ANNAMALAI UNIVERSITY
Affiliated Colleges
104 B.A HISTORY

Programme Structure and Scheme of Examination (under CBCS)

(Applicable to the candidates admitted from the academic year 2023 -2024 onwards)

Course Code	Part	Study Components & Course Title	Credit	Hours /Week	CIA	ESE	Total
		SEMESTER – I					
23UTAML11/ 23UHINL11/ 23UFREL11	I	Language – I பொது தமிழ்-I: தமிழிலக்கிய வரலாறு-1/ Hindi-I/ French-I	3	6	25	75	100
23UENGL12	II	General English – I	3	6	25	75	100
23UHISC13	III	Core –I: History of Ancient India up to 1206 CE	5	5	25	75	100
23UHISC14		Core – II: History of Tamil Nadu up to 1311 CE	5	5	25	75	100
23UHISE15-1 23UHISE15-2		Elective – I Introduction to Archaeology(Or) Principles of Sociology	3	4	25	75	100
23UTAMB16/ 23UTAMA16	IV	Skill Enhancement Course – 1* NME-I/ Basic Tamil – I/ Advanced Tamil – I	2	2	25	75	100
23UHISF17		Foundation Course: Introduction to Tourism	2	2	25	75	100
		Total	23	30			700
		SEMESTER – II					
23UTAML21/ 23UHINL21/ 23UFREL21	I	Language – II: பொது தமிழ் -II: தமிழிலக்கிய வரலாறு-2/ Hindi-II/ French-II	3	6	25	75	100
23UENGL22	II	General English – II	3	6	25	75	100
23UHISC23	III	Core – III: History of Medieval India - 1206 - 1707 CE	5	5	25	75	100
23UHISC24		Core – IV: History of Tamil Nadu - 1311 – 1801 CE	5	5	25	75	100
23UHISE25-1 23UHISE25-2		Elective - II Western Political Thought (or) Introduction to Museology	3	4	25	75	100
23UTAMB26/ 23UTAMA26	IV	Skill Enhancement Course-2* NME-II/ Basic Tamil – II/ Advanced Tamil – II	2	2	25	75	100
23UHISG27		Skill Enhancement Course –3 Internet and Its Application (Common Paper)	2	2	25	75	100
23UNMSD01		Language Proficiency for employability: Overview of English Communication**	2	-	25	75	100
		Total	25	30			800

		SEMESTER – III					
23UTAML31/ 23UHINL31/ 23UFREL31	I	Language – III: பொது தமிழ் -III: தமிழக வரலாறும், பண்பாடும்/ Hindi-III/ French-III	3	6	25	75	100
23UENGL32	II	General English – III	3	6	25	75	100
23UHISC33		Core – V: History of India - 1707 - 1857 CE	5	5	25	75	100
23UHISC34		Core – VI: History of Tamil Nadu Since 1801 CE	5	5	25	75	100
23UHISE35-1 23UHISE35-2	III	Elective - III Indian Political Thought (or) Indian Geography	3	4	25	75	100
23UHISS36		Skill Enhancement Course-4 : Entrepreneurship Development	1	1	25	75	100
23UHISS37	IV	Skill Enhancement Course –5: Introduction to Management	2	2	25	75	100
		Environmental Studies-I	-	1	-	-	-
		Total	**22**	**30**			**700**
		SEMESTER – IV					
23UTAML41/ 23UHINL41/ 23UFREL41	I	Language – IV: பொது தமிழ் -IV: தமிழும் அறிவியலும்/ Hindi-IV/ French-IV	3	6	25	75	100
23UENGL42	II	General English – IV	3	6	25	75	100
23UHISC43		Core – VII: Freedom Struggle in India	5	5	25	75	100
23UHISC44	III	Core – VIII: History of Modern Europe - 1789 - 1919 CE	5	5	25	75	100
23UHISE45-1 23UHISE45-2		Elective - IV Modern Governments (or) Introduction to Numismatics	3	3	25	75	100
23UHISS46		Skill Enhancement Course-6 : Computer Training	2	2	25	75	100
23UHISS47	IV	Skill Enhancement Course –7: Tourism and Hotel Management	2	2	25	75	100
23UEVSG48		Environmental Studies-II	**2**	1	25	75	100
		Total	**25**	**30**			**800**
		SEMESTER – V					
23UHISC51		Core – IX: History of the World 1919 -2020 CE	4	5	25	75	100
23UHISC52		Core – X: Selected Themes in History of U.S.A	4	5	25	75	100
23UHISC53		Core – XI: History of Cuddalore District	4	5	25	75	100
23UHISD54		Core – XII: Project with Viva-Voce	4	5	25	75	100
23UHISE55-1 23UHISE55-2	III	Elective – V: Elements of Human Rights (or) Women Studies	3	4	25	75	100
23UHISE56-1 23UHISE56-2		Elective VI: History of Dravidian Movement (or) History of Revolutions	3	4	25	75	100
23UVALG57	IV	Value Education	2	2	25	75	100
23UHISI58		Summer Internship[++]	2	-	25	75	100
		Total	**26**	**30**			**800**

		SEMESTER – VI					
23UHISC61		Core – XIII: Contemporary History of India	4	6	25	75	100
23UHISC62		Core – XIV: India and Her Neighbours	4	6	25	75	100
23UHISC63		Core – XV: History of Science and Technology in India	4	6	25	75	100
23UHISE64-1 23UHISE64-2	III	Elective – VII: International Relations Since 1919 (or) History of Latin America: From Discovery to Liberation	3	5	25	75	100
23UHISE65-1 23UHISE65-2		Elective – VIII: History of China and Japan (or) History of Pondicherry	3	5	25	75	100
23UHISF66	IV	Professional Competency Skill: General Studies for Competitive Examinations	2	2	25	75	100
23UHISX67	V	Extension Activity	1	-	25	75	100
		Total	**21**	**30**			**700**
		GRAND TOTAL	**142**				**4500**

		NME offered to other Departments					
23UHISN16	IV	Introduction to History	2	2	25	75	100
23UHISN26	IV	Basic Journalism	2	2	25	75	100

* PART-IV: NME / Basic Tamil / Advanced Tamil (Any one)
Students who have not studied Tamil upto 12th Standard and have taken any Language other than Tamil in Part-I, must choose Basic Tamil-I in First Semester & Basic Tamil-II in Second Semester.
Students who have studied Tamil upto 10th & 12th Standard and have taken any Language other than Tamil in Part-I, must choose Advanced Tamil-I in First Semester and Advanced Tamil-II in Second Semester.

** The course "23UNMSD01: Overview of English Communication" is to be taught by the experts from Naan Mudhalvan Scheme team. However, the faculty members of Department of English should coordinate with the Naan Mudhalvan Scheme team for smooth conduct of this course.

++Students should complete two weeks of internship before the commencement of V semester.

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

First Year – Semester-I

Part	List of Courses	Credit	No. of Hours
Part I	Language – Tamil	3	6
Part II	English	3	6
Part III	Core Theory, Practical & Elective Courses	13	14
Part IV	Skill Enhancement Course SEC-1 (NME-I)	2	2
	Foundation Course	2	2
		23	**30**

Semester-II

Part	List of Courses	Credit	No. of Hours
Part I	Language – Tamil	3	6
Part II	English	3	6
Part III	Core Theory, Practical & Elective Courses	13	14
Part IV	Skill Enhancement Course -SEC-2 (NME-II)	2	2
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
		23	**30**

Second Year – Semester-III

Part	List of Courses	Credit	No. of Hours
Part I	Language - Tamil	3	6
Part II	English	3	6
Part III	Core Theory, Practical & Elective Courses	13	14
Part IV	Skill Enhancement Course -SEC-4 (Entrepreneurial Based)	1	1
	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2
	E.V.S	-	1
		22	**30**

Semester-IV

Part	List of Courses	Credit	No. of Hours
Part I	Language - Tamil	3	6
Part II	English	3	6
Part III	Core Theory, Practical & Elective Courses	13	13
Part IV	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
	E.V.S	2	1
		25	**30**

.Third Year

Semester-V

Part	List of Courses	Credit	No. of Hours
Part III	Core Theory, Practical, Project & Elective Courses	22	28
Part IV	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	-
		26	**30**

Semester-VI

Part	List of Courses	Credit	No. of Hours
Part III	Core Theory, Practical & Elective Courses	18	28
Part IV	Professional Competency Skill	2	2
Part V	Extension Activity	1	-
		21	**30**

Consolidated Semester wise and Component wise Credit distribution

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

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

CREDIT DISTRIBUTION FOR U.G. PROGRAMME

Part	Course Details	No. of Courses	Credit per course	Total Credits
Part I	Tamil	4	3	12
Part II	English	4	3	12
Part III	Core Courses	15	4/5	68
	Elective Courses: Generic / Discipline Specific (3 or 2+1 Credits)	8	3	24
Part I, II and III Credits				116
Part IV	Skill Enhancement Courses / NME / Language Courses	7	1/2	15
	Professional Competency Skill Course	1	2	2
	Environmental Science (EVS)	1	2	2
	Value Education	1	2	2
	Internship	1	2	2
Part IV Credits				**23**
Part V	Extension Activity (NSS / NCC / Physical Education)	1	1	1
Total Credits for the UG Programme				**140**

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

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

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
PSO 1	Y	Y	Y	Y	Y	Y	Y	Y
PSO 2	Y	Y	Y	Y	Y	Y	Y	Y
PSO3	Y	Y	Y	Y	Y	Y	Y	Y
PSO 4	Y	Y	Y	Y	Y	Y	Y	Y
PSO 5	Y	Y	Y	Y	Y	Y	Y	Y

