

**KUNTHAVAI NAACCHIYAAR GOVERNMENT ARTS COLLEGE FOR WOMEN AUTONOMOUS  
COLLEGE AFFILIATED TO BHARATHIDASAN UNIVERSITY**

Re- Accredited by NAAC with B Grade  
Thanjavur - 613 007, Tamil Nadu, India.



**CBCS & OBE**

Scheme of Instruction and Syllabus for  
B.A., History,

(Semester: I to VI)

Effective from 2023 - 2024)

PG & Research  
Department of History



## I. VISION

- To be a goal center of excellence in History for the growth of Arts, Culture and Tradition

## II. MISSION

- To provide quality education and research in History through updated curriculum with effective teaching and learning process
- To create stake holders with basic historical knowledge
- To create Under Graduate students with strong knowledge in History



### PROGRAMME OUTCOMES FOR B.A., PROGRAMMES

CHOICE BASED CREDIT SYSTEM AND LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK BASED B.A. ECONOMICS SYLLABUS	
<b>Programme:</b>	U.G.
<b>Programme Code:</b>	
<b>Duration:</b>	3 Years(UG)
<b>Programme Outcomes:</b>	<p><b>PO1:</b> Build creativity critical enquiry logical thinking and generate innovative ideas.</p> <p><b>PO2:</b> Acquire ability apply theoretical and conceptual knowledge and skills and real life situations.</p> <p><b>PO3:</b> Understand and appreciate the vast gamut of diversity and creativity of human race as portrayed in the humanities.</p> <p><b>PO4:</b> Gain Knowledge about the social cultural psychological religious political economic and historical impacts and responses of human kind.</p> <p><b>PO5:</b> Cultivate general ecological cultural moral human rights sensitivity to take the righteous stand and cause positive change in society.</p> <p><b>PO6:</b> Develop essential skills such as communication problem solving interpersonal emotional quotient lateral thinking, leadership and positive attitude.</p> <p><b>PO7:</b> Equip themselves to qualify for the competitive examinations and job interviews.</p>



## PROGRAMME SPECIFIC OUTCOMES

<b>Programme Specific Outcomes:</b>	<p><b>On completion of B.A with History students will be acquire.</b></p> <p>Understand background of our religion customs institutions administration and so on.</p> <p>Understand the basic themes, concepts, chronology and scope of history.</p> <p>Acquaint with range of issue related to Indian history that span distinct eras.</p> <p>Understand the History of countries other than India with comparative approach.</p> <p>Prepare for various types of competitive examinations.</p> <p>Think and argue historically and critically in writing and discussion</p> <p>The Study of History helps to impart moral education.</p>
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	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



### Highlights of the Revamped Curriculum:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

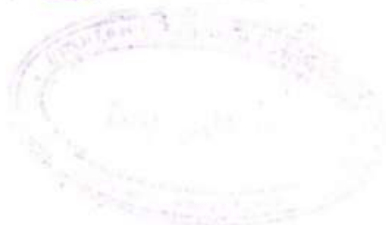


### Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome/Benefits
I	<b>Foundation Course</b> To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analyzing the world through the literacy Gives rise to a new perspective.	<ul style="list-style-type: none"> <li>➤ Instill confidence among students</li> <li>➤ Create interest for the subject</li> </ul>
I, II, III, IV	<b>Skill Enhancement papers</b> (Discipline centric / Generic / Entrepreneurial)	<ul style="list-style-type: none"> <li>➤ Industry ready graduates</li> <li>➤ Skilled human resource</li> <li>➤ Students are equipped with essential skills to make them employable</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Training on language and communication skills enable the students gain Knowledge and Exposure in the competitive world.</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Discipline centric skill will improve the Technical knowhow of solving real life problems.</li> </ul>
III, IV, V & VI	Elective papers	<ul style="list-style-type: none"> <li>➤ Strengthening the domain knowledge</li> <li>➤ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature</li> <li>➤ Emerging topics in higher education/industry/communication network/health sector etc. are introduced with hands-on-training.</li> </ul>



