Mohan Roy, Ranade, Gokhale and Mahatma Gandhi
4	Ideas of Radical thinkers such as Tilak, SubramaniaBharathi, V.O. Chidambaram Pillai and AurobindoGhosh
5	Ideas of Egalitarian thinkers like Periyar and Ambedkar

**UNIT I**

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

**UNIT II**

Medieval Thinkers -ZiyouddinBarani - Ideal Polity- AbulFazl- Views on Governance and Administration

**UNIT III**

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

**UNITIV**

Radical Thinkers- BalGangadharTilak - SubramaniaBharathi – V.O. Chidambaram –AurobindoGhosh

**UNIT V**

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

Socialist Thinkers: Ram ManoharLohia - Jayaprakash Narayanan

## LEARNING RESOURCES

### Recommended Books

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

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

### References

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

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

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

### Web Resources

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

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

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	2	3	2	3
CO 2	3	3	2	3	3	2	2	3
CO 3	3	3	3	3	3	2	2	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	2	3	2	3	3	3
<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
	<b>S-Strong (3)</b>		<b>M-Medium (2)</b>		<b>L-Low (1)</b>			

**CO Mapping with Programme Specific Outcomes**

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

**Paper SEC 4**

<b>Course Title</b>	<b>ENTREPRENEURSHIP DEVELOPMENT</b>				<b>Subject Code</b>	
<b>Course Type</b>	Skill Enhancement Course 4 (Entrepreneurial Skill)	<b>Course Code</b>	SEC4			U23SEH4
<b>Year</b>	II	<b>Semester</b>	III			
<b>Credits</b>	1	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	
			1	0	0	1

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Knowledge of traits of entrepreneurs and rural entrepreneurship
2	Knowledge of starting a small industry and government subsidies
3	Quality control and assurance techniques
4	Understanding of elements of marketing
5	Understanding of human behaviour and stress management

**UNIT I**

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

**UNIT II**

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

### UNIT III

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

### UNIT IV

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

### UNIT V

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

## LEARNING RESOURCES

### Recommended Books

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

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

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

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

### References

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

UdaiPareek and T. VenkateswaraRao, *Developing Entrepreneurship: A Handbook*, Learning Systems, New Delhi, 1978

### Web Resources

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	List out the traits of an entrepreneur	K1

<b>CO 2</b>	Explain how to start small industry and related government subsidies	K2
<b>CO 3</b>	Describe how to market the products produced.	K2
<b>CO 4</b>	Explain the various quality assurance techniques	K2
<b>CO 5</b>	Examine the importance of human behaviour and stress management.	K4

### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	3	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	3	3	3
<b>CO 5</b>	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

	<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)**

**Paper SEC 5**

<b>Course Title</b>	<b>INTRODUCTION TO MANAGEMENT</b>					<b>Subject Code</b>	
<b>Course Type</b>	Skill Enhancement Course 7	<b>Course Code</b>	CC5				
<b>Year</b>	II	<b>Semester</b>	III			U23SEH5	
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>Total</b>
			0	0	2		2

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Knowledge of computer components, word document and power point presentation.
2	Knowledge of creating a word document.
3	Ability to type a letter and CV in word document.
4	Knowledge of slide creation in Power Point using pictures and videos



**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

**LEARNING RESOURCES****Recommended Books**

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

**References**

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

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

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

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

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

**Web Resources**

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

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

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

### CO Mapping with Programme Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

### Paper : E.V.S

<b>Course Title</b>	<b>ENVIRONMENTAL STUDIES</b>						<b>Subject Code</b>
<b>Course Type</b>	Skill Enhancement Course 4 (Entrepreneurial Skill)	<b>Course Code</b>	SEC4				
<b>Year</b>	II	<b>Semester</b>	III				
<b>Credits</b>	1	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>	

			1	0	0	1	
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### UNIT I: ENVIRONMENT AND ITS RESOURCES

- Definition, Scope and importance of environmental studies
- Need for public awareness
- Natural Resources Renewable and Non-Renewable.
  - a) Forest resources. Use and over exploitation, deforestation
  - b) Water resources: Use and over utilization of surface and ground water, Floods, drought, conflict over water, drama-benefits and problems.
  - c) Mineral resources: Use and Exploitation.
  - d) Food Resources: World food problems, effects of modern agriculture.
  - e) Energy resources: Growing energy needs, renewable and non-renewable energy sources.
  - f) Land resources: Land as a resource, land degradation man induced land slide ,soil erosion and desertification.

### UNIT II : ECOSYSTEMS

- Concept of an ecosystem
- Structure and Function of an ecosystem.
- Food chain, Food web and ecological pyramid.
- Introduction, types, characteristics features, structure and function of the following ecosystem
  - a) Forest ecosystem b) Aquatic ecosystem (pond, streams, lakes, rivers, oceans, estuaries)

### UNIT III : BIODIVERSITY AND ITS CONSERVATION

- Introduction-Definition:Genetic, species and ecosystem diversity
- Bio geographical classification of India.
- Value of biodiversity: Consumptiveuse, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels.
- India as mega diversity nation.
- Hot spots of diversity.
- Threats to biodiversity: Habitat loss, poaching of wild life, man wild life Conflicts.
- Intergardand Endemic Species of India.
- Conservation of Biodiversity-in situ and ex situ conservation of biodiversity

### UNIT IV : ENVIRONMENTAL POLLUTION

- Definition,causes, effects and control measures of
  - a) Airpollution

- b) Water pollution
- c) Noise pollution
- d) Nuclear hazards

Solid waste management causes, effects and control measures of urban and industrial wastes.

- Role of an individual in prevention of pollution
- Pollution case studies.
- Disaster management: floods, earthquakes, eye lone and land slide

**UNIT V : SOCIAL ISSUES AND ENVIRONMENT:**

- From unsustainable to sustainable development.
- Urban problems related to energy.
- Climate change, global warming acid rain, ozone layer depletion nuclear accidents and holocaust, case studies.,
- Environment. Protection Act.
- Air (Prevention and control of pollution) Act.
- Water (Prevention and control of pollution) Act
- Wild life protection Act
- Forest conservation Act
- Issue involved in enforcement of environmental legislations.
- Public awareness.
- Population growth, variation among nations
- Environment and human health.
- Human rights
- Role of information technology in Environment and human health.

**INDIAN GEOGRAPHY**

<b>Course Title</b>	<b>INDIAN GEOGRAPHY</b>	<b>Subject Code</b>
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<b>Course Type</b>	Skill Enhancement Course 7	<b>Course Code</b>	CC7				
<b>Year</b>	II	<b>Semester</b>	I				U22CH2
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>	
			4	1	0	5	

<b>Learning Objectives</b>
To make the students to be aware of geographical features and seasons of India
To examine the vegetation, conservation of forest and soon
To make the student to understand the ecological problems.

**UNIT – I :**

Geography of India: Geographical History of India – Location: Area and boundaries – Islands of India - climate – season and monsoon.

**UNIT II:**

Natural Resources – Soil – Types of soil – Natural Vegetation: Major types – Water, Wildlife –Problems of Deforestation and Conservation measures.

**UNIT-III:**

Agriculture pattern: Agriculture Regions – Crop groups – Types of Cultivation – Intension and Extensive Farming – important Crops – Agricultural Development in India – Irrigation – Animal Husbandry –Fishing Classification and Distribution of Industries.

**UNIT-IV:**

Oceanography – Bottom relief features of Indian Ocean, Arabian sea and Bay of Bengal – Global Navigation satellite System (GNSS).

**UNIT-V:**

Global Environmental Issues and Management - Natural Calamities and Disaster Management –Pollution: Land and Water, Air – Environmental Laws, Policies and Treaties in India and Global Scenario.