3 – Strong, 2- Medium, 1- Low

SEMESTER: I CORE-I PART: III	HISTORY OF ANCIENT INDIA UP TO 1206 CE (23 UHISC13)	CREDIT: 5 HOURS: 5/W

Learning Objectives	
S. No.	***The learning objectives are to impart:***
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

1. G. Venkatesan, *Cultural History of India*, VarthamananPathipagam, 2018 (inTamil)
2. K.L. Khurana, *History of India: Earliest times to 1526 A.D.,* Lakshmi Narain Agarwal, Agra,
3. L.P. Sharma, *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi, 2008
4. R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974
5. R.S. Sharma, India's Ancient Past, Oxford University Press, New Delhi, 2017
6. RanabirChakravarti, *Exploring Early India up to c. AD 1300,* Primus Books, New Delhi, 2016
7. Romila Thapar, *The Penguin History of Early India: From the origin to A.D. 1300*, Penguin Books, New Delhi, 2002
8. Upinder Singh, *A History of Ancient and early Medieval India*, Pearson and Longman, Delhi, 2008

References

1. A.L. Basham, *The Wonder that was India*, London, Macmillan, 2004
2. B.N. Luniya, *Evolution of Indian Culture*, Agra, Lakshmi Narain Publication, 2005
3. K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967
4. K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021
5. K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu,* K.K. Pillay, Madras, 1979
6. R. Sathianathaier, *Political and Cultural History of India*, Vol. I, Viswanathan & Co., Chennai, 1980.

Web Resources

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

Course Outcomes

CO No.	*The students on completion of the course will be able to:*	Cognitive Level
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

	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	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	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	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

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

SEMESTER: I **CORE-II** **PART: III**	**HISTORY OF TAMILNADU UP TO 1311 CE** (23UHISC14)	**CREDIT:5** **HOURS:5/W**

Learning Objectives	
S. No.	***The learning objectives are to impart:***
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

1. Ramasamy, *A History of Ancient Tamil Civilization,* New Century Book House, Chennai
2. Eraiyarasan, *The History of Tamil Nadu (The Only Surviving Classical Civilization),* International Institute of Tamil Studies, Chennai, 2017

3. K.A. NilakantaSastri, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar,* Oxford University Press, Chennai, 1997

4. N. Subramanian, *History of Tamilnad*, Koodal Publishers, Madurai, 1977

5. Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations,* Oxford University Press, New Delhi, 2014

6. V.T. Chellam, *New Light on the Early History of Tamil Nadu,* Vijay Publications, Trichy, 1981

7. V.T. Chellam, *Tamil Nadu: History and Culture* (in Tamil), Manivasagar Pathipakam, 2016

References

1. AvvaiDuraisamy Pillai, History of the Chera King, Saran Books, Chennai, 2020

2. C. Minakshi, *Administration and Social Life Under the Pallavas*, University of Madras, Madras, 1938

3. K.A. NilakantaSastri, *The Colas*, University of Madras, Madras, 1984

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

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

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

7. Ma. Rajamanickanar, *History of Cholas,* Saran Books, Chennai

8. Ma. Rajamanickanar, *History of Pallavas,* Saran Books, Chennai

9. N. Subramanian, *Sangam Polity*, Asia Publishing House, Bombay, 1966

10. P.T. Srinivasa Iyengar, *History of the Tamils: From the Earliest Times to 600 A.D.,* Asian Educational Services, New Delhi, 2001

11. V. Kanakasabhai, *Tamils Eighteen Hundred Years Ago*, Asian Educational Service, New Delhi, 1982

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

Web Resources

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

2. http://www.historydiscussion.net

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

CO No.	Course Outcomes *The students on completion of the course will be able to:*	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
Total	15	15	12	10	15	13	10	15
Average	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
Total	15	15	14	15	13
Average	3	3	2.8	3	2.6

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

SEMESTER: I ELECTIVE-I-1 PART: III	INTRODUCTION TO ARCHAEOLOGY (23UHISE15-1)	CREDIT:3 HOURS:4/W

Learning Objectives	
S. No.	***The course objectives are to impart:***
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: Flouring 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

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

References

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

Web Resources

1. http://www.arch.cam.uk
2. http://archaeological.org
3. http://www.tnarch.gov.in
4. https://radiocarbon.com

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

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

SEMESTER: I ELECTIVE-I-2 PART: III	PRINCIPLES OF SOCIOLOGY (23UHISE15-2)	CREDIT:3 HOURS:4/W

Learning Objectives	
S. No.	***The course objectives are to impart:***
1	Elaborate the basics of Sociology and its relationship with other Social Sciences.
2	Explain the various concepts of sociology.
3	Point out the aspects and characteristics of social group.
4	Describe the elements and functions of Culture and how it differs from Civilization.
5	Learn the different type of Social Institutions.

UNIT I

The Science of Sociology - Definition - Nature and scope - Sociology as a Science - Its importance and relations to other Social Sciences.

UNIT II

Basic Concepts of Sociology: Society - Community - Institution - Association - Social Group - Status and Role.

UNIT III

Social group - Definition - Characteristics - Types and Functions – Values – Ethics.

UNIT IV

Culture - Definition - Characteristics - Elements - Functions - Cultural Lag - Ethnocentrism - Culture and Civilization - Cultural Uniformity and Variability.

UNIT V

Social Institutions: Marriage - Family – Religion - Education - Economy - Government - Nature and Functions.

LEARNING RESOURCES

Recommended Books

1. Inkeles Alex (1964).What is Sociology? An Introduction to the Discipline and Profession: Englewood Cliffs. N.J. Prentice Hall.
2. Smelser, N.J. (1993). Sociology: New Delhi. Prentice Hall of India Ltd

References

1. Giddens, Anthony (2001). *Sociology*: Cambridge. Polity.
2. Horton, B and Hunt, L.(1984). *Sociology*: New York. McGraw Hill Book Cp.
3. Johnson, Harry M. (1993).*Sociology: A Systematic Introduction*: New Delhi. Allied Publishers

Web Resources

1. http://www.arch.cam.uk
2. http://archaeological.org
3. http://www.tnarch.gov.in
4. https://radiocarbon.com

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Obtain knowledge about the nature and scope of Sociology and to understand Sociology as Science	K1, K2
CO 2	Being a social animal, realize the individual's connectivity with Society, Institutions and Community.	K1
CO 3	Understand the characteristics of social group and eminence of adhering values and ethos	K1
CO 4	Understand the causes for cultural lag and degradation.	K2
CO 5	Know the essentiality and inner values of social institutions such as marriage and family.	K4

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

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

SEMESTER: Foundation Course: PART IV	INTRODUCTION TO TOURISM (23UHISF17)	CREDIT:2 HOURS:2/W

Learning Objectives	
S. No.	The learning objectives are to impart:
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

1. A.K. Bhatia, *Tourism Management,* Sterling Publications, New Delhi, 2016
2. A.K. Bhatia, *The Business of Travel Agency and Tour Operations Management,* Sterling Publications, New Delhi, 2014

References

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

Web Resources

1. https://www.academia.edu/14264572/Basic_Concept_on_Tourism
2. http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf

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

CO Mapping with Programme Outcomes

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

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

SEMESTER: II CORE-III PART:III	HISTORY OF MEDIEVAL INDIA – 1206 – 1707 CE (23UHISC23)	CREDIT:5 HOURS:5/W

Learning Objectives	
S. No.	The learning objectives are to impart:
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 – JalaluddinKhilji – AlauddinKhilji – Malik Kafur's Invasion

UNIT II

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

UNIT III

Advent of Mughals – Babur – Humayun – Sher Shah Administration- conquests of Akbar

 Mughal administration- Mughal Art and Architecture

UNIT IV

Jehangir –Chain of Justice- Shah Jahan – Aurangazeb – 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

1. Ashirbadi Lal Srivastava, *History of India 1000 A.D. to 1707 A.D.,* Shiva Lal Agarwala, Agra, 1964
2. J.L. Mehta, *Advanced Study in the History of Medieval India, Vol II: Mughal Empire(1526 – 1707 A.D.),* Sterling Pub., New Delhi, 2019
3. J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. I(1000 – 1526 A.D.),* Sterling Pub., New Delhi, 2019

4. J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture,* Sterling Pub., New Delhi, 2019
5. L.P. Sharma, History of Medieval India, 1000-1740 A.D., Konark Pub. Pvt. Ltd., New Delhi, 1997
6. Satish Chandra, *History of Medieval India,* Orient Blackswan, New Delhi, 2017

References

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

Web Resources
1. https://archive.org/details/MedievalIndiaFromContemporarySources
2. https://selfstudyhistory.com/medieval-indian-history/

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

CO Mapping with Programme Outcomes

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

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

SEMESTER: II CORE-IV PART:III	HISTORY OF TAMIL NADU - 1311 – 1801 CE (23UHISC24)	CREDIT:5 HOURS:5/W

Learning Objectives	
S. No.	*The learning objectives are to impart:*
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 – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers

Field Study to Historical Landmark site

LEARNING RESOURCES

Recommended Books

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

References

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

Web Resources

1. https://archive.org/details/SouthIndianRebellion/mode/2up
2. www.nationalgeographic.org/threekingsintamilakam

CO No.	Course Outcomes *The students on completion of the course will be able to:*	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
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	2	3	2	2	3
CO 5	3	3	3	3	3	2	3	3
Total	15	15	15	14	14	13	12	15
Average	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
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	2	3	3
CO 5	3	3	3	3	3
Total	15	15	13	15	15
Average	3	3	2.6	3	3