<b>IV</b>	Elective Papers	<ul style="list-style-type: none"> <li>➤ Exposure to industry moulds students into solution providers</li> <li>➤ Generates Industry ready graduates</li> <li>➤ Employment to opportunities enhanced</li> </ul>
<b>V Semester</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Self-learning is enhanced</li> <li>➤ Application of the concept to real situation is conceived resulting Intangible outcome</li> </ul>
<b>VI Semester</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Enriches the study beyond the course.</li> <li>➤ Developing are search framework and Presenting their Independent and Intellectual ideas effectively.</li> </ul>
<b>Extra Credits: For Advanced Learners/Honors degree</b>		<ul style="list-style-type: none"> <li>➤ To cater to the needs of peer learners/research aspirants</li> </ul>
<b>Skills acquired from the Courses</b>		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill



**Kunthavai Naacchiyaar Govt. Arts College for Women (Autonomous), Thanjavur-7**  
B.A History Course Structure

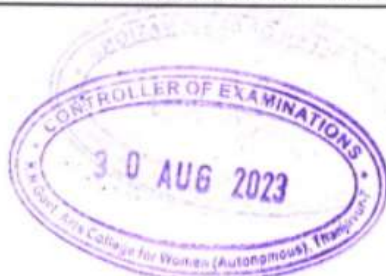
Sem	Course Type	Subject Code	Title of the Paper	Inst Hour	Credit	Exam Hours	Marks		Total
							Int	Ext	
I	LC 1	23K1T1	Tamil	6	3	3	25	75	100
	ELC 1	23K1E1	English*	6	3	3	25	75	100
	CC 1	23K1H01	History of Ancient India upto 1206 CE	5	5	3	25	75	100
	CC 2	23K1H02	History of Tamilnadu upto 1311 CE	5	5	3	25	75	100
	EC1	23K1HECH1:1	Introduction to Archaeology	4	3	3	25	75	100
		23K1HECH1:2	Museology						
	SEC1	23K1HSEC1	Introduction to Tourism	2	2	3	25	75	100
FC	23K1HFC	Introduction to History	2	2	3	25	75	100	
<b>Total</b>				<b>30</b>	<b>23</b>				<b>700</b>
II	LC2	23K2T2	Tamil	6	3	3	25	75	100
	ELC2	23K2E2	English*	6	3	3	25	75	100
	CC3	23K2H03	History of Medieval India 1206 - 1707 C.E	5	5	3	25	75	100
	CC4	23K2H04	History of Tamilnadu 1311- 1800 C.E	5	5	3	25	75	100
	EC2	23K2HECH2:1	Western Political Thought	4	3	3	25	75	100
		23K2HECH2:2	Women Legislations						
	SEC2	23K2HSEC2	Indian Constitution	2	2	3	25	75	100
SEC3	23K2HSEC3	Basic Journalism	2	2	3	25	75	100	
<b>Total</b>				<b>30</b>	<b>23</b>				<b>700</b>
III	LC3	23K3T3	Tamil	6	3	3	25	75	100
	ELC3	23K3E3	English*	6	3	3	25	75	100
	CC5	23K3H05	History of India -1707-1857 CE	5	5	3	25	75	100
	CC6	23K3H06	History of Tamil Nadu Since 1801 C.E	5	5	3	25	75	100
	ELC3	23K3HECH3:1	Indian Political Thought	4	3	3	25	75	100
		23K3HECH3:2	Panchayatraj with Special reference to Tamilnadu						
	SEC4	23K3HSEC4	Entrepreneurship Development	1	1	3	25	75	100
	SEC5	23K3HSEC5	Introduction to Management	2	2	3		100	100
	EVS		Environmental Studies	1	-	-	-	-	-
	ECC1	23K3HECC1:1	Philosophy of Yoga (Self Study)*	-	3	3	-	100	100
		23K3HECC1:2	MOOC (Value Added)						
ECC2	23K3HECC2	Gandhian Thought (Add on Course)	-	4	-	-	-	-	
<b>Total</b>				<b>30</b>	<b>22</b>				<b>700</b>

(For all candidates admitted from the academic year 2023-2024 onwards)