### **TEXT BOOKS:**

- 1.Chopra, Handbook of Geography, Carland Pub, New Delhi, 1958.
- 2.Mathur S. Indian Geographical Facts, Rupa & Co Publication, Delhi,2003.

### **BOOKS FOR REFERENCES:**

1. Guha J.I and Chatteraj. P.R 1998,A New Approach to Economic Geography: A Study of Resources, 15<sup>th</sup> edition. World Press, Calcutta.
2. Khanna,K.K.and Gupta V.K., Economic and Commercial Geography of India, S.Chand & Sons., New Delhi., 2001.
3. Khullar, D.R.1999, A Comprehensive Geography of India, Kalyani Publishers, New Delhi.
- 4.Kumar. R .1985. Fundamentals of Historical Geology and Stratigraphy of India, New Delhi, 1985.
5. Memoria .C.B.1996, Economic and Commercial Geography of India .Revised edition, Delhi.
6. Shivlal Aggarwal and Co.Agral. Mathur S.M., Physical Geology of India, National Book Trust, New Delhi 1986.
7. Sen. P.K and Prasad. An Introduction to Geomorphology of India, Allied Publishers, Delhi, 2002

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

### CO Mapping with Programme Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

### Paper CC 7

<b>Course Title</b>	<b>FREEDOM STRUGGLE IN INDIA</b>					<b>Subject Code</b>		
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC7					
<b>Year</b>	II	<b>Semester</b>	IV			U23CH7		
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>FS</b>	<b>Total</b>
			4	1	0		0	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding of the role of the socio-religious movements in India
2	Compare and contrast between the moderates and extremists
3	Knowledge of Gandhi's leadership and transforming India's freedom struggle based on mass movements
4	Constitutional provisions and legislations
5	Knowledge of the causes and consequences of the Partition of India

#### **Unit- I**

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

#### **Unit- II**

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

#### **Unit- III**

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

#### **Unit- IV**



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

## UNIT- V

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

## LEARNING RESOURCES

### Recommended Books

- Bipan Chandra, *History of Modern India*, Orient Black Swan Publications, New Delhi, 2012
- Bipan Chandra., *Nationalism and Colonialism in Modern India*, New Delhi: Orient Blackswan Private Limited, New Delhi, 1981
- Bipan Chandra, AmaleTripathi and Barun De, *Freedom Struggle*, National Book Trust, New Delhi, 2011
- Bipan Chandra., *India's Struggle for Independence*, Penguin Random House, India, 2016
- Kenneth W. Jones (eds), *The New Cambridge History of India:III.1 Socio Religious reform Movements in British India*, Cambridge University Press, 1989
- RanjanChakrabarti., *A New History of Modern India:An Outline*, Surjeeth Publications, 2019
- SumitSarkar., *Modern India 1885-1947*, Macmillan India Limited, New Delhi, 2000
- M.P. Sivagananam – ViduthaliPoratathilTamilagam – 2 Volumes (in Tamil).
- G. Venkatesan, *History of Freedom Struggle*, V.C. Publications, 2018.

### References

- AparnaBasu, *Essays in the History of Indian Education*, Concept Publishing Co., New Delhi, 1982
- BalaJeyaraman, *Periyar: A Political Biography of EV Ramasamy*, Rupa and Co., 2013
- JudithMargaret Brown, *Gandhi's Rise to Power*, Cambridge University Press, Cambridge, 1972.
- MushirulHasan., *India's Partition: Process, Strategy and Mobilisation.(Themes in Indian History)*, Oxford University Press, New Delhi, 1997
- Percival Spear, *The Oxford History of Modern India 1740-1947*, Clarendon Press, Oxford, 1965
- ShekharBandyopadhyay, (ed)., *Nationalist Movement in India: A Reader*, Oxford University Press, New Delhi, 2008.

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

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

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess the role of the socio-religious movements in India	K5
CO 2	Compare and contrast between the moderates and extremists	K4
CO 3	Elucidate Gandhi's leadership and transforming India's freedom struggle based on mass movements	K2
CO 4	Describe the Constitutional provisions and legislations for women	K1
CO 5	Discuss the causes and consequences of the Partition of India	K3

#### CO Mapping with Programme Outcomes

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

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

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

### Paper CC 8

Course Title	<b>HISTORY OF EUROPE – 1789 – 1919 CE</b>					<b>Subject Code</b>		
Course Type	Core Course	<b>Course Code</b>	CC8					
Year	II	<b>Semester</b>	IV			U23CH 8		
Credits	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>F</b>	<b>Total</b>
			<b>S</b>	<b>4</b>	<b>0</b>		<b>0</b>	

### LEARNING OBJECTIVES

<b>S. No.</b>	<b>Learning objectives are to</b>
1	Impart an Understanding of the stages of the French Revolution and the Life and contribution of Napoleon Bonaparte
2	Create awareness about Napoleon's achievements
3	Gain Knowledge of the unification of Italy and Germany
4	Understand about the Eastern Question and disruption of peace in Europe
5	Analyse the causes, course and consequences of the First World War

#### UNIT- I

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

#### UNIT- II

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

#### UNIT- III

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

#### **UNIT- IV**

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

#### **UNIT- V**

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

### **LEARNING RESOURCES**

#### **Recommended Books**

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

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

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

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

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

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

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

#### **References**

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

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

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

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

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

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

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

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

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

#### **Web Resources**

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

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

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

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### Paper GEC 4

<b>Course Title</b>	<b>MODERN GOVERNMENTS</b>					<b>Subject Code</b>	
<b>Course Type</b>	Generic Elective	<b>Course Code</b>	GE4			U23GH0 4	
<b>Year</b>	II	<b>Semester</b>	IV				
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>Total</b>
			3	1	0		4

<b>LEARNING OBJECTIVES</b>	
<b>S. No.</b>	<i>The learning objectives are to provide knowledge and understanding of:</i>
1	Meaning and types of constitution.
2	Different types of government viz., unitary, federal and quasi-federal.
3	Powers and functions of Legislature.
4	Powers and functions of Executive.
5	Role and functions of Judiciary and the importance of Judicial Review.

#### **Unit I**

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

#### **Unit II**

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

#### **Unit III**

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

#### **Unit IV**

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

## Unit V

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

### LEARNING RESOURCES

#### Recommended Books

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

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

#### References

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

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

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

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

#### Web Resources

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

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

#### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### Paper SEC 6

<b>Course Title</b>	<b>COMPUTER TRAINING</b>						<b>Subject Code</b>
<b>Course Type</b>	Skill Enhancement Course 6	<b>Course Code</b>	SEC6				
<b>Year</b>	II	<b>Semester</b>	IV			U23SEH6	
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>Total</b>
			0	0	2	2	

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Knowledge of computer components, word document and power point presentation.
2	Knowledge of creating a word document.
3	Ability to type a letter and CV in word document.
4	Knowledge of slide creation in Power Point using pictures and videos
5	Create a slide show presentation

### UNIT I

Components of a Computer – Hardware – Software – DOS and Windows - Printing

## UNIT II

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

## UNIT III

Typing a letter and Curriculum Vitae

## UNIT IV

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

## UNIT V

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

## LEARNING RESOURCES

### Recommended Books

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

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

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

### References

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

### Web Resources

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

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

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## Paper SEC 7

<b>Course Title</b>	<b>HOTEL MANAGEMENT</b>					<b>Subject Code</b>
<b>Course Type</b>	Skill Enhancement Course 7	<b>Course Code</b>	SEC7			
<b>Year</b>	II	<b>Semester</b>	IV			U23SEH 7
<b>Credits</b>	2	<b>Hours</b>	L	T	P	
			2	0	0	2

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding of the various aspects of Hotel Industry
2	Knowledge about the classification of Hotels and supplementary accommodations
3	Knowledge about the functions of the Front office
4	Understanding the uses of Computers in the Hotel Industry

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

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

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

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

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

### LEARNING RESOURCES

#### Recommended Books

1. Bhatnagar, S.K., Front Office Management, Frank Bros & Co, 2005.
2. Bhatia A.K., International Tourism Fundamentals and Practices, Sterling Publication Private Limited, 2002
3. Chakravarti, B.K, Concepts of Front Office Management, APH Publishing Corporation, 2008.
4. Mohammed Zulfiker, Tourism and Hotel Industry, Vikas Publishing House Pvt Limited, 1998

- Sudhir Andrews, Hotel Tourism and Hospitality Management, Tata McGraw-Hill Education, 2000.