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

SEMESTER: II Elective II-1	WESTERN POLITICAL THOUGHT (23UHISE25-1)	CREDIT: 3 HOURS: 4/W

Learning Objectives	
S. No.	***The learning objectives are to impart:***
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
1. George H. Sabine, *A History of Political Theory,* Oxford and IBH Pub. Co. Ltd., New Delhi, 2019
2. Phyllis Doyle, *A History of Political Thought*, Jonathan Cape, London, 1963
3. R.C. Gupta, *Western Political Thought*, Lakshmi Narain Agarwal, Agra, 2012
4. R.P. Sharma, *Western Political Thought: Plato to Hugo,* Sterling Pub. Pvt. Ltd., New Delhi, 1984
5. S. Vijayaraghavan and R. Jayaram, *Political Thought*, Sterling Pub. Pvt. Ltd., 1994
6. Shefali Jha, *Western Political Thought: From Plato to Marx,* Pearson, Delhi, 2010
7. William Ebenstein, *Great Political Thinkers – Plato to the Present,* S. Chand (G/L) & Co. Ltd., New Delhi, 1999

References

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

Web Resources
1. https://archive.org/details/dli.ernet.260180/page/n5/mode/2up
2. https://archive.org/details/in.ernet.dli.2015.260320/page/n1/mode/2up
3. https://archive.org/details/dli.ernet.13555/page/n13/mode/2up

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

SEMESTER: II Elective II-2	INTRODUCTION TO MUSEOLOGY (23UHISE25 -2)	CREDIT: 3 HOURS: 4/W

Learning Objectives	
S. No.	*The learning objectives are to impart:*
1	Knowledge about History of Museum and Architectural Grandeur
2	Knowledge about classification and types of Museums.
3	To know about the various functions and preservation techniques of Museum
4	To understand the administrative systems followed in Museums.
5	To gain idea related to regional Museums.

UNIT-I

Museology Definition - Objectives - History of Museum - Museum Architecture and Buildings.

UNIT-II

Kinds of Museum - Classification - National - Regional State - District - Site - Private Museums.

UNIT-III

Functions of Museum - Storage - Conservation - Preservation Techniques - Education - Research.

UNIT-IV

Museum - Administration - Security - Museum Library - Legislative measures - Reproduction of Museum objects.

UNIT-V

Museum related organizations - International - Indian Museums in the promotion of Tourism - study of select Museums in India - National Museum Delhi, Government Museum Chennai - Salar Jung Museum Hyderabad - Local Museum Vellore.

LEARNING RESOURCES
Recommended Books
1. Dr. V. Jayaraj - Museology - Heritage Management - Seawaves Printers, Chennai - 86, 2005
2. M.L. Nigam - Fundamentals of Museology, Deva Publicaitons, Hyderabad, 1985
3. Grace Morley - The Museum and its functions, Ed. Saifur Rahman dar, Lahore Museum, Lahore, 1981
4. Dr. V. Jayaraj - Handbook on Conservation in Museums Published by the Commissioner of Museums, Chennai, 1995
5. J. Smifa, J. Baxi and Vinod P. Dwivedi - Museum Storage, Modern Museum, V.P. Abbhinav Publications, New Delhi, 1985

References

1. Baverjee. N.R. - Museum and cultural Heritage in India Agam Kala prakashan, New Delhi, 1990
2. Agarwala. V.S. - Museum studies, Prithivi Prakashan, Varanashi, 1978
3. Grace Morley - Museum today, Lucknow, 1981
4. Agarwal. O.P. - Care and Preservations of Museum Objects, 1980
5. H. Sarkar - Museum and Museology, Sundeep Prakashan, New Delhi, 1981

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe the various objectives of Museums.	K1
CO 2	Discuss the significance of private Museums.	K2
CO 3	Compare the research value of Museum	K4
CO 4	Justify the advantages of Museum library	K5
CO 5	Describe the significance of Museum to promote Tourism.	K1

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

NME offered to other Departments

SEMESTER: I Skill Enhancement Course-1(NME-1) PART-IV	INTRODUCTION TO HISTORY (23UHISN16)	CREDIT:2 HOURS:2/W

Learning Objectives	
S. No.	**The learning objectives are to impart:**
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 – Ibn Khaldun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr

UNIT IV

Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi – Romila Thapar – R.S. Sharma – Irfan Habib – Bipan Chandra – Ranajit Guha 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

1. E. Sreedharan, *A Textbook of Historiography, 500 BC to AD 2000,* Orient Longman, New Delhi, 2004
2. E.H.Carr, *What is History?*, Penguin Books Ltd., New Delhi, 2018.

3. G. Venkatesan, A Study of Historiography (History of Historical Knowledge),V.C.Publications,2018
4. K. Rajayyan, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982
5. S.Manikam, *On History & Historiography,* Padumam Publishers, Madurai
6. SheikAli, *History: Its Theory and Method*, Laxmi Publications, 2019

References

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

Web Resources

1. https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html
2. http://d-nb.info

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

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	14	14	12	15
Average	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

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

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

SEMESTER: II Skill Enhancement Course-2(NME-II) PART: IV	BASIC JOURNALISM (23UHISN26)	CREDIT: 2 HOURS: 2/W

Learning Objectives	
S. No.	The learning objectives are to impart:
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

1. K.M. Shrivastava, *News Reporting and Editing,* Sterling Pub. Pvt. Ltd., New Delhi, 1991
2. M.K. Verma, *News Reporting and Editing,* APH Publishing Corporation, New Delhi, 2009

References

1. Graham Greer, *A New Introduction to Journalism,* Juta and Co. Ltd., Kenwyn, South Africa, 1999
2. Carole Fleming, et.al., *An Introduction to Journalism,* SAGE Publications Ltd., New Delhi, 2006

3. Barun Roy, *Beginners' Guide to Journalism and Mass Communication,* Pustak Mahal, Delhi, 2013

Web Resources

1. https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/
2. https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/index.html

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe the types and determinants of news.	K1
CO 2	Elaborate the newspaper organization structure.	K2
CO 3	Elaborate the role, qualities, and responsibilities of a reporter.	K2
CO 4	Explain the types of reporting.	K2
CO 5	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
Total	15	15	15	15	14	14	13	15
Average	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
Total	15	15	15	15	15
Average	3	3	3	3	3

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

Course Title	HISTORY OF INDIA – 1707 – 1857 CE					
Course Type	Core Course	Course Code		23UHISC33		
Year	II	Semester		III		
Credits	5	Hours	L	T	P	FS	Total
			4	1	0	0	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

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

References

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

Web Resources

1. http://www.national archives.nic.in

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

<div align="center">**Paper CC6**</div>

Course Title	HISTORY OF TAMIL NADU SINCE 1801 CE					
Course Type	Core Course	Course Code		23UHISC34		
Year	II	Semester		III		
Credits	5	Hours	L	T	P	Total
			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 MahajanaSabha – Swadeshi Movement –V.O. Chidambaram Pillai-Bharathiyar - Home Rule Movement – Non-Cooperation Movement – Civil Disobedience Movement: Vedaranyam Salt Satyagraha – impact of Gandhi's visit to TamilNadu- Congress Ministry – Quit India Movement – Towards Independence

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

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

UNIT V
Formation of 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

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

References

1. A.R. Venkatachalapahty, *Tamil Characters: Personalities, Politics, Culture,* Pan MacMillan, 2019
2. A.S. Panneerselvan, *Karunanidhi: A Life,* Penguin Random House India Pvt. Ltd., 2021
3. Anita Diehl, *E.V. RamaswamiNaicker - Periyar: A Study of the Influence of a Personality in Contemporary South India,* B.I. Publications, Bombay, 1978
4. 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
5. K. NambiArooran, *Tamil Renaissance and Dravidian Nationalism 1905-1944,* Koodal
6. M. Naganathan, *Tamil Nadu Economy: Trends & Prospects*, University of Madras, Chennai, 2002
7. 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
8. M.S.S. Pandian, *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present,* Permanent Black, New Delhi, 2016
9. M.S.S. Pandian, *The Image Trap: M.G. Ramachandran in Film and Politics,* Sage Pub., New Delhi, 1992
10. Na. Velucami, *Dr.Kalaignar M. Karunanidhi: A Study,* Tamizhcholai, 2006
11. P. Rajaraman, *The Justice Party – A Historical Perspective, 1916-1937*, Poompozhil Publishers, Madras, 1988
12. P.C. Ganesan, C.N. Annadurai, Publications Division, New Delhi,Publishers, Madurai, 1980
13. Rajmohan Gandhi, *Rajaji: A Life,* Penguin India, New Delhi, 2010
14. Robert L. Hardgrave Jr., *The Dravidian Movement*, Popular Prakashan, Bombay,1965
15. T. Stalin Gunasekaran, *The Role of Tamil Nadu in Freedom Struggle,* NivethithaPathippagam, 2000 (InTamil)
16. V. Gita and S.V. Rajdurai, *Towards a Non-Brahmin Millennium: From IyotheeThass to Periyar,* Samya, 1998
17. VK. Narasimhan, *Kamaraj: A Study*, National Book Trust, New Delhi, 2007
18. VijayaRamaswamy, *Historical Dictionary of the Tamils,*Rowman& Littlefield, Maryland, USA, 2017

Web Resources

1. https://archive.org/details/aclcpl00000795a1498
2. www.britannica.com/tamilnadu-india

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

Course Title	INDIAN POLITICAL THOUGHT					
Course Type	Elective III	Course Code	23UHISE35-1			
Year	II	Semester	III			
Credits	3	Hours	L	T	P	Total
			3	1	0	4

Learning Objectives	
S. No.	The learning objectives are to impart:
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 -Ziyauddin Barani - 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- Bal Gangadhar Tilak – Subramania Bharathi – 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

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

References

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

Web Resources

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

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

Course Title	INDIAN GEOGRAPHY					
Course Type	Elective-II	Course Code	23UHISE35-2			
Year	II	Semester	III			
Credits	3	Hours	L	T	P	Total
			3	1	0	4

Learning Objectives
1. To understand the Physical Geography.
2. To study the change in Climate.
3. To appreciate the significance of Bio-diversity.
4. To know the importance of ecology.