Sem	Course Type	Subject Code	Title of the Paper	Inst Hour	Credit	Exam Hours	Marks		Total
							Int	Ext	
IV	LC4	23K4T4	Tamil	6	3	3	25	75	100
	ELC4	23K4E4	English*	6	3	3	25	75	100
	CC7	23K4H07	Freedom Struggle in India	5	5	3	25	75	100
	CC8	23K4H08	History of Modern Europe 1789 - 1919 C.E	5	5	3	25	75	100
	ELC4	23K4HECH4	Modern Governments	3	3	3	25	75	100
	SEC6	23K4HSEC6	Computer Training	2	2	3	25	75	100
	SEC7	23K4HSEC7	Hotel Management	2	2	3	25	75	100
	EVS	23K4EVS	Environmental Studies	1	2	3	25	75	100
	ECC 3	23K4HECC3:1	Archives Keeping (Self Study)	-	3	3	-	100	100
23K4HECC3:2		MOOC (Value Added)							
<b>Total</b>				<b>30</b>	<b>25</b>				<b>800</b>
V	CC9	23K5H09	History of the World 1919 - 2020 CE	5	4	3	25	75	100
	CC10	23K5H10	Selected Themes in History of U.S.A	5	4	3	25	75	100
	CC11	23K5H11	Regional History - History of Thanjavur	5	4	3	25	75	100
	CC12	23K5H12PW	Project (With Viva Voce)	5	4	-		100	100
	ELC5	23K5HECH5:1 23K5HECH5:2	Elements of Human Rights /	4	3	3	25	75	100
			Women Studies						
	ELC6	23K5HECH6:1 23K5HECH6:2	History of Dravidian Movement /	4	3	3	25	75	100
			History of Revolutions						
	VE	23K5VE	Value Education	2	2	3	25	75	100
Indu.cou rse	23K5I	Summer Internship /	-	2	-	-	-	-	
		Industrial Training							
<b>Total</b>				<b>30</b>	<b>26</b>				<b>700</b>
VI	CC13	23K6H13	Contemporary History of India	6	4	3	25	75	100
	CC14	23K6H14	India and Her Neighbours	6	4	3	25	75	100
	CC15	23K6H15	History of Science and Technology in India	6	4	3	25	75	100
	ELC7	23K6HECH7:1 23K6HECH7:2	International Relations since 1919 /	5	3	3	25	75	100
			History of Latin America						
	ELC8	23K6HECH8:1 23K6HECH8:2	History of China and Japan /	5	3	3	25	75	100
			History of Imperial Cholas						
SEC8	23K6HSEC8	General Studies for Competitive Examination	2	2	3	25	75	100	
Ext. Act	23K6EA	Extension and Extra Curricular Activities	-	1					
<b>Total</b>				<b>30</b>	<b>21</b>				<b>600</b>
<b>Grand Total</b>				<b>180</b>	<b>140</b>				<b>4200</b>
<b>Total - 140 Credit + Extra Credit Maximum 10</b>									



### Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	13	22	18	92
Part IV	4	4	10	9	4	1	32
Part V	-	-	-	-	-	2	2
<b>Total</b>	<b>23</b>	<b>23</b>	<b>22</b>	<b>25</b>	<b>26</b>	<b>21</b>	<b>150</b>

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

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



Course Title	HISTORY OF ANCIENT INDIA UP TO 1206 CE					
Course Type	Core Course I	Course Code	CC1 – 23K1H01			
Year	1	Semester	1			
Credits	5	Hours	L	T	P	Total
			4	1	0	5
<b>Learning Objective</b>						
S. No.	<i>The learning objectives are to impart:</i>					
1	Understanding of the characteristics of pre and proto historic cultures in India.					
2	The impact of Vedic culture on society, religion and culture.					
3	Emergence of Centralized State under the Mauryas and Ashoka's Dhamma.					
4	Achievements of the Guptas and their contribution to literature, art and architecture.					
5	Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.					