### References

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

### Web Sources

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

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

### CO Mapping with Programme Outcomes

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

	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

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## **Semester V**

### **Paper CC 9**

<b>Course Title</b>	<b>HISTORY OF THE WORLD 1919-1991 CE</b>					<b>Subject Code</b>	
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC9				
<b>Year</b>	III	<b>Semester</b>	V			U23CH9	
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>Total</b>
			4	1	0		5

<b>Learning Objectives</b>	
<b>S. No.</b>	<i>The learning objectives are to impart:</i>
1	Understanding of the impact of Fascism and Nazism.
2	Factors that led to the emergence of Cold War and its various phases.
3	The nature of the anti-colonial struggle and the decolonization process in Afro-Asian countries.
4	The rise of Arab nationalism and the Israel-Palestinian Wars.
5	The causes and consequences of decline of the Soviet Union.

#### **Unit I**

Impact of World War I- League of Nations-International Relations in Inter- War years – Russian Revolution- Great Depression its impact- Fascism and Nazism

#### **Unit II**

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

#### **Unit III**

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

#### **Unit IV**

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

#### **Unit V**

## Decline of Soviet Union: Causes and Consequences

### LEARNING RESOURCES

#### Recommended Books

- Andrew Porter, *European Imperialism*, Palgrave, 1994.  
Anthony Wood, *Europe 1815 – 1945*, Longman, 1984.  
Basil Davidson, *Africa in Modern History*, Longman, 1994.  
Chris Warren, *A Peoples History of the World*, Book Marks, 1999  
DilipHiro, *Inside the Middle East*,Routledge, 1982.  
Hobsbawn, E.J., *Age of Extremes*, Vintage Books, 1994.  
Hourani, A., *A History of The Arab People*, Faber and Faber, 1991  
Taylor, A.J.P., *The Origins of Second World War* Penguin Books, New York, 1963.

#### References

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

#### Web Resources

<http://www.worldhistory.org>

<http://khanacademy.org>

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

#### CO Mapping with Programme Outcomes

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

<b>CO 3</b>	3	2	3	3	2	2	3	3
<b>CO 4</b>	3	3	3	3	2	2	3	3
<b>CO 5</b>	3	2	3	3	2	2	3	3
<b>Total</b>	15	13	13	15	10	10	15	15
<b>Average</b>	3	2.6	2.6	3	2	2	3	3

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**



**Paper CC 10**

<b>Course Title</b>	<b>SELECTED THEMES IN HISTORY OF USA</b>					<b>Subject Code</b>	
<b>Course Type</b>	Core Course	<b>Course Code</b>	<b>CC 10</b>				
<b>Year</b>	III	<b>Semester</b>	V				
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F S</b>	<b>U23CH10</b>
			4	1	0	0	

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>Learning objectives are to</b>
<b>1</b>	Impart knowledge about the issue of slavery, its abolition, the Civil War and reconstruction.
<b>2</b>	Create awareness of the westward movement and industrialization and their consequences
<b>3</b>	Understand the USA's efforts to become an imperialist and joining First World War
<b>4</b>	Understand the transformation of USA as a world power and the setting of a bio-polar world
<b>5</b>	Impart knowledge about America's multi-culturalism and the war on terrorism

**Unit- I**

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

**Unit- II**

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

### **Unit- III**

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

### **Unit- IV**

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

### **Unit- V**

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

## **LEARNING RESOURCES**

### **Recommended Books**

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

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

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

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

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

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

### **References**

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

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

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

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

### **Web Resources**

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

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

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

<b>Average</b>	3	2.6	2.6	3	3
	<b>S-Strong (3)</b>	<b>M-Medium (2)</b>		<b>L-Low (1)</b>	

### Paper CC 10

<b>Course Title</b>	<b>HISTORY OF MADURAI (Regional History )</b>					<b>Subject Code</b>  <b>U23CH11</b>	
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC10				
<b>Year</b>	III	<b>Semester</b>	V				
<b>Credits</b>	4	<b>Hours</b>	L	T	P		F S
			4	1	0	0	5

<b>Learning Objectives</b>	
S. No.	Learning objectives are to
1	To Understand the Historical importance of Ancient Madurai
2	To enrich the Knowledge of cultural and Heritage of Madurai
3	Impart knowledge about Madurai multi-cultureless

#### UNIT I

Sources: Epigraphy and Literary - Location - Etymology - Physical Features of Madurai - Population – Languages  
(18 Hours)

#### UNIT II

Pre Historic Period: Sangam Age - First Pandyan Empire - Madurai under Cholas -Second Pandiyan Empire - Muslim Invasions – Nayaks  
(18 Hours)

#### UNIT III

Socio Economic Condition: Caste - Customs, Traditions, Food habits, Dress and Ornaments, Amusements - Festivals - Economics condition - Agriculture - Irrigation, Industries - Trade - Internal and external trade/ Aesthetic centre's Hinduism, Jainism, Buddhism, Islam, and Christianity (18 Hours)

#### UNIT IV

Freedom Movement: Role of Freedom Fighters- Gandhi and Madurai, Temple Entry Movement  
(18 Hours)

#### UNIT V

Heritage Madurai: Art, Architecture and Culture - Historical Monuments – Temples, Mosques, Churches, Palaces- Latest Excavations -Keeladi –Tourism Potentials (18 Hours)

## LEARNING RESOURCES

### Recommended Books

1. Deva Kunjari, D., **Madurai Through the ages**, University of Madras, Madurai, 1979

### REFERENCES:

1. Annaswamy Ayer K., **The Sivaganga Zamindary**, Madras, 1899.
2. Appadurai .K., **Thennattu Porkalangal(T)**, Madras, 1957.
3. Francis.W(ed)., **Madurai District Gazelteer**, Madras, 1868.
4. Jeyachandran A.V., **Madurai Temple Complex**, kamaraj University, Madurai, 1989
5. Kearns. J.A., **Introduction to Panjalankuruchy Poligar and the State of Tinnevelly**, Palayamkottai, 1873.
6. Nilakanta Sastri. K. A., **The Pandyan Kingdom**, London, 1929.
7. Nelson.J.H., **The Madurai District Manual**, Part 3, Madras, 1868.
8. Sadashiva Pandarathar T.V., **Pandyar Varalaru, (Tamil)**, Annamalai University, Madras, 1949.
9. Somaley., **Madurai Mavattam (Tamil)**, KG & KG Publications, Vedaranyam, 1980
10. Rajaram T., (ed)., **Ramnad District Manual**, Madras, 1933
11. Raman K. V., **Some aspects of Pandyan History in the light of recent Discoveries**, Amutha Nilayam, publications, Madras, 1972.