Learning Activities
1. To prepare chart showing the landscape developments
2. To prepare power point presentation on ecosystem, environmental hazards
3. To make field visits to neighbouring industries and farm lands.

UNIT - I
Physical Geography : Geological History of India – Location : Area and Boundaries – Major Physical Features – Islands of India - Drainage System of India – Climate : The Seasons, Monsoon, ClimaticN Regions.

UNIT - II
Biogeography : Soil : Important Types, Erosion and Conservation – Natural Vegetation : Major Types, Problems of Deforestation and Conservation measures, Social Forestry, Agro-Forestry. Wild Life.

UNIT - III
Economic Geography : Resources and their Classification - Agriculture : Agricultural Regions – Crop Groups – Types of Cultivation – Intensive and Extensive Farming - Important Crops – Agricultural Development in India – Irrigation - Animal Husbandry – Fishing –Mineral Resources : Classification and Distribution – Industries.

UNIT - IV
Human Geography : Racial Groups - Composition – Change –Distribution and Density – Population Explosion – India's role on climatic changes. Transport and Communication.

UNIT - V
Major Issues : Environmental Degradation – Disaster Management – Pollution : land and water - Population Control – Poverty –Terrorism – Globalization.

Books for study

1. Surender Singh, Geography., Tata McGraw Hills General Studies Manual, 2002.
2. Dr. Tara Chand, Tata McGraw Hills General Studies Manual, 2001. (UNIT - 1 to 5)
3. Majit Hussain, Geography of India, Tata McGraw Hill's series, 2008. (UNIT - 1 to 5)
4. General Studies Manual, Tata Ma Graw Hill's, 2001.

Reference Books

1. Chauhan, R. N, Geography.
2. Alan Strahler & Arthur Strahler, Physical Geography, II Edition.
3. Dr. Sushil Kumar and Sharma, Environmental Management.
4. Dr. R.B.Singh and Dr. D.K.Thakur, Environmental Management.
5. Henry M. Kendall, Robert M. Glendinning, Clifford H.
6. Macfadden, Introduction to Geography, Third Edition, Harcout Press & World, Inc. 1962.

Course Title	ENTREPRENEURSHIP DEVELOPMENT					
Course Type	Skill Enhancement Course 4 (Entrepreneurial Skill)	Course Code	23UHISS36			
Year	II	Semester	III			
Credits	1	Hours	L	T	P	Total
			1	0	0	1

Learning Objectives	
S. No.	The learning objectives are to impart:
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

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

References
1. Jay Narayan Vyas, *Planning an Industrial Unit*, N.K. Vyas Family Trust, 1982
2. UdaiPareek and T. VenkateswaraRao, *Developing Entrepreneurship: A Handbook,* Learning Systems, New Delhi, 1978

Web Resources
1. http://www.startupindia.gov.in

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	15	15	15
Average	3	3	3	3	3

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

Course Title	INTRODUCTION TO MANAGEMENT				
Course Type	Skill Enhancement Course 5	Course Code	23UHISS37		
Year	II	Semester	III		
Credits	2	Hours	L	T	P	Total
			0	0	2	2

Learning Objectives	
S. No.	The learning objectives are to impart:
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

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

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

References
1. C.B. Gupta, *Business Management*, Sultan Chand & Sons, New Delhi, 2012
2. P.C. Tripathi, *Personnel Management and Industrial Relations,* Sultan Chand & Sons, New Delhi, 2013
3. C.B. Gupta, *Human Resource Management*, Sultan Chand & Sons, New Delhi, 2018
4. C.B. Gupta, *Marketing Management*, Sultan Chand & Sons, New Delhi, 2018
5. C.B. Gupta, *Principles of Marketing*, Sultan Chand & Sons, New Delhi, 2019

Web Resources
1. https://www.business.com/articles/8-branches-of-business-management/
2. https://www.mmimert.edu.in/images/digital-library/the-basics-of-business-management-vol-i.pdf

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

Course Title	FREEDOM STRUGGLE IN INDIA					
Course Type	Core Course	Course Code	23UHISC43			
Year	II	Semester	IV			
Credits	5	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives	
S. No.	**The learning objectives are to impart:**
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 19th 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

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

References

1. AparnaBasu, *Essays in the History of Indian Education*, Concept Publishing Co., New Delhi, 1982
2. BalaJeyaraman, *Periyar: A Political Biography of EV Ramasamy*,Rupa and Co.,2013
3. JudithMargaret Brown, *Gandhi's Rise to Power,* Cambridge University Press, Cambridge,1972.
4. MushirulHasan., *India's Partition: Process, Strategy and Mobilisation.(Themes in Indian History),* Oxford University Press, New Delhi,1997
5. Percival Spear, *The Oxford History of Modern India 1740-1947*, Clarendon Press, Oxford, 1965
6. ShekharBandyopadhyay, (ed).,*Nationalist Movement in India*: *A Reader*, Oxford University Press, New Delhi, 2008.
7. Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*,Routledge, London, 2011

Web sources:

1. https://amritmahotsav.nic.in
2. https://www, mcrhrd.gov.in

CO No.	Course Outcomes *The students on completion of the course will be able to:*	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
Total	15	15	13	15	12	15	15	15
Average	3	3	2.6	3	2.4	3	3	3

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

CO Mapping with Programme Specific Outcomes

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

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

Course Title	HISTORY OF MODERN EUROPE – 1789 – 1919 CE					
Course Type	Core Course	Course Code		23UHISC44		
Year	II	Semester		IV		
Credits	5	Hours	L	T	P	FS	Total
			4	1	0	0	5

LEARNING OBJECTIVES	
S. No.	Learning objectives are to
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

1. Blanning, T.C.W., *The Oxford Illustrated History of Modern Europe (1789-2022)*, Oxford University Press, New York,1996
2. Carlton, J.H. Hayes., *Modern Europe to 1870*, Macmillan, London,1953.
3. Carr,E.H., *International Relations between the Two World Wars(1919-1939)*, Palgrave Macmillan, 1990
4. Crawley, C.W.,*The New Cambridge Modern History, (Vol- IX) War and Peace in an Age of Upheaval, 1793- 1830,* Cambridge University Press, Cambridge, 1965
5. David Thomson, *Europe since Napoleon,* Penguin Books Ltd., New Delhi, 1990
6. Hazen, C.D. *Modern Europe Since 1789*, S Chand & Co, New Delhi, 1998.
7. Rao, B.V., *History of Europe 1789-2002*, New Dawn Press, 2005.

References

1. Albert S. Lindemann, *A History of Modern Europe: From 1815 to the Present,* Wiley-Blackwell, UK, 2013
2. Bertier de Sauvigny& Guillaume de., Translated by Peter Ryde, *Metternich and His Times*, Longman & Todd, London, 1962.
3. David S. Mason, *A Concise History of Modern Europe: Liberty, Equality, Solidarity,* Rowman& Littlefield Publishers Ltd., New York, 2011
4. Graham Ross,*The Great Powers and the Decline of European States System, 1914-1945,* Longman, London, 1983
5. Lipson, E., *Europe in the 19th and 20th Centuries, 1815-1939*, Adam and Charles Black, London, 2018.
6. Mahajan, V.D., *History of Modern Europe, Since 1789,*S.Chand& Co. Publications, New Delhi, 1959.
7. Marriot, J.A.R., *A History of Europe from 1815 to 1939*, Methuen & Co., London, 1931.
8. Taylor, A.J.P., *The First World W: An Illustrated History*, Penguin Publications, London
9. Taylor, A.J.P., *The Struggle for Mastery in Europe 1848-1918*, Clarendon Press, Oxford, 1954.

Web Resources

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

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

CO Mapping with Programme Outcomes

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

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

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

Course Title	MODERN GOVERNMENTS		
Course Type	Elective IV	Course Code	23UHISE45-1
Year	II	Semester	IV
Credits	3	Hours	L T P Total

			L	T	P	Total
Credits	3	Hours	3	0	0	3

LEARNING OBJECTIVES	
S. No.	*The learning objectives are to provide knowledge and understanding of:*
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

1. A.C.Kapur, *Principles of Political Science*, S. Chand & Co, New Delhi, 2006
2. J.C. Johari, *Principles of Modern Political Science,* Sterling Pub. Pvt. Ltd., New Delhi, 2009

References

1. Alan R.Ball, *Modern Politics and Government*, Palgrave Macmillan, London, 1993
2. K.C.Wheare, *Modern Constitutions*, Oxford University Press, London, 1966
3. Norman P. Barry, *An Introduction to Modern Political Theory,* Palgrave, Hampshire, 2000

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

Web Resources

1. http://core.ac.uk/download/pdf/7048759.pdf

CO No.	Course Outcomes *The students on completion of the course will be able to:*	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
CO 1	3	3	3	3	2	3	3	3
CO 2	3	3	2	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	2	3	3	3	3	3
CO 5	3	3	3	3	2	3	3	3
Total	15	15	13	15	12	15	15	15
Average	3	3	2.6	3	2.4	3	3	3

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

CO Mapping with Programme Specific Outcomes

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

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

Course Title	INTRODUCTION TO NUMISMATICS				
Course Type	Elective IV	Course Code	23UHISE45-2		
Year	II	Semester	IV		
Credits	3	Hours	L	T	P	Total

		L	T	P	Total
Credits	3	Hours	2	1	0	3

LEARNING OBJECTIVES	
S. No.	*The learning objectives are to provide knowledge and understanding of:*
1	Meaning and evolution of Numismatics.
2	Different types of punch marked coins and its values.
3	Coins of Vedic, Sangam and Chera, Chola, Pandiyas.
4	Coins of Nayaks, Marathas, Arcot Nawabs, French and British.
5	Coins of Indo-British and Free India.