#### UNIT I

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

#### UNIT II

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

#### UNIT III

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

#### UNIT IV

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

#### UNIT V

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

#### LEARNING RESOURCES

##### Recommended Books

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

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

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

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



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

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

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

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

#### References

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

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

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

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

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

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

#### Web Resources

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	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)



*Signature*  
30/08/2023

## 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)



Course Title	HISTORY OF TAMIL NADU UP TO 1311CE					
Course Type	Core Course 2	Course Code	CC 2 – 23K1H02			
Year	1	Semester	I			
Credits	5	Hours	L	T	P	Total
			4	1	0	5

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

#### UNIT I

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

#### UNIT II

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

#### UNIT III

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

#### UNIT IV

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

#### UNIT V

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

#### LEARNING RESOURCES

##### Recommended Books

A. Ramasamy, *A History of Ancient Tamil Civilization*, New Century Book House, Chennai

B. Eraiyarasan, *The History of Tamil Nadu (The Only Surviving Classical Civilization)*, International Institute of Tamil Studies, Chennai, 2017



- K.A. NilakantaSastri, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, Oxford University Press, Chennai, 1997
- N. Subramanian, *History of Tamilnad*, Koodal Publishers, Madurai, 1977
- NoboruKarashima, ed., *A Concise History of South India: Issues and Interpretations*, Oxford University Press, New Delhi, 2014
- V.T. Chellam, *New Light on the Early History of Tamil Nadu*, Vijay Publications, Trichy, 1981
- V.T. Chellam, *Tamil Nadu: History and Culture* (in Tamil), ManivasagarPathipakam, 2016

#### References

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

#### Web Resources

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



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

#### CO Mapping with Programme Outcomes

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





<b>Course Title</b>	<b>INTRODUCTION TO ARCHAEOLOGY</b>					
<b>Course Type</b>	Generic Elective I	<b>Course Code</b>	GEC1 – 23K1HECH1:1			
<b>Year</b>	I	<b>Semester</b>	I			
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			3	1	0	4

#### Learning Objectives

S. No.	<i>The course objectives are to impart:</i>
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: Flouing Method – Nitrogen Method – Varve Analysis – Stratigraphy – Seriation – Historical Dating

#### UNIT V

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

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



## LEARNING RESOURCES

### Recommended Books

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

### References

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

### Web Resources

- <http://www.arch.cam.uk>
- <http://archaeological.org>
- <http://www.tnarch.gov.in>
- <https://radiocarbon.com>

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



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**CO Mapping with Programme Outcomes**

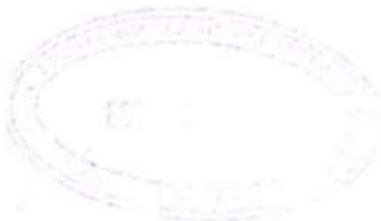
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	2	2	2	3
CO 5	3	3	3	3	3	3	3	3
<b>Total</b>	15	15	15	15	13	14	12	15
<b>Average</b>	3	3	3	3	2.6	2.8	2.4	3

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

**CO Mapping with Programme Specific Outcomes**

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

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



Course Title	MUSEOLOGY					
Course Type	MBE 2	Course Code	23KIHECH1:2			
Year	1	Semester	I			
Credits	3	Hours	L	T	P	Total
			3	1	0	4
<b>Learning Obejectives:</b>						
S. No.	<i>The course objectives are to impart:</i>					
1	Introduction to the meaning , History and philosophy of museums and museology					
2	Knowledge about museums in India					
3	Explain collection and documentations about museums					
4	Understanding the general principles of preservations					
5	Knowledge about the care and preservation of excavated material					

#### UNIT I

Meaning and importance History and Phiosophy of Museums and Museology – History and Philosophy of Museums and Museology – History of Museums in TamilNadu – Chennai Museum – Government Museum in Pudukkottai – Tiruchirappalli Museum – Thanjavur Museum.

#### UNIT II

Museum in India – National Museum in New Delhi – Salar Jung Museum in Hyderabad – Government Museum in Bangalore – Victoria Memorial Hall Museum in Calcutta – Govt. Museum in Trivandrum – Virtual Museum – Interactive Museum.

#### UNIT III

Collections and Documentation – Collection. Theory – Modes of Acquisition – Documentation Accession, Identification – Methods of Cataloguing – Classification – Types of Cards – Data Bank Museum Library – Audio – Visual Aids.