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	To trace knowledge about the Sources and Physical features	K 5
CO 2	Identify the various Ancient Dynasties and Rulers	K3
CO 3	To acquire the knowledge of the Economy , Culture and Religion	K1
CO 4	Evaluate the role of Madurai in the Indian Freedom Movement	K5
CO 5	Assess the Heritage and Historical important Monuments	K4

### CO Mapping with Programme Outcomes

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

<b>Total</b>	15	13	13	15	10	10	15	15
<b>Average</b>	3	2.6	2.6	3	2	2	3	3
	<b>S-Strong (3)</b>			<b>M-Medium (2)</b>		<b>L-Low (1)</b>		

**CO Mapping with Programme Specific Outcomes**

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

## Paper DSE – 1

Course Title	Elements of Human Rights					Subject Code	
Course Type	Core Course	Course Code	DSE 1			<b>U23DH08</b>	
Year	III	Semester	V				
Credits	3	Hours	L	T	P		FS
			4	1	0	0	5

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understanding of the origin and development of human rights
2	Importance of the UDHR
3	Understanding of the role of NGOs in safeguarding the human rights
4	Understanding the importance of NHRC and SHRC in protecting human rights
5	Knowledge of the human rights issues of women, child and labourers.

### UNIT I

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

### UNIT II

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

### UNIT III

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



## UNIT IV

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

## UNIT V

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

## LEARNING RESOURCES

### Recommended Books

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

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

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

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

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

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

### References

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

### Web References

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

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

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

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

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

<b>CO 5</b>	Describe the human rights issues of the marginalized sections of the society.	K1
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**CO Mapping with Programme Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

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

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

**L-Low (1)**

### Paper CC12

<b>Course Title</b>	<b>WOMEN STUDIES</b>					<b>Subject Code</b>  U23CH12	
<b>Course Type</b>	Discipline Specific Elective	<b>Course Code</b>	CC12				
<b>Year</b>	III	<b>Semester</b>	V				
<b>Credits</b>	3	<b>Hours</b>	L	T	P		F S
			3	1	0	0	4

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understand the gender perspective in all domains of knowledge in India
2	Realization of the role of education for women empowerment.
3	Knowledge about the economic participation of women.
4	Awareness about the Constitutional provisions and legislations for Women.

5	Motivation among women students to be active stakeholders in the process of nation building
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### **Unit- I**

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

### **Unit- II**

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

### **Unit- III**

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

### **Unit- IV**

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

### **Unit- V**

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

## **LEARNING RESOURCES**

### **Recommended Books**

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

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

NeeraDesai,Women in Modern India, Asia Book Corporation,Amer,1977

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

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

TharaBhai L., Women’s Studies in India, APH Publishing Corporation, New Delhi, 2000

### **References**

Jana Matson Everett, Women and Social Change in India, Heritage Publishers, New Delhi, 1981  
 Nagar. N.S., Empowerment of Women, Vista International Publishing House, Delhi, 2008  
 Pandey. A.K., Emerging Issues in the Empowerment of Women, Anmol Publications, New Delhi, 2002  
 Prasanna Kumar(Ed.),Empowering Society, The GuruKul Lutheran Theological college and Research Institute, Chennai,1995.  
 ShailajaNagendra, Women’s role in Modern World, ABD Publishers, Jaipur, 2008

**Web Resources**

<http://www.archives.gov>

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

**CO Mapping with Programme Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

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

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

**Paper DSEC 1- A**

<b>Course Title</b>	<b>History of Dravidian Movement</b>					<b>Subject Code</b>  <b>U23DH01</b>	
<b>Course Type</b>	Discipline Specific Elective	<b>Course Code</b>	<b>DSE3</b>				
<b>Year</b>	III	<b>Semester</b>	V				
<b>Credits</b>	3	<b>Hours</b>	L	T	P		F S
			3	1	0	0	4

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
<b>1</b>	Understanding the Growth of Socio-Political Movements of the 20 <sup>th</sup> Century
<b>2</b>	Comprehend the Dravidian Movement and its growth in Tamil Nadu
<b>3</b>	Knowledge about Justice Party and its administration and Periyar's ideology
<b>4</b>	Comprehend the evolution of DK and DMK
<b>5</b>	Awareness about the impact of the Dravidian Movement In Tamil Nadu

**UNIT- I**

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

**UNIT- II**

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

**UNIT- III**

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

**UNIT- IV**

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

## UNIT- V

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

## LEARNING RESOURCES

### Recommended Books

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

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

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

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

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

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

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

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

### References

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

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

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

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

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

### Web Resources

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

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



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

#### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### CO Mapping with Programme Specific Outcomes

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

<b>Average</b>	3	3	2.6	3	3
	<b>S-Strong (3)</b>	<b>M-Medium (2)</b>	<b>L-Low (1)</b>		

### Paper DSE C1-B

<b>Course Title</b>	<b>HISTORY OF REVOLUTIONS</b>					<b>Subject Code</b>  <b>U23DH02</b>	
<b>Course Type</b>	Core Course	<b>Course Code</b>	DSE4				
<b>Year</b>	III	<b>Semester</b>	V				
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			3	1	0	0	4

<b>Learning Objectives</b>	
S. No.	<b>The learning objectives are to impart:</b>
1	Understanding of the causes and consequences of the American Revolution
2	Knowledge of the causes and impact of the French Revolution
3	Understanding of the impact of Marxism and role of Lenin in the Russian Revolution
4	Understanding of the Chinese Revolution
5	Knowledge of the Iranian Revolution

#### **UNIT I**

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

#### **UNIT II**

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

#### **UNIT III**

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

#### **UNIT IV**

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

#### **UNIT V**

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

#### **LEARNING RESOURCES**

##### **Recommended Books**

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

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

Kaushik Karuna, *History of Communist Russia 1917-1991*, Delhi: Macmillan Publishers India Ltd, 2006  
 Thomson David, *Europe Since Napoleon*, Penguin Books, 1970

### References

- Barrington, M. Jr. “*The American Civil War: The Last Capitalist Revolution.*” In *Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World* by M. Barrington Moore Jr. Boston: Beacon Press, 2015.
- Faragher, J.M., M.J. Buhle et al. *Out of Many: A History of the American People. Vol. I.* New Jersey: Prentice-Hall, 1995.
- Hobsbawm, E. J. *Age of Revolution*. London: Weidenfeld and Nicholson 1962; New York: Vintage, 1996.
- Lefebvre, G. *The Coming of the French Revolution*. Princeton: Princeton University Press, 1976.
- Chesneau, J. et al. *China from the Opium Wars to the 1911 Revolution*. New York: Random House, 1976.
- Hsu, I. C.Y. *The Rise of Modern China*. Hong Kong: Oxford University Press, 1970.
- Figs, Orlando. *A People’s Tragedy: A History of the Russian Revolution*. London: Jonathan Cape, 1996.
- Fitzpatrick, Sheila. *The Russian Revolution 1917-1932*. New York: Oxford University Press, 2001.

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

### CO Mapping with Programme Outcomes

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

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

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

## PANCHAYAT RAJ

<b>Course Title</b>	<b>HISTORY OF REVOLUTIONS</b>					<b>Subject Code</b>		
<b>Course Type</b>	Core Course	<b>Course Code</b>	DSE4					
<b>Year</b>	V	<b>Semester</b>	V			<b>U23DH03</b>		
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>FS</b>	<b>Total</b>
			3	0	0		0	3

<b>Learning Objectives</b>
To enable the students, understand the historical background of Panchayat Raj system in India.
To Make the students realize the importance of the centralization.
To equip them to participate in the local government activities.
To enable the students to understand the process of Rural Social change,
T understand the structure of the corporation and political participation

### UNIT I

Concept of Panchayat Raj-Scope and Purpose – Evolution of Panchayat Raj System in India-Local administration under Mauryas – Manrams and Kullambalams in Ancient Tamil Nadu –Local Self Government under Cholas, Pandiyas and the British–Ripon ‘s Experiment.