UNIT-I

Introduction - Evolution - materials used - language - size and shape – Art - Economic - Historical values of Numismatics.

UNIT-II

Types of coins - Punch marked - Indian - Foreign - Roman Coins - Eastern Coins - Sathavahana Coins - Currency - Value.

UNIT-III

Coins of vedic period - Sangam and Post Sangam - Chera – Later Chera - Chola - Pallava - Imperial Chola Coinage - Pandiyan Coinage - Coins of Sultanate and Mughals.

UNIT-IV

Vijayanagar Coins - Coins of Nayaks - Maratha Coins - Coins of Arcot Nawabs - Indo French Coins - Indo Dutch Coins - Indo Danish Coins - The Coins of East India Company.

UNIT-V

Coins of Indo British - Coins of free India - Some special types of coins - Historical values.

LEARNING RESOURCES:
Recommended Books:
1. Champakalakshmi, R., Trade Ideology and Urbanization - South India 300 BC to AD 1300, Oxford, 1996.
2. Chattopadhyaya, Brajadulal, Coins and Currency Systems in South India New Delhi, 1977.
3. Desikachari, T., "Numismatics with special relation to South India," QJMS., III, I, 1913, pp. 1 - 11.
4. Desikachari, T., "The Cholas and their Coinage", TA, Vol. II, No.2, 1914, pp. 1 - 19.
5. Desikachari, T., "South Indian Epigraphy and Numismatics", Proceedings of the Madras Literary Society, 1916, pp.33.

6. Desikachari, T., South Indian Coins, Trichinopoly, 1933.
7. Ganesh, K., The Coins of Tamilnadu, Bangalore, 2002.
8. Hultzsch, E., "South Indian Copper Coins", IA., xxi, 1892, pp. 321 - 26.
9. Irfan Habib, "Hoards and History", JNSI, 50, 1988, pp.50.
10. Kosambi, D.D., "Indian Numismatics, New Delhi, 1981, pp.123 - 127.
11. Krishnamurthy, R., "Sangam Period Pandya Coins with Tamil Brahmi Legends", JNSI, 47, 1985, pp. 45 - 47.

References:
1. Krishnamurthy, R., "Kalabhra Coin with a Legend", JNSI, 48, 1986, pp.48.
2. Krishnamurthy, R., "Sangam Period Chera Coins", JNSI, 49, 1987, pp. 36 - 38.
3. Krishnamurthy, R., "Some Unpublished Silver Punch Marked Coins of the Pandyas", JNSI., Vol. 50., 1988, pp.25 - 27.
4. Krishnamurthy, R., "Coins of the Pallava King Mahendravarman I", JNSI., 50, 1988, pp. 33 - 34.
5. Krishnamurthy, R., "Selucid Coins from Karur", SSIC, Vol., 3, 1993, pp.19 - 28.
6. Krishnamurthy, R., Late Roman Copper Coins from South India, Karur and Madurai, Chennai, 1994.
7. Krishnamurthy, R., "Coins from Phonecia found at Karur", SSIC., Vol., 4, 1994, pp. 19 - 28.
8. Krishnamurthy, R., Non Roman Ancient Foreign Coins from Karur in India, Chennai, 2000.
9. Krishnamurthy, R., "Some Unknown Ancient Greek Coins from Karur", SSIC, Vol. 11, 2001, pp. 53 - 56.
10. Rangachariar, T.M., and Desikachari, T., "Indo - Danish Coins", MJLS., 1888 - 89.
11. Sircar, D.C., "Silver Coins of Vasistiputra Satakarni", Epigraphia Indica, 35, 1965, pp. 247.
12. Vanaja, R., "The Madras Museum Collection of Punch - Marked coins, A Study", M. Litt Thesis (unpublished), University of Madras, Chennai, 1955.
13. Wheeler, R.E.M., "Roman Coins, first century B.C. to fourth century A.D., found in India and Ceylon, "Ancient India, No.2, Appendix, pp. 116 - 21.

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe the meaning and types of Numismatics.	K1
CO 2	Explain the different types of punch marked coins and its size and shape.	K2
CO 3	List the Coins of Vedic, Sangam and Chera, Chola, Pandiyas.	K1
CO 4	Highlight the Coins of Nayaks, Marathas, Arcot Nawabs, French and British.	K4
CO 5	Evaluate the significance of Indo-British and Free India Coins	K6

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

Course Title	COMPUTER TRAINING				
Course Type	Skill Enhancement Course 6	Course Code	23UHISS46		
Year	II	Semester	IV		
Credits	2	Hours	L	T	P	Total
			0	0	2	2

Learning Objectives	
S. No.	The learning objectives are to impart:
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

1. Dan Gookin, *Word 2019 for Dummies,* For Wiley, New Jersey, USA, 2018
2. Doug Lowe, *Power Point 2019 for Dummies,* Wiley, New Jersey, USA, 2018
3. J. Jha, et. al., *Elements of Computer Science*, Narosa Publishing House, 2001

References

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

Web Resources

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

CO No.	Course Outcomes *The students on completion of the course will be able to:*	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 world 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
CO 1	2	2	3	3	2	2	3	3
CO 2	2	2	2	3	3	2	3	2
CO 3	2	2	3	3	3	2	3	3
CO 4	2	2	2	3	3	2	3	2
CO 5	2	2	3	3	2	2	3	3
Total	10	10	13	15	12	10	15	13
Average	2	2	2.6	3	2.4	2	3	2.6

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	2	3	3	3
CO 2	2	3	2	3	3
CO 3	2	3	3	3	3
CO 4	2	2	3	3	3
CO 5	2	3	3	3	3
Total	10	13	14	15	15
Average	2	2.6	2.8	3	3

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

Course Title	TOURISM AND HOTEL MANAGEMENT					
Course Type	Skill Enhancement Course 7	Course Code	23UHISS47			
Year	II	Semester	IV			
Credits	2	Hours	L	T	P	Total
			2	0	0	2

Learning Objectives	
S. No.	The learning objectives are to impart:
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
5. Sudhir Andrews, Hotel Tourism and Hospitality Management, Tata McGraw-Hill Education, 2000.

References

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

Web Sources

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

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	2	3	3	3
CO 2	2	3	2	3	3
CO 3	2	3	3	3	3
CO 4	2	2	3	3	3
CO 5	2	3	3	3	3
Total	10	13	14	15	15
Average	2	2.6	2.8	3	3

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

Course Title	ENVIRONMENTAL STUDIES-II					
Course Type	EVS-II	Course Code	23UEVSG48			
Year	II	Semester	IV			
Credits	2	Hours	L	T	P	FS	Total

L	T	P	FS	Total
1	0	0	0	1

Course Title	HISTORY OF THE WORLD 1919-2020 C.E.				
Course Type	Core Course	Course Code	23UHISC51		
Year	III	Semester	V		
Credits	4	Hours	L	T	P	Total
			4	1	0	5

Learning Objectives	
S. No.	*The learning objectives are to impart:*
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

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

References

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

Web Resources

1. http://www.worldhistory.org
2. http://khanacademy.org

CO No.	Course Outcomes *The students on completion of the course will be able to:*	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
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
Total	15	13	13	15	10	10	15	15
Average	3	2.6	2.6	3	2	2	3	3

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	13	13	15	15
Average	3	2.6	2.6	3	3

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

Course Title	SELECTED THEMES IN HISTORY OF USA					
Course Type	Core Course	Course Code	23UHISC52			
Year	III	Semester	V			
Credits	4	Hours	L	T	P	FS	Total

Credits	4	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives	
S. No.	**Learning objectives are to**
1	Impart knowledge about the issue of slavery, its abolition, the Civil War and reconstruction.
2	Create awareness of the westward movement and industrialization and their consequences
3	Understand the USA's efforts to become an imperialist and joining First World War
4	Understand the transformation of USA as a world power and the setting of a bio-polar world
5	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- 14th 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

1. Arnold S. Rice and John A Krout, *United States History From 1865,* Harper Collins College, New York, 1991.
2. Henry B. Parkes, *The United States of America*, Scientific Book Agency, Calcutta, 1968.
3. Jack Lane, Maurice O' Sullivan., A *Twentieth-Century American Reader*, USIA, Washington DC, 1999.
4. Howard Cincotta., (Ed.) *An Outline of American History*, USIS Publication, United States Information Agency, 1994.
5. Subramanian, N., A *History of the USA,*Ennes Publications, Udumalpet, 1995.
6. Thomas S. Kidd., *American History 1877 to Present* - B&H Academic,2019.

References

1. Douglas K. Stevenson, *American life and Constitution, USIA*, Washington D.C. 1998.
2. George Brown Tindall with David E. Shi., *'America,A Narrative History, Vol. I& II,*
3. Howard Zinn., *A People's History of The United States*, Harper and Row, Harper Collins, U.S.A., 1990.
4. Thomas S.Kidd., *American History-Combined Edition:1492 to Presen*t—B&H Academic,2019.