#### UNIT IV

Communications, Conservation and Preservation of Museum Objects – General Principles of Preservations – Analysis of Material – Types of Exhibition.

#### UNIT V

General Principles of conservations – Conservation of Organic and Inorganic Material – Presrvation and Restoration - Care and preservation of Excavated Material – Museum Display.

#### UNIT VI : Current Cantour – (Not for Semester Examination)

Field visit to nearby Museums Thanjavur, Tiruchirappalli, Pudukkottai Museums -Significance of Museums – causes for the vandalization of Museums – Create Awareness for conservation and preservation of museums.

#### Text Books:

- [1] Hari Narayanan, Devaraj – Musiology – Meyyappan Tamil Aiyagam, Manivasakar Publication, Chidambaram.
- [2] Poundurai, Raju Arungatchiyagaviyal Meyyappan Tamilaibagam, Manivasakar Publication, Chidambaram.
- [3] Sarkar H, "Museum and Protection of Monuments and Antiquities" in India, Delhi 1981.
- [4] Raja Ponnudurai, "Museum Keeping (Tamil), Chidambaram, 2001.



[5] G Sethuraman, "Museology: Museum and its Techniques", Malar Publications, Madurai, 2000.

**References:**

- [1] Agarwal D.P Museum works, Bangkok, 1974.  
 [2] Baxi Smitha and Dwivadi P. Vinod Modern Museum Organisation and practice in India, NewDelhi 1973.  
 [3] Morley Grace Museums Today Department of Museology M.S University Baroda.  
 [4] Oliver Inpey and Arther Mac Gregor The Origin of Museums London 1985.  
 [5] K Rajan, "Archaeology (Principles of Archaeology)", Mano Publications, Thanjavur, 2000.  
 [6] D K Chakkarbarti, "A History of Indian Archaeology", CUC Publication, Delhi, 2001.

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
1	Know the Basics of Museology.	K1, K2
2	Know about the Indian Museums.	K1
3	Study the process and factors of Museums in India.	K1
4	Know about the Preservation process of Museum.	K2
5	Assess about the conservation process to be involved in Museology	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
<b>Total</b>	15	15	15	15	13	14	12	15
<b>Average</b>	3	3	3	3	2.6	2.8	2.4	3

**S-Strong (3), M-Medium (2), L-Low (1)  
CO Mapping with Programme Specific Outcomes**

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

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



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### Skill Enhancement Course - I

Course Title	INTRODUCTION TO TOURISM					
Course Type	Skill Enhancement Course I	Course Code	SEC 1 – 23KIHSEC1			
Year	1	Semester	I			
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 basic components and elements of tourism
2	Knowledge of different types and forms of tourism
3	Knowledge of the role of Travel Agents
4	Understanding of the role of Tour Operators
5	Knowledge of the travel documents

#### UNIT I

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

#### UNIT II

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

#### UNIT III

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

#### UNIT IV

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

#### UNIT V

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



## LEARNING RESOURCES

### Recommended Books

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

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

### References

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

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

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

### Web Resources

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

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

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

### CO Mapping with Programme Outcomes

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

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



**CO Mapping with Programme Specific Outcomes**

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

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





Course Title	INTRODUCTION TO HISTORY					
Course Type	SEC – Foundation Course	Course Code	SEC-FC – 23K1HFC			
Year	I	Semester	I			
Credits	2	Hours	L	T	P	Total
			2	0	0	2

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 – IbnKhaldun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr

#### UNIT IV

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

#### UNIT V

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

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

**Field Report**

#### LEARNING RESOURCES

##### Recommended Books

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

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

G. Venkatesan, *A Study of Historiography (History of Historical*



Knowledge), V.C. Publications, 2018

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

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

Sheik Ali, *History: Its Theory and Method*, Laxmi Publications, 2019

#### References

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

Marc Bloch, *The Historian's Craft*, Aakar Books, Delhi, 2017

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

Romila Thapar, *History and Beyond*, Taylor and Francis, Oxford University of Press,