### UNIT II

Mahatma Gandhi's Concept of Panchayat Raj–Vinobhaji's Views on Gramdhan and Bhoodham Movement – Committees on Panchyat Raj after Independence – 73 rd and 74<sup>th</sup>amendments–Panchayat RaNagar Palika–provisions-methods of implementations–Village Panchayat– Panchayat Union–Zilla Parisad

### UNIT III

Panchayat Raj system in Tamilnadu-Development changes from 1920–1947  
Subsequent changes from 1947–2000. Two tier system under Kamaraj and Direct  
Elections under MGR

### UNIT IV

Panchayat Finance—sources of income—areas of expenditure—State Finance  
Commissions

-Recommendations Budget Allocations-Financial Management

in Local Bodies

### UNIT V

Panchayat Raj Administrations – Meetings – Resolution – Decision –  
Implementations Community Development Schemes and Programmes ,  
Jawahar Yakama – IRDP – Pradhan Mandhiri Gram Subah  
Yojana–SFDADRAP–REP

### TEXTBOOKS

1. Baluchamy, S. Panchayat Raj Institutions, Mittal Publications, New Delhi, 2004.
2. Chaturvedi, T.N. Panchayat Raj – New Delhi: Indian Institute Public Administration, 1981.

### BOOKS FOR REFERENCE

1. Malik, Shamsar Singh, the new Panchayati Raj, Aalekh Publishers, Jaipur., 2002.
2. Mathias, Edward, Panchayati Raj Institutions and Role of NGOs,  
New Delhi: Indian Social Institute, 2000
3. Palanithurai, G., New Panchayati Raj in Tamil Nadu (with  
the Actin original): Concept Pub., New Delhi ., 2003.
4. Rai. Manoj & Malini Nambiar etc. (eds) The State of  
Panchayats: A Participatory Perspective., Samskriti  
Publications., New Delhi 2001
5. Singh, S.K., Panchayati Raj Finances in Madhya., New Delhi., 2004.  
D. Sundar Ram., Role of Panchayat Raj Institutions 160 years of Independent India:  
Vision of the Future, Kanishka publications, New Delhi., 2008.,



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

#### CO Mapping with Programme Outcomes

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

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

#### CO Mapping with Programme Specific Outcomes

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

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

## RURAL DEVELOPMENT

<b>Course Title</b>	<b>RURAL DEVELOPMENT</b>					<b>Subject Code</b>		
<b>Course Type</b>	Core Course	<b>Course Code</b>	DSE4					
<b>Year</b>	V	<b>Semester</b>	V			<b>U23DH04</b>		
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>FS</b>	<b>Total</b>
			3	0	0		0	3

<b>Learning Objectives</b>
To make the students to be aware of Rural Development

### UNIT I:

Rural society –Social value– Growth of village communities– Village settlement pattern– rural urban salient characteristics- problems in social structure.

### UNIT II :

Government rural programmes–IRDP,SFDA,DPAP,RLEGP,TRYSEM general methods of extension – communication – key elements of communication- Mass media of communication –Rural health and family welfare– Role of extension worker– People’s participation.

### UNIT III :

Co-operative societies -Rural industries – Small-scale cottage and agro-based industries – Dairying-Poultry-Piggery-Bee keeping – Sericulture-Mushroom culture – inland fisheries – Paper making -Biogas plant– Soap making.

### UNIT IV:

Horticulture – Economic important of Fruits and vegetables – propagation-package of practices for fruits and vegetables, Economic flowers– Orchard cultivation.

## UNIT V:

Commercial Agriculture- Methods of Production agro chemical–Fruits and vegetable preservation

–Seed production technology nurseries–maintenance of farm equipment’s.

### BOOKS FOR REFERENCES:

- 1 S. Sundaram, Anti-Poverty Rural Development in India, d.k. Publications
- 2 Arora, R.C.: Integrated Rural Development. .Chan & Sons, Delhi.1979.
- 3 Chowdhry, D/3Paulsocial Welfare Administration through Voluntary Agencies, Atma Ram &Sons, New Delhi, 1962.
- 4 Dubhashai, P.R. Rural Development Administration in India. Popular, Prakasham, Bombay,1970.
- 5 Griffin, Deith B. and Enos , John L.: Planning Development. Addison Wesley publishing Co.,London, 1975.
- 6 Garbison,Frederick H. Human Resources as the Wealth of Nations, Oxford University Press, London, 1973.
- 7 Josh, P.CLand Reforms in India. Allied, Bombay, 1976.
- 8 Kuppusamy,B., Social Change in India, Delhi, 1992.
- 9 Lehman, Devid Agrarian Reform & Agrarian Reform. Faber &Faber, London, 1974
- 10 Lewis,W. Arthur Development planning: The Essentials of Economic Policy. Geroge Allen & Unwin, London,1976.
- 11 Misra, R. P ., Urs, D. V and Natraj. V.K. Regional Planning and National Development, Vikas, Delhi,1978.

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

### CO Mapping with Programme Outcomes

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

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Paper : Value Education**

<b>Course Title</b>	<b>Value Education</b>					<b>Subject Code</b>
<b>Course Type</b>		<b>Course Code</b>				
<b>Year</b>	II	<b>Semester</b>	IV			
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			0	0	2	2
						U23VE1

கூறு:1 மதிப்புசார் வாழ்க்கை

மதிப்புவிளக்கம்-வகைகள்-பண்பாட்டுமதிப்புகள்-நேர்மதிப்புகள்-மதிப்புசிக்கல்களை-  
புதியமதிப்புகள்-பழைய-புதியமோதல்கள்-சிதையும்விழுமியங்கள்-மதிப்புசிதைவின்  
விளைவுகள்-மதிப்புகளைமீட்டுவதற்காகவழிகள்.

கூறு:2பொருள்சார்மதிப்புகள்:

புதியபொருளாதாரகொள்கை-உலகமயமாதல்-தனியார்மயமாக்கல்-காப்புரிமை-  
முற்றூரிமை-மருந்துகளின்விலைஉயர்வுமக்களினப்பாதிப்பு-உலகவர்த்தகஅமைப்பு-  
தனிநபர்சுதந்திரமும்அறிவாற்றல்சுதந்திரமும்-வளவாழ்வும் அமைதியும்-அமைதியற்றதூழ்நிலைக்குரியகாரணங்கள்-தனிநபர்ஒழுக்கமும்மதிப்புகளும்

கூறு:3சமூகம்சார்மதிப்புகள்

பண்மைசமூகம்-இந்தியர்கள்பிரித்தாளப்பட்டசூழல்-வேற்று  
மையில்ஒற்றுமைவாழ்வு-  
தனிமனிதர்களின்சமூகக்கடமைகள்.

கூறு:4உயிரிஅறிவியல்சார்மதிப்பு

விளக்கம்-வகை-உயிரியல்போர்-விவசாயத்திற்குஎதிரானஉ  
யிர்ஆயுதங்கள்-  
நானோதொழில்நுட்பம்-அடிமைதனங்களில்மனிதம்சிதைத  
ல்-போதைபழக்கம்போதைப்  
பழக்கத்தில்இருந்துமீட்டல்-குழந்தைதொழிலாளர்முறை-  
கொத்தடிமைத்தனம்- விலங்குகளின்பயன்பாடு.

கூறு:5பெண்ணியல்சார்மதிப்புகள்

பால்-பாலினம்-பெண்களின்உரிமைகள்-பெண்களின்வளர்ச்சியைதடை  
செய்யும்  
சக்திகள்-பெண்களுக்குஎதிரானவன்முறைகள்-பெண்ணைகளாங்கப்படுத்துதல்-  
பெண்கள் மேம்பாடு-பெண்களுக்கானசட்டங்களும்திட்டங்களும்.