Web Resources

1. https://besthistorysites.net/american-history/
2. https://www.nypl.org/about/divisions/milstein/internet-resources/us-history

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	13	13	15	15
Average	3	2.6	2.6	3	3

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

Course Title	HISTORY OF CUDDALORE DISTRICT					
Course Type	Core Course	Course Codes		23UHISC53		
Year	III	Semester		V		
Credits	4	Hours	L	T	P	FS	Total
			4	1	0	0	5

S.No.	Learning Objectives *The students on completion of the course will be able to:*
1	Impart knowledge about the geographical conditions of Cuddalore.
2	Understand the consequences of the administration of the rulers of Nadunadu.
3	Acquire knowledge about development of Education.
4	Awareness about Socio-cultural development of Cuddalore district
5	Analyse the intellectual awakening in Cuddalore.

UNIT -1

Cuddalore District Geography – Coromandel Coast, Capper Hills, South Pennai River-Gadilam River- Pre History – Proto History - Paleolithic sites - **Ottankuppam** – Neolithic sites- Karaimedu, Madur, Kandarakottai- The Paleography of Tamil Brahmi (Tamizhi)-Marunkur and Maligaimedu –Palayapattinam- Sangam Age –Indo -Roman maritime trade – Relation between Arikamedu and Karikadu- Kudikadu –Bead making Industry- Ceramic Industry –Rouletted ware-Black and Red ware -Other sites ;Manikkollai, Iranji - Sathavaha coins- Ujjain symbol- Early Cholas- Irular –Malyamans- Kalabhras –Pallavas –glorification of Jainism - Vedic Institutions –Padaliputhiram (Thiruppadiripuliyur)- Religious saints – Thirunavukkarasar-Tondaimandalm –Pallava Architecure

UNIT-2

The Cholas – Nadu Nadu- Inscription of Cholas in Cuddalore District- Rajaraja III-Maravarman Sundarapandya- adminstarive system – taxes – coinage- Architecture - Pataleswarar Temple- Cuddalore under the Kadavarayas- Sendhamangalam – Kopperunchinga II – Pandya inscription in Cuddalore district- Vaishnavism –Thirumangai Alwar- Devanathaswamy temple- Architecture –Taxation - Hoysalas- defeated King Rajendra III **– Sambuvaryas-** The Vijayanagar inscription in Cuddalore- **Territorial divisions-** Mulvayi- **Legends- Sri Vedanta Desika(1268-1369)- Gingee Nayaks- Thirumunaipadi Nadu- Bijapur Sultans;** Islamabad, Mohammed Bandar- **Marathas- Carnatic Nawabs - European settlement in Cuddalore district; Dutch, British –Fort St David- Settlement pattern;white town –Black town- Battle of Cuddalore-** Evangelization**-** Visiting cuddalore by Zigenbalg and Grundler- Slave Trade –Texile trade

UNIT-3

Administration – Cuddalore Corporation – Police – Banking – Industries – Development of Education – Formal Education – Elementary Education – Higher Education – Technical – Engineering – Non Technical – Annamalai University – Arts and Science Colleges – Medical Education – Women Education

UNIT-4

Cultural Development in Cuddalore District – Art – Music – Dance – Cinema – Theatre – Business Houses – Tamil Isai – Cultural Organisation – Press – English and Vernacular – Temples : Natarajar Temple, Paadaleeswarar Temple, Thiruvadigai, **Thiruvandipuram** – Churchs: Mosques: Festivals : Thirumanjanam, Poosam, Kodai Vizha, Growth of Economics – Small Scale Industries –Indigenous Industries – Ceramic - Large Scale Industry – EIDD PARRY – NLC - SIPCOT - Tourist Places: Pitchavaram – Chidambaram – Vadalur and etc.

UNIT-5

Intellectuals: Vallalar, Freedom Fighters – Ambujammal - Anjalai Ammal and etc -

LEARNING RESOURCES

Recommended Books:

1. Annual Reports on Epigraphy.
2. South Indian Inscriptions, Vol. I, VU, VI, XII, XIX
3. Francis. W-Madras District Gazetters - South Arcot. Printed by The Superintendent, Government Press, Madras. 1906.
4. Horate Hart M.A. - Imperial Gazzetters of India, Provincial Series, Madras II, Oxford, Printed at the Clarendon Press, Calcutta. 1908.
5. Mahalingam TV. - A Topographical list of the Inscriptions in TamilNadu and Kerala States, VoLII, South Arcot District, Indian Council of Historical Research, New Delhi-1. 1988.
6. Rangacharya V. - A Topographical list of the Inscriptions of the Madras Presidency Vol.I, Asian Educational Services, New Delhi, 1985.

References:

1. கோபிநாதராவ். து.அ. - சோழ வமிச சரித்திரச் சுருக்கம். தமிழ்ப் பல்கலைக்கழகம், தஞ்சாவூர், 1994.

2. சண்முக சுந்தரனார் - கெடில நதிக்கரை நாகரீகம், கழக வெளியீடு, சென்னை, 1975.

3. பாலசுப்பிரமணியன், குடவாயில் - சோழ மண்டலத்து வரலாற்று நாயக்கர்களின் சிற்பங்களும் ஓவியங்களும், தமிழ்ப் பல்கலைக் கழகம், தஞ்சாவூர். 1987.

4. பிள்ளை கே.கே - சோழர் வரலாறு, தமிழ் நாட்டு பாடநூல் நிறுவனம், சென்னை.

5. வேல்முருகன் க.பா. -திருப்பாதிரிப்புலியூர் அருள்மிகு பாடலேசுவரர் திருக்கோயில்.

Web Resources

1. https://cuddalore.nic.in/
2. https://www.cuddaloreonline.in/city-guide/history-of-cuddalore

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	List out the geographical conditions of Paleolithic and Neolithic period in Cuddalore district.	K 5
CO 2	Describe the system of administration followed by the Kings of Nadunadu.	K3
CO 3	Discuss the development of Higher and Technical Education.	K1
CO 4	Justify the advantages of Socio-Economic and Political development of Cuddalore district	K5
CO 5	Analyse the ideological narrations of intellectual thinkers in Cuddalore.	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
Total	15	13	13	15	10	10	15	15
Average	3	2.6	2.6	3	2	2	3	3

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	13	13	15	15
Average	3	2.6	2.6	3	3

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

Course Title	PROJECT WORK (WITH *VIVA VOCE*)					
Course Type	Core Course	Course Code	23UHISD54			
Year	III	Semester	V			
Credits	4	Hours	L	T	P	Total
			4	1	0	5

Guidelines

The Project with Viva-Voce in B.A Degree Course in History has to guide by the teachers who handle U.G. and P.G. Classes in their subject in consultation with the respective teachers under whom they are assigned to work. The workload for guidance has to be treated on par with the teaching hours of two theory papers. Students have to submit the Project at least 15 days before the commencement of their Theory paper examinations. Students have to write the Project in not less than 40 and not more than 50 pages adopting the techniques of Research Methodology offered in the Semester. It has to contain 3 to 4 chapters apart from the introduction and conclusion. There shall be a review of the progress of Project writing every week the teachers who guide the students so as to expedite the completion of the work.

Evaluation of the Project

The Project has to be awarded 100 marks (External Evaluation 75 marks and Viva-Voce Examination 25 marks).

(Refer to the Regulations for Additional Information)

Course Title	**ELEMENTS OF HUMAN RIGHTS**		
Course Type	Elective V	**Course Code**	23UHISE55-1
Year	III	**Semester**	V

Credits	3	Hours	L	T	P	FS	Total
			4	0	0		4

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

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

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

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

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

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

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

References
1. Thomas Cushman, *Handbook of Human Rights,* Routledge, 2013

Web References
1. https://www.un.org/en/about-us/universal-declaration-of-human-rights
2. https://www.ohchr.org/en/what-are-human-rights
3. https://nhrc.nic.in/
4. http://www.shrc.tn.nic.in/

CO No.	Course Outcomes *The students on completion of the course will be able to:*	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
CO 5	Describe the human rights issues of the marginalized sections of the society.	K1

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	13	13	15	15
Average	3	2.6	2.6	3	3

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

Course Title	WOMEN STUDIES		
Course Type	Elective V	Course Code	23UHISE55-2
Year	III	Semester	V
Credits	3	Hours	L T P FS Total 4 0 0 0 4

Learning Objectives	
S. No.	The learning objectives are to impart:
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

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

1. Geraldine Forbes, Women in Modern India, Cambridge University Press, UK, 2009.
2. 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.
3. Neera Desai, Women in Modern India, Asia Book Corporation, Amer,1977.
4. Promilla Kapur, Empowering Indian Women, Ministry of Information and Broadcasting, Government of India, New Delhi, 2001
5. Raj Kumar (Ed.), Women and Law, Anmol Publications Private Limited, New Delhi, 2000
6. TharaBhai L., Women's Studies in India, APH Publishing Corporation, New Delhi, 2000

References

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

Web Resources

1. http://www.archives.gov

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	13	13	15	15
Average	3	2.6	2.6	3	3

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

Course Title	HISTORY OF DRAVIDIAN MOVEMENT		
Course Type	Elective VI	Course Code	23UHISE56-1
Year	III	Semester	V
Credits	3	Hours	L / T / P / FS / Total

			L	T	P	FS	Total
Credits	3	Hours	4	0	0	0	4

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

UNIT- IV

Dawn of Dravida Munnetra Khazagam – Anti- Hindi Agitations and - C.N Annadurai's Ministry – naming Madras State as Tamilnadu – two language formula -self respect marriages Act Kalaignar 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
1. 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
2. Hardgrave Jr., R.L., The Dravidian Movement, Popular Prakasam,1965
3. K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982
4. M.S.S. Pandian, *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present,* Permanent Black, New Delhi, 2016
5. N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976
6. NambiAarooran, Tamil Renaissance and Dravidian Nationalism 1905-1944.Koodal Publishers, Madurai,1990
7. Rajaram, P., The Justice Party – A Historical Perspective, 1916-1937, Poompozhil Publishers, Madras,1988

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

References

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

Web Resources

1. https://www.mids.ac.in/assets/doc/WP_120.pdf
2. https://repositories.lib.utexas.edu/handle/2152/88016

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	15	13	15	15
Average	3	3	2.6	3	3

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

Course Title	**HISTORY OF REVOLUTIONS**					
Course Type	**ELECTIVE VI**	**Course Code**		**23UHISE56-2**		
Year	**III**	**Semester**			**V**	
Credits	**3**	**Hours**	**L**	**T**	**P**	**FS**	**Total**
			4	**0**	**0**	**0**	**4**

Learning Objectives	
S. No.	**The learning objectives are to impart:**
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
1. Bailyn Bernard, Davis David Brion et.al, *The Great Republic A History of the American People*, Massachusetts: DC Heath and Company 2000

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

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

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

References

1. 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.