**Semester VI**

**Paper CC 13**

<b>Course Title</b>	<b>CONTEMPORARY HISTORY OF INDIA</b>					<b>Subject Code</b>		
<b>Course Type</b>	Core Course	<b>Course Code</b>	<b>CC13</b>					
<b>Year</b>	III	<b>Semester</b>	VI			<b>U23CH1 3</b>		
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>FS</b>	<b>Total</b>
			5	1	0		0	6

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Contribution of Jawaharlal Nehru as the architect of modern India.
2	Appraise the administration of Indira Gandhi and Janata Government.
3	Inculcate the knowledge about rule of Rajiv Gandhi and National Front Government.
4	Impart the knowledge on New Economic Policy.
5	Administration of United Front Government and National Democratic Alliance.

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

## **UNIT V**

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

## **LEARNING RESOURCES**

### **Recommended Books**

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

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

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

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

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

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

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

### **References**

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

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

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

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

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

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



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

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

**Web Resources**

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

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

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

**Paper CC 14**

<b>Course Title</b>	<b>HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA</b>					<b>Subject Code</b>	
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC14				
<b>Year</b>	III	<b>Semester</b>	VI				
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F S</b>	<b>Total</b>
			5	1	0	0	6

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to</b>
1	Impart an Understanding of the Development of Science and Technology in Colonial India
2	Impart Knowledge about Post-Independent Scientific Policies
3	Appraise the role of Technology in the Growth of Agriculture
4	Comprehend the progress of Space Technology in India
5	Create awareness about Pioneers of Modern Science in India

**Unit- I**

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

**Unit- II**

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

**Unit- III**

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

**Unit- IV**

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

**Unit- V**

Pioneers of Modern Science in India – C.V. Raman – SrinivasaRamanujan –Jagadish Chandra Bose - Homi J. Bhabha – Vikram Sarabhai –S. Chandrasekhar - M.S Swaminathan- VergheseKurien– G.D. Naidu. Dr.A.P.J. Abdul Kalam.

## LEARNING RESOURCES

### Recommended Books

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

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

Deepak Kumar, ed., *Science and Empire: Essays in the Indian Context*, Delhi: AnamikaPrakashan, 1991.

Deepak Kumar., *Science and the Raj, 1857-1905*. Delhi: Oxford University Press, 1995.

Kamlesh Mohan., *Science and Technology in Colonial India*,Routledge, 2022.

Navaneethan, S., *Science and Technology in the Development of India*, Tamizhi Books, Chennai, 2022,

Sangwan, Satpal.,*Science, Technology and Colonisation: Indian Experience*, Delhi: AnamikaPrakashan, 1990.

Subbarayappa, B. V., *Science in India: A Historical Perspective*,Rupa& Co, Illustrated Edition, 2013.

### References

Anderson, Robert.,*Building Scientific Institutions in India: Saha and Bhabha*, Montreal:Centre for Developing-Area Studies, McGill University, 1975.

Baber, Zaheer.,*The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*, Albany: State University of New York Press, 1996.

Barghava, Pushpa and ChandanaChakrabarthi., *The Saga of Indian Science since Independence*, Hyderabad: University Press, 2003.

Biswas A.K, *Science in Indi.*, Calcutta: Firma K.L.Mukhopadhyay, 1969.

Chakrabarti, Pratik.,*Western Science in Modern India- Metropolitan Methods, Colonial Practices*, New Delhi: Permanent Black, 2004.

Gadgil, Madhav., and RamachandraGuha, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. London; New York: Routledge, 1995.

Gaillard, Jacques., Roland Waast and V. V. Krishna ed., *Scientific Communities in the Developing World*, Delhi: Sage Publications,1997.

Goonatilake, Sushanta.,*Aborted Discovery: Science and Creativity in the Third World*, London:Zed Books,1984.

Headrick, Daniel.,*The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*, New York, 1981.

Visvanathan, Shiv.,*A Carnival for Science: Essays on Science, Technology and Development*, Delhi: Oxford University Press, 1997.

Zachariah, Benjamin., *Developing India: An Intellectual and Social History,C.1930-1950*.Oxford University Press,Delhi,2005

Subramanian, T.S., *Space and Beyond, Professional Voyage of Kasturirangan Review Indian Space Odyyssey through the Eyes of a Pioneer*,The Hindu Publications,2021

Verghees Jayaraj. S., *History of Science and Technology*, ANNS,1997

### Web Resources

<http://www.crl.edu.in/topics>

<http://egyankosh.ac.in>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe the Development of Science and Technology in Colonial India	K1
CO 2	Evaluate the Post-Independent Scientific Policies	K5
CO 3	Discuss the Implications of Technology in Growth of Agriculture	K2
CO 4	Analyse the Achievements in Space Technology	K4
CO 5	Assess the contributions of Scientist to Modern Science in India	K5

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

<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)

### Paper CC15

<b>Course Title</b>	<b>INTERNATIONAL RELATIONS SINCE 1919</b>					<b>Subject Code</b>		
<b>Course Type</b>	Discipline Specific Elective Course	<b>Course Code</b>	<b>CC15</b>					
<b>Year</b>	III	<b>Semester</b>	<b>VI</b>			<b>U23CH15</b>		
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>FS</b>	<b>Total</b>
			5	1	0		0	6

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding the international relations during the inter-war years.
2	Knowledge of the role of UNO in post-War international relations
3	Understanding of the Cold War politics
4	Understanding of the post-Cold War era.
5	Appreciation of the key issues in international relations.

#### UNIT I

Origin and Growth of International Relations– Theoretical Perspectives: Realism – Idealism – Liberalism – Neo-Realism – Neo-Liberalism – World Systems and Dependency – Feminist Approaches – Concepts: Balance of Power – Collective Security – Diplomacy – National Interest

#### UNIT II

First World War 1914- 1918 - Wilson’s Fourteen Points – Paris Peace Conference – League of Nations – Kellogg Briand Pact – Locarno Pact – Mussolini and Fascism – Hitler and Nazism – British Policy of Appeasement – Second World War – Causes, Course and Results

#### UNIT III

Cold war: Origins – Causes – Truman’s Doctrine – Marshall Plan – NATO – SEATO – CENTO –SALT I and II— Emergence of Third world

#### UNIT IV

UNO: Principal Organs – Specialised Agencies of UNO – Achievements & Failures – Decolonization and Emergence of the Third World – Non-Aligned Movement – Regional Organizations: European Union – ASEAN – SAARC

## UNIT V

Post-Cold War Era: Disintegration of USSR – Glasnost – Perestroika – Reunification of Germany – Contemporary Issues: Globalization – GATT – WTO – Environment: Rio de Janeiro Summit – Green Peace Movement – Kyoto Protocol – Paris Agreement

## LEARNING RESOURCES

### Books for Study

Asit Kumar Sen, *International Relations since World War I*, S. Chand, 1995

Hans J. Morgenthau and Kenneth Johnson, *Politics Among Nations: The Struggle for Power and Peace*, McGraw Hill, 2005

Khanna, V.N., *International Relations*, Vikas Publishing House Private Ltd., New Delhi, 2013

Norman Lowe, *Mastering Modern World History*, Palgrave, 2020

Palmer and Perkins, *International Relations: The World Community in Transition*, CBS, 2001

### References

Theodore Coulombis and James Wolfe, *Introduction to International Relations: Power and Justice*, Prentice Hall, 1985

Peter Calvocoressi, *World Politics since 1945*, Pearson Longman, 1968

### Web References

<https://www.e-ir.info/>

<http://www.un.org/en/index.html>

<https://www.nato.int/>

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess the role of militarism in international relations in the interwar years.	K5
CO 2	Evaluate the achievements of the UNO	K5

<b>CO 3</b>	Discuss the Cold War politics	K3
<b>CO 4</b>	Evaluate the role of Gorbachev in bringing the Cold War to an end	K5
<b>CO 5</b>	Discuss the contemporary issues in international relations.	K3

**CO Mapping with Programme Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**



**Paper CC15**

<b>Course Title</b>	<b>HISTORY OF LATIN AMERICA: FROM DISCOVERY TO LIBERATION</b>					<b>Subject Code</b>		
<b>Course Type</b>	Discipline Specific Elective Course	<b>Course Code</b>	CC15					
<b>Year</b>	III	<b>Semester</b>	VI			U23DH0 6		
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>FS</b>	<b>Total</b>
			5	1	0		0	6

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Knowledge on the continents other than Asia
2	Learning on the Colonization of Latin America
3	the Causes of Liberation Movement
4	the importance of diplomatic relations
5	Understanding on Latin America on Cold war and World Politics.