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

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

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

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

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

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

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

CO No.	Course Outcomes *The students on completion of the course will be able to:*	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
Total	15	15	15	15	12	12	13	15
Average	3	3	3	3	2.4	2.4	2.6	3

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	15	12	15	15
Average	3	3	2.4	3	3

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

VALUE EDUCATION

Course Title	VALUE EDUCATION						
Course Type	**VALUE EDUCATION**	**Course Code**	**23UVALG57**				
Year	III	**Semester**	V				
Credits	2	**Hours**	**L**	**T**	**P**	**F S**	**Total**
			2	0	0	0	**2**

Course Title	Summer Internship		
Course Type	Summer Internship	Course Code	23UHISI58
Year	III	Semester	V
Credits	2	Hours	L T P FS Total - - - - -

Learning Objectives and Course outcomes
  ➢ Industrial Activities are generally thought of to be reserved for college students looking to gain experience in a particular field. However, a wide array of people can benefit from Industry in order to receive real world experience and develop their skills.
  ➢ An objective for this position should emphasize the skills you already possess in the area and your interest in learning more
  ➢ Industrial Activities are utilized in a number of different career fields, including architecture, engineering, healthcare, economics, advertising and many more.
  ➢ Some Industrial Activities is used to allow individuals to perform scientific research while others are specifically designed to allow people to gain first-hand experience working.
  ➢ Utilizing Industrial Activities is a great way to build your resume and develop skills that can be emphasized in your resume for future jobs. When you are applying for a Industrial Activities, make sure to highlight any special skills or talents that can make you stand apart from the rest of the applicants so that you have an improved chance of landing the position.

Guidelines
    The students have to enroll themselves in Museums of Tamil Nadu, State Archieves of Tamil Nadu, State Tourism departments, Institute of Asian Studies, Chemmancherry, Chennai, State Archaeological departments, Private achieves, Oriental Manuscript Library, Chennai, International Institute of Tamil Studies, Chennai etc., as Trainee.
    Student Trainees have to collect necessary information about the institution and to learn about the nature of work and Training methods of the institution concerned
    Students must prepare the Institutional activity Report for about 15 pages and submission of the same at least one month before the last working day of the third semester through the Guide Teacher.
    The period of Activity will be at '14 days in the institution and after completion of the visit, the students have to obtain a certificate of attendance from the Head of respective institutions.
    Evaluation of the Institutional Activity Report will be done for 75 marks as usual during the end of third semester examinations based on academic quality of the report and internal marks for 25 based on the regularity and performance of the student –trainees.
(Refer to the Regulations for additional information)

Course Title	**CONTEMPORARY HISTORY OF INDIA**					
Course Type	Core Course	**Course Code**	**23UHISC61**			
Year	III	**Semester**	VI			
Credits	4	**Hours**	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives	
S. No.	**The learning objectives are to impart:**
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 andNational Front Government.
4	Impart the knowledge on New Economic Policy.
5	Administration of Unit-ed 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 –LalBahadurSastri – 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 – MorarjiDesai.

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 Singhgoverments-Economic Reforms- development schemes.PeriyarE.V.Ramasamy, Arignar Anna - DMK – Communists.

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

2. Dube, S., *India Since Independence - Social Report on India 1947-19*72, Vikas Publication House, New Delhi, 1977

3. Grover B.L. and Grover. S, *A New Look on Modern Indian History*, Chand. S and Company, New Delhi, 2007
4. John Webster, C.B., *History of Contemporary India*, Asia Publishing House, 1971
5. NeeraChandoke and Praveen Priyadarshi (Ed.), *Contemporary India: Economy, Society and Politics,* Pearson, New Delhi, 2009
6. Lloyd I. Rudolph and Susanne Hoeber Rudolph, *In Pursuit of Laxmi: The Political economy of the Indian State*, University of Chicago Press, 1987
7. Venkatesan. G., *History of Contemporary India 1947 – 1997*, J.J. Publications, Madurai, 2001 (Tamil Version)

References

1. AchinVanaik and Rajeev Bhargava (Ed.), Understanding *Contemporary India – Critical Perspective,* Orient Black Swan, Delhi, 2012
2. Dhyeya Las., *India after Independence*, True Word Publications Pvt Limited ,2022
3. Dutt,V.P., *India's Foreign Policy*, Vikas Publishing House PVT Ltd,,Delhi,1984
4. Ghai, U.R, *India's Foreign Policy*, New Academy Publishers, New Delhi, 1988
5. Nagaraj, R and Motiram, S (ed.), *The Political Economy of Contemporary India,* Cambridge University Press,2017
6. RamachandraGuha., *India After Gandhi*: *The History of the World's Largest Democracy*, Picador India, 2017
7. Sharma,G.K., *Labour Movement in India (Its Past and Present)* Sterling Publishers (P) Ltd, New Delhi, 1971
8. Gurucharan Das, *India Unbound: from Independence to the Global Information Age*, Penguin Books, India, 2015

Web Resources

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

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

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

Paper CC14

Course Title	INDIA AND HER NEIGHBOURS					
Course Type	Core	Course Code	23UHISC62			
Year	III	Semester	VI			
Credits	4	Hours	L	T	P	Total
			5	1	0	6

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

2. V.P. Dutt, *India's Foreign Policy since Independence,* National Book Trust, New Delhi, 1987
3. S.D. Muni, *India's Neighbourhood Policy,* Marga Institute, 1985
4. J.N. Dixit, *India's Foreign Policy and its Neighbours,* Gyan Publishing House, New Delhi, 2001
5. Arvind Gupta and Anil Wadhwa, ed., *India's Foreign Policy: Surviving in a Turbulent World,* Sage Publications India Pvt. Ltd., New Delhi, 2020
6. Rajiv Sikri, *Challenge and Strategy: Rethinking India's Foreign Policy,* Sage Publications India Pvt. Ltd., New Delhi, 2009
7. Ramesh Trivedi, ed., *India's Relations with her Neighbours,* Isha Books, Delhi, 2008
8. Nalini Kant Jha, *South Asia in the 21st Century: India, Her Neighbours and the Great Powers,* South Asia Publishers, New Delhi, 2003

References

1. P. Sahadevan, *Conflict and Peacekeeping in South Asia,* Lancer Books, New Delhi, 2001
2. David M. Malone, et. al., ed., *The Oxford Handbook of Indian Foreign Policy,* Oxford University Press, Oxford, UK, 2015
3. Ministry of External Affairs, *Annual Reports,* Min. of External Affairs, New Delhi
4. Raja C. Mohan, "India's Neighbourhood Policy: Four Dimensions", *Indian Foreign Affairs Journal,* vol. 2, no. 7, 2007
5. Appadorai, *Select Documents on India's Foreign Policy and Relations 1947-1972,* Oxford University Press, 1982
6. Sandra Destradi, *Indian Foreign and Security Policy in South Asia: Regional Power Strategies,* Routledge, New York, 2012

Web Resources

1. https://mea.gov.in/
2. http://www.ipcs.org/
3. https://www.idsa.in/
4. https://www.saarc-sec.org/

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Trace the evolution of India's foreign policy towards neighbours.	K1
CO 2	Discuss of the underlying issues in Indo-Pak relations.	K2
CO 3	Examine border dispute and negotiations between India and China.	K4
CO 4	Discuss India's relations with Bangladesh and Sri Lanka.	K2
CO 5	Evaluate the role of SAARC in cooperation and development in the region.	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
Total	15	15	15	14	13	12	14	15
Average	3	3	3	2.8	2.6	2.4	2.8	3

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

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

Paper CC 15

Course Title	HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA					
Course Type	Core Course	Course Code	23UHISC63			
Year	III	Semester	VI			
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives	
S. No.	The learning objectives are to
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 SatelliteSystem – 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

1. David Arnold., *Everyday Technology: Machines and the Making of India's Modernity*, Chicago: The University of Chicago Press, 2013
2. David Arnold., *Science, Technology and Medicine in Colonial India,* Cambridge: Cambridge University Press, 2000.
3. Deepak Kumar, ed., *Science and Empire: Essays in the Indian Context,* Delhi: AnamikaPrakashan, 1991.
4. Deepak Kumar., *Science and the Raj, 1857-1905.* Delhi: Oxford University Press, 1995.
5. Kamlesh Mohan., *Science and Technology in Colonial India,* Routledge, 2022.
6. Navaneethan, S., *Science and Technology in the Development of India*, Tamizhi Books, Chennai, 2022,
7. Sangwan, Satpal., *Science, Technology and Colonisation: Indian Experience*, Delhi: AnamikaPrakashan, 1990.
8. Subbarayappa, B. V., Science in India: A Historical Perspective, Rupa& Co, Illustrated Edition, 2013.

References

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

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

3. Barghava, Pushpa and ChandanaChakrabarthi., *The Saga of Indian Science since Independence,* Hyderabad: University Press, 2003.
4. Biswas A.K, *Science in Indi.,* Calcutta: Firma K.L.Mukhopadhyay, 1969.

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

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

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

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

9. Headrick, Daniel., *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century,* New York, 1981.
10. Visvanathan, Shiv.,*A Carnival for Science: Essays on Science, Technology and Development,* Delhi: Oxford University Press, 1997.
11. Zachariah, Benjamin., Developing India: An Intellectual and Social History, C.1930-1950.Oxford University Press, Delhi,2005
12. Subramanian, T.S., *Space and Beyond, Professional Voyage of Kasturirangan Review*
13. *Indian Space Odyyssey through the Eyes of a Pioneer*,The Hindu Publications,2021
14. Verghese Jayaraj. S., *History of Science and Technology*, ANNS,1997

Web Resources
1. http://www.crl.edu.in/topics
2. http://egyankosh.ac.in

CO No.	Course Outcomes *The students on completion of the course will be able to:*	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
Total	15	15	15	14	13	12	14	15
Average	3	3	3	2.8	2.6	2.4	2.8	3

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

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

Course Title	INTERNATIONAL RELATIONS SINCE 1919						
Course Type	Elective VII	Course Code	23UHISE64-1				
Year	III	Semester	VI				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives	
S. No.	The learning objectives are to impart:
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

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

References

1. Theodore Couloumbis and James Wolfe, *Introduction to International Relations: Power and Justice,* Prentice Hall, 1985
2. Peter Calvocoressi, *World Politics since 1945,* Pearson Longman, 1968

Web References

1. https://www.e-ir.info/
2. http://www.un.org/en/index.html
3. https://www.nato.int/
4. http://www.saarc-sec.org/

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Assess the role of militarism in international relations in the interwar years.	K5
CO 2	Evaluate the achievements of the UNO	K5
CO 3	Discuss the Cold War politics	K3
CO 4	Evaluate the role of Gorbachev in bringing the Cold War to an end	K5
CO 5	Discuss the contemporary issues in international relations.	K3

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

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

Course Title	HISTORY OF LATIN AMERICA: FROM DISCOVERY TO LIBERATION						
Course Type	Elective VII	Course Code	23UHISE64-2				
Year	III	Semester	VI				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives	
S. No.	The learning objectives are to impart:
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: Henando Cortes, Pizzaro, Jimnez de Queseda 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
1. Bushnell and Macaulay, *The emergence of Latin America in the nineteenth-century*, (Oxford University Press, Oxford,1994, 2nd edition
2. 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.
3. Thomas Skidmore y Peter H. Smith, *Modern Latin America*, Oxford University Press, Oxford, 2001, 5th Edition

References

1. Bradford Burns, E, *Latin America Conflict and Creation: A Historical Reader*, Prentice Hall, New Jersey, 1993
2. Edwin Williamson, *The Penguin History of Latin America*, Penguin, 2010
3. Joseph Smith, *United States and Latin America: A History of American Diplomacy 1776-2000*, Routledge, Oxon, 2005

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	15	13	15	15
Average	3	3	2.6	3	3

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

Course Title	HISTORY OF CHINA AND JAPAN					
Course Type	Elective VIII	Course Code	23UHISE65-1			
Year	III	Semester	VI			
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives	
S. No.	The learning objectives are to impart:
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 YatSen- Tung MengHui - Kuo-Min-Tang – Impact of the Revolution – Yuan Shi Kai – China in First World War – May Fourth Movement.

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

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

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

UNIT V
China under Deng Xiaoping -Economic reforms – 1976- 1989 – Jiang Zemin – Hu-Jintao - Foreign Policy1949-1990.
McArthur Constitution – Changes in Economy – Hirohito – Mutusihito - Japan and World's affairs between 1951-2000.

LEARNING RESOURCES

Recommended Books

1. Beasley, W.G., *The Modern History of Japan*, Frederick A. Praeger, 1963
2. Franz H Michael and George Edward Taylor, *Far East in the Modern World*, Holt,1956
3. Immanuel Hsu, *The Rise of Modern China*, Oxford University Press,2000
4. MikisoHane., *Modern Japan: A Historical Survey*, Routledge,2018
5. Paul Hilbert Clyde and Burton F Beers, *The Far East:A History of Western Impacts and Eastern Responses, 1830-1975*, Waveland Pr Inc,1991
6. Vinacke, H.M.,*History of Far East in Modern Times*, Surjeet Publications,Delhi,1959

Reference Books

1. Khurana, K.L., *History of China and Japan1839-1949*, Lakshmi NarainAgarwal Educational Publishers, Agra, 2018
2. Jean Chesneaux, Françoise Le Barbier, Marie Claire Berger., *China from 1911 to Liberation*, Pantheon books,1977

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	15	13	15	15
Average	3	3	2.6	3	3

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

Course Title	HISTORY OF PONDICHERRY						
Course Type	Elective VIII	Course Code	23UHISE65-2				
Year	III	Semester	VI				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives	
S. No.	The learning objectives are to impart:
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 Napoleanic wars – Restoration of the Indian colonies to the French 1816

Unit IV: Impact of Indian National movement on Pondicherry – 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 –Urbanisation of Pondicherry – Educational Development –Commune system - Colonial architecture and monuments

LEARNING RESOURCES

Recommended Books

1. AjitNeogy.K. Decolonisation of French India, Pondicherry, 1997.
2. Francis Cyril Antony., ed., Gazetteer of India: Union Territory of Pondicherry, Vol 1 & 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., Dupleix 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 *The students on completion of the course willbe able to:*	Cognitive Level
CO 1	Outline the geographical features of Pondicherry.	K1
CO 2	Describe the advent of the French and the origin and growth of the city of Pondicherry	K1
CO 3	Outline the relations of the French with the Indian Princely States.	K1
CO 4	Describe the nationalist movement in the city of Pondicherry	K1
CO 5	Discuss the history of Urbanization, education, health and architectural development in Pondicherry	K1

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	15	13	15	15
Average	3	3	2.6	3	3

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

Course Title	GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS						
Course Type	Professional Competency / Skill Enhancement Course -8	Course Code	23UHISF66				
Year	III	Semester	VI				
Credits	2	Hours	L	T	P	FS	Total
			2	0	0	0	2

Learning Objectives	
S. No.	The learning objectives are to impart:
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 TNPC-qualifications - Plan and nature of competitive examinations- Indian Heritage and Indian Culture

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

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

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

UNIT V

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

LEARNING RESOURCES
Recommended Books
1. Bipan Chandra, *India Since Independence*, Penguin Random House, India,2008
2. Bipan Chandra, *Modern India*: A History Text Book for Class XII,NCERT, Delhi,1990
3. *India YearBook*, Publications Division, Government of India
4. Laxmikanth, M., *Indian Polity*, McGraw Hill, Noida, 2021
5. Leong, G.C., *Certificate Physical and Human Geography*, Oxford University Press, New Delhi,2021
6. NitinSinghania, *Indian Economy*, McGraw Hill, Noida,2022

Reference

1. Bipan Chandra., *India's Struggle for Independence*, Penguin Random House, India,2016
2. Ram Ahuja., *Social problems in India*,(3rd edn,) Rawat Publications 2014
3. Ram Sharan Sharma, *Ancient India*:A History Text book for class XI, NCERT, 1999
4. Satish Chandra, *Medieval India*: Text book in History for Class XI, NCERT,2005
5. SonaliBansal, SnehilTripathi, *Modern Indian History, For Civil Services Preliminary and Main Examinations,* McGraw Hill, 2021

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

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Course Title	EXTENSION ACTIVITIES						
Course Type	EXTENSION ACTIVITIES	Course Code	23UHISX67				
Year	III	Semester	VI				
Credits	1	Hours	L	T	P	FS	Total
			-	-	-	-	-

Learning Objectives:

LO1: To provide inclusive excellence in the institution

LO2: To build integrity among the students

LO3: To build a record of work experience

LO4: To understand the value of helping mentality

LO5: To gain practical knowledge on public services

It is mandatory for a student to participate in any one of the following Extension Activities in the fourth semester. Extension is the aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, indented to help reflect and learn. The curriculum – extension interface has an educational value, especially in rural India. (18 times visit is required. Students should submit a project report in not exceeding 10 pages for their experience in the below mentioned categories. Viva-Voce Examination will be conducted based on the report. Evaluation will be done for 75 marks as usual during the end of the semester exams.; however the academic quality of the reports will be based on the certificate issued by the Guide teachers who will award internal marks (25) based on the regularity and performance in report writing by the student-trainees)

Activities involved in:

- Health Education
- People's Planning Forum
- Debate club
- Environmental Activities
- Human Rights Forum
- Community Health Activity
- Performing Arts Club
- Media Club
- Community Based Activities
- NSS
- NCC
- YRC
- RRC
- CCC
- Sports Club
- Electoral Club
- Eco Club
- Planning Forum
- Literary Club

- Women's Study Unit
- Anti-Ragging Cell
- State Library Council
- Awareness Programme

Course Outcomes:
After the successful completion of the course, the students will be able to:

CO1: Describe various awareness programmes in the society

CO2: Exhibit their involvement for the benefit of the society

CO3: Find out their role to remodel the basic structure of charity

CO4: Explain their challenges to posterity

CO5: Promote social justice among the students community

(Refer to the Regulations for Additional Information)