**UNIT I**

Discovery and Conquest- Christopher Columbus – Ferdinand Magellan and Amerigo Vespucci-Conquerors: Hernando Cortes, Pizarro, Jimenez de Quesada and Valdivia.

## **UNIT II**

Colonization of Latin America; Spain and Portugal Conquest - Society- Economic Life and Culture – Administration – Native American Indian.

## **UNIT III**

Liberation movement – Role played by the Creoles - Great Liberators: Simon Bolivar – San Martin and Bernardo O’ Higgins

## **UNIT IV**

Latin America and USA Diplomatic Relations: The Monroe Hispanic Doctrine- Rise of American imperialism in Latin America in the 19th Century – The Spanish (Hispanic) American War

## **UNIT V**

Latin America and USA in the Cold War – Rise of Dictatorship- Latin America in the World Politics

## **LEARNING RESOURCES**

### **Recommended Books**

Bushnell and Macaulay, *The emergence of Latin America in the nineteenth-century*, (Oxford University Press, Oxford, 1994, 2nd edition)

David Geggus, “The Caribbean in the Age of Revolution,” in David Armitage, Sanjay Subrahmanyam (eds), *The Age of Revolutions in Global Context, c. 1760-1840* Palgrave Macmillan, 2010.

Thomas Skidmore y Peter H. Smith, *Modern Latin America*, Oxford University Press, Oxford, 2001, 5th Edition

### **References**

Bradford Burns, E, *Latin America Conflict and Creation: A Historical Reader*, Prentice Hall, New Jersey, 1993

Edwin Williamson, *The Penguin History of Latin America*, Penguin, 2010

Joseph Smith, *United States and Latin America: A History of American Diplomacy 1776-2000*, Routledge, Oxon, 2005

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Give an account on discovery and Conquest of Latin America	K1
<b>CO 2</b>	Discuss the Colonization of Spain and Portugal	K3
<b>CO 3</b>	Discuss the causes of the Liberation Movement	K3
<b>CO 4</b>	Explain the US and Latin American Countries Diplomatic Relationships.	K3
<b>CO 5</b>	Describe the Cold war and World Politics in Latin America.	K1

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

**Paper DSE 7**

<b>Course Title</b>	<b>HISTORY OF CHINA AND JAPAN</b>						
<b>Course Type</b>	Discipline Specific Elective Course	<b>Course Code</b>	<b>DSE 7</b>				
<b>Year</b>	III	<b>Semester</b>	VI				
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			4	1	0	0	<b>5</b>

**Learning Objectives**

<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding of the Chinese Revolution of 1911 and May Fourth Movement
2	The role of Japan in the First World War
3	Knowledge of China under Mao Tse Tung
4	Role of Japan in the Second World War and Greater East Asia Coprosperity Sphere
5	The economic condition of China and Japan after the Second World War

## **UNIT I**

Background – Chinese Revolution of 1911 – Causes – Dr Sun Yat Sen- Tung Meng Hui - Kuo-Min-Tang – Impact of the Revolution – Yuan Shi Kai – China in First World War – May Fourth Movement.

## **UNIT II**

Background – Japanese Imperialism – Japan in First World War – 21 Demands – Washington Conference.

## **UNIT III**

Kuo Min Tang rule-Chiang Kai Shek-Manchurian Crisis – Second Sino-Japanese war – China in Second World War – China under Mao-Tse-Tung – Chinese Communist Party (CCP) – Reforms –Cultural Revolution –

## **UNIT IV**

Japan in Second World War II- Pearl Harbour Attack – Greater East Asia Co- Prosperity Sphere - impact.

## **UNIT V**

China under Deng Xiaoping -Economic reforms – 1976- 1989 – Jiang Zemin – Hu-Jintao - Foreign Policy 1949-1990.

McArthur Constitution – Changes in Economy – Hirohito – Mutsuhito - Japan and World's affairs between 1951-2000.

## **LEARNING RESOURCES**

### **Recommended Books**

Beasley, W.G., *The Modern History of Japan*, Frederick A. Praeger, 1963

Franz H Michael and George Edward Taylor, *Far East in the Modern World*, Holt, 1956

Immanuel Hsu, *The Rise of Modern China*, Oxford University Press, 2000

MikisoHane.,*Modern Japan: A Historical Survey*, Routledge,2018

Paul Hilbert Clyde and Burton F Beers, *The Far East:A History of Western Impacts and Eastern Responses, 1830-1975*, Waveland Pr Inc,1991

Vinacke, H.M.,*History of Far East in Modern Times*, Surjeet Publications,Delhi,1959

### Reference Books

Khurana, K.L., *History of China and Japan1839-1949*, Lakshmi NarainAgarwal Educational Publishers, Agra, 2018

Jean Chesneau,Françoise Le Barbier, Marie Claire Berger.,*China from 1911 to Liberation*, Pantheon books,1977

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Give an account of Chinese Revolution of 1911 and May Fourth Movement	K1
CO 2	Discuss the role of Japan in the First World War.	K3
CO 3	Discuss the developments in China under Mao.	K3
CO 4	Explain the policy of Greater East Asia Co- prosperity Sphere.	K3
CO 5	Describe the economic condition of China and Japan in the twentieth century.	K1

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

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

## Paper DSEC 4-A

<b>Course Title</b>	<b>INTRODUCTION TO HISTORIOGRAPHY</b>					<b>Subject Code</b>	
<b>Course Type</b>	Discipline Specific Elective Course	<b>Course Code</b>	<b>DSE4</b>				
<b>Year</b>	III	<b>Semester</b>	VI			<b>U23DH07</b>	
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>		<b>FS</b>
			4	1	0	0	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	To understand what is History
2	To gain knowledge on Indian Historical writing
3	To identify Indian Historians

### UNIT I

Meaning and Nature of History – Definition – Scope - Purpose

### Unit- II

Sources of History - Historical Evidence – Varieties of Sources – Sources of History of India

### Unit -III

History and Related Subjects – Kinds of History – History and Allied Subjects

### Unit -IV

Uses and Abuses of History – Limitations – Uses – Lessons

### Unit -V

Historical writing on India – Objectivity in Historical writing – Ancient India – Kalhana – Medieval India – Alberuni – Barani – Abul Fazl – Modern India – Sarkar, Sastri, Kosambi

## LEARNING RESOURCES

### Recommended Books

1. K Rajayyan, A study in Historiography, History in theory and Method, Ratna Publications, Madurai, 2009



## REFERENCES

1. Berdyaev, N. The Meaning of History, London 1936
2. Carr, E.H. What is History, London, 1961
3. Childe, V.G. What is History, New York, 1955
4. Collingwood, R.G. The idea of History, Oxford, 1946
5. Dawson, C.H. The Dynamics of World History, New York, 1957
6. Geyle, P. Use and Abuse of History, New Haven, 1957

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	To understand what is History	K1
CO 2	To acquire knowledge on Sources of History	K3
CO 3	To understand the importance of Allied Subjects of History	K3
CO 4	To apply lessons of History in real life.	K3
CO 5	To evaluate the Historical writing.	K1

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

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

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

**Paper : PC-SEC**

<b>Course Title</b>	<b>GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS</b>					<b>Subject Code</b>	
<b>Course Type</b>	Professional Competency Skill Enhancement Course	<b>Course Code</b>	PCSEC				U23PCH 1
<b>Year</b>	III	<b>Semester</b>	VI				
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			2	0	0	0	2

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Awareness about competitive examination and method of the preparation of competitive exams
2	Knowledge about historical facts and key events of Indian History
3	Understanding of the salient features of Indian Constitution.
4	Knowledge about the salient features of Indian and world geography
5	Gain knowledge about current events

**UNIT I**

Competitive Examinations at the National and State UPSC and TNPSC-qualifications - Plan and nature of competitive examinations- Indian Heritage and Indian Culture

**UNIT II**

Indian History from the middle of the 18th century to the present- significant events, personalities, issues - The Freedom struggle - its various stages- issues

**UNIT III**

Indian Constitution: Salient Features – Important Articles-Amendments- Important Acts -Political system, Panchayat Raj, Economic and social development

**UNIT IV**

Geography of India –Physical,Social, Economic–General issues on Environmental ecology, Biodiversity, and Climate Change - effects of Globalization

**UNIT V**

Current Events of National and international importance- Role of women and women organisations-Ethics, Attitude, Aptitude, Awareness

## LEARNING RESOURCES

### Recommended Books

Bipan Chandra, *India Since Independence*, Penguin Random House, India,2008

Bipan Chandra, *Modern India: A History Text Book for Class XII*,NCERT, Delhi,1990

*India YearBook*, Publications Division, Government of India

Laxmikanth, M., *Indian Polity*, McGraw Hill, Noida, 2021

Leong, G.C., *Certificate Physical and Human Geography*, Oxford University Press, New Delhi,2021

NitinSinghania, *Indian Economy*, McGraw Hill, Noida,2022

### Reference

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

Ram Ahuja., *Social problems in India*,(3rd edn,) Rawat Publications 2014

Ram Sharan Sharma, *Ancient India:A History Text book for class XI*, NCERT, 1999

Satish Chandra, *Medieval India: Text book in History for Class XI*, NCERT,2005

SonaliBansal, SnehilTripathi, *Modern Indian History, For Civil Services Preliminary and Main Examinations*, McGraw Hill, 2021

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	List the characteristic features of Indian heritage and culture	K1
CO 2	Outline the key events of Indian history since 18th century	K1
CO 3	Describe the salient features of Indian Constitution.	K2
CO 4	Discuss the major environmental issues	K3
CO 5	Outline the role of women in contemporary society	K1

### CO Mapping with Programme Outcomes

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

<b>Total</b>	12	13	15	15	12	12	13	15
<b>Average</b>	2.4	2.6	3	3	2.4	2.4	2.6	3
	<b>S-Strong (3)</b>			<b>M-Medium (2)</b>		<b>L-Low (1)</b>		

### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## Paper CC14

<b>Course Title</b>	<b>INDIA AND HER NEIGHBOURS</b>					<b>Subject Code</b>
<b>Course Type</b>	Core	<b>Course Code</b>	CC14			
<b>Year</b>	III	<b>Semester</b>	VI			<b>U23PCH14</b>
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	
			3	1	0	4

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
<b>1</b>	India's foreign policy towards neighbours.
<b>2</b>	Understanding of the underlying issues in Indo-Pak relations.
<b>3</b>	Border dispute and negotiations between India and China.
<b>4</b>	India's relations with Bangladesh and Sri Lanka.
<b>5</b>	India's relations with her neighbours and the role of SAARC

### UNIT I

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

### UNIT II

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

### UNIT III

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

### UNITIV

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

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

### UNIT V

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

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

## **LEARNING RESOURCES**

### **Recommended Books**

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

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

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

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

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

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

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

### **References**

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

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

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

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

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

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

### **Web Resources**

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

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

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

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



<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Trace the evolution of India's foreign policy towards neighbours.	K1
<b>CO 2</b>	Discuss of the underlying issues in Indo-Pak relations.	K2
<b>CO 3</b>	Examine border dispute and negotiations between India and China.	K4
<b>CO 4</b>	Discuss India's relations with Bangladesh and Sri Lanka.	K2
<b>CO 5</b>	Evaluate the role of SAARC in cooperation and development in the region.	K5

#### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

#### CO Mapping with Programme Specific Outcomes

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

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

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

### Paper DSE 8

<b>Course Title</b>	<b>HISTORY OF PONDICHERRY</b>						
<b>Course Type</b>	Discipline Specific Elective Course	<b>Course Code</b>	<b>DSE 8</b>				
<b>Year</b>	III	<b>Semester</b>	<b>VI</b>				
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			4	1	0	0	<b>5</b>

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Knowledge of Geography and sources of Pondicherry
2	Knowledge of the French rule in Pondicherry
3	Understanding of French relations with the Princely States
4	Knowledge of national movement in Pondicherry
5	Awareness of the French legacy in Pondicherry

Unit I : Sources- Geographical features – Excavations

Unit II :Advent of the French –Dupelix – Carnatic wars - effects –

Unit III : French relations with Hyder Ali – TipuSultan – Impact of Napoleonic wars – Restoration of the Indian colonies to the French 1816

Unit IV : Impact of Indian National movement on Pondichery – Contribution of SubramaniyaBharathi, VVS Iyer and Aurobindo Gosh – Anti colonial movement in Pondicherry – Subbiah and Labour movement -The Liberation of Pondicherry – Keezhur referendum – De-facto merger in 1954

Unit V : French Legacy in Pondicherry –Urbanization of Pondicherry – Educational Development –Commune system - Colonial architecture and monuments

## LEARNING RESOURCES

### Recommended Books

1. AjitNeogy.K. Decolonisation of French India, Pondicherry, 1997.
2. Francis Cyril Antony., ed.,Gazetteer of India :Union Territory of Pondicherry ,Vol1 & 2,Pondicherry,1982.
3. Malleson ,G.B.History of French in India 1674- 1761, New Delhi 1986.
4. Mathew K.S.,French in India and Indian Nationalism , Vol 1 &Vol 2, New Delhi 1999.
5. Ramaswamy .A.,History of Pondicherry, New Delhi, 1997.

### References :

1. AmineshRai ., The Legacy of French rule in India,1674-1954, Pondicherry, 2008.
2. Henry Dodwell., Duplex and Clive: The Beginning of Empire, NewDelhi,1989.
3. SenS.P.,The French in India 1763 -1816, Calcutta, 1958.
4. RoseVincent., French in India: from Diamond Traders to Sanskrit Scholars,Bombay,1990.

### Web Sources :

1. <https://www.mapsofindia.com/pondicherry/geography-history.html>
2. <https://puducherry-dt.gov.in/history/>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Outline the geographical features of Pondicherry.	K1
CO 2	Describe the advent of the French and the origin and growth of the city of Pondicherry	K1
CO 3	Outline the relations of the French with the Indian Princely States.	K1
CO 4	Describe the nationalist movement in the city of Pondicherry	K1
CO 5	Discuss the history of Urbanization, education, health and architectural development in Pondicherry	K1

### CO Mapping with Programme Outcomes

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

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

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

**CO Mapping with Programme Specific Outcomes**

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

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