#### Web Resources

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

<http://d-nb.info>

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



*J. J. Somaiya*

**CO Mapping with Programme Outcomes**

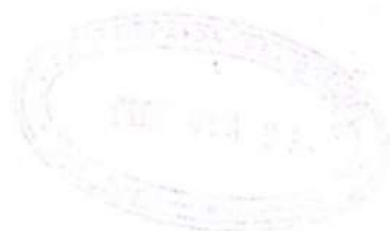
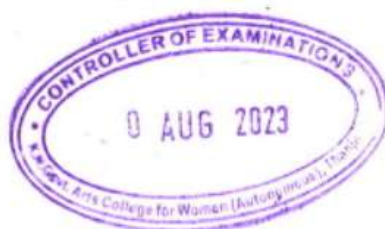
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	14	14	12	15
Average	3	3	3	3	2.8	2.8	2.4	3

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)



Course Title	HISTORY OF MEDIEVAL INDIA – 1206 – 1707 CE					
Course Type	Core Course 3	Course Code	CC 3–23K2H03			
Year	1	Semester	II			
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 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 – SherShah Administration- conquests of Akbar  
Mughal administration- Mughal Art and Architecture

#### UNIT IV

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

#### UNIT V

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

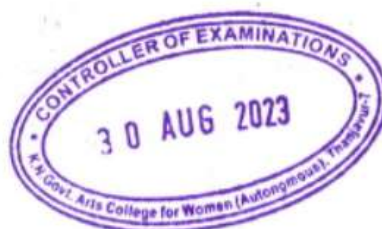
#### LEARNING RESOURCES

##### Recommended Books

AshirbadiLalSrivastava, *History of India 1000 A.D. to 1707 A.D.*, Shiva LalAgarwala, Agra, 1964

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

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



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

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

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

#### References

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

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

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

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

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

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

#### Web Resources

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

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

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

#### CO Mapping with Programme Outcomes

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

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



Course Title	HISTORY OF TAMIL NADU - 1311 – 1800 CE						
Course Type	Core Course 4	Course Code	CC 4 – 23K2H04				
Year	1	Semester	II				
Credits	5	Hours	L	T	P	Total	
			4	1	0	5	

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 – PuliThevar – Khan Sahib – VeluNachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers

Field Study to Historical Landmark site

#### LEARNING RESOURCES

##### Recommended Books

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



- K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982
- N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976
- Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014
- R. Kalidoss, *History and Culture of Tamils*, Vijay Publishers, Dindugal, 1976

#### References

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

#### Web Resources

- <https://archive.org/details/SouthIndianRebellion/mode/2up>
- [www.nationalgeographic.org/threekingsintamilakam](http://www.nationalgeographic.org/threekingsintamilakam)

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

#### CO Mapping with Programme Outcomes

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

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



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**CO Mapping with Programme Specific Outcomes**

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

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



<b>Course Title</b>	<b>WESTERN POLITICAL THOUGHT</b>			
<b>Course Type</b>	Generic Elective 2	<b>Course Code</b>	GEC 2 – 23K2HECH2:1	
<b>Year</b>	I	<b>Semester</b>	II	
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>
			3	1
			<b>P</b>	<b>Total</b>
			0	4

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

#### UNIT I

Socrates – Plato – Aristotle

#### UNIT II

Machiavelli – Thomas Hobbes – John Locke – Rousseau

#### UNIT III

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

#### UNIT IV

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

#### UNIT V

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

#### LEARNING RESOURCES

##### Recommended Books

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

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

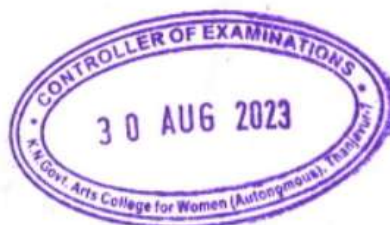
R.C. Gupta, *Western Political Thought*, Lakshmi Narain Agarwal, Agra, 2012 R.P. Sharma, *Western Political Thought: Plato to Hugo*, Sterling Pub. Pvt. Ltd., New Delhi, 1984

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

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

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

##### References



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

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

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

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

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

#### Web Resources

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

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

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

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

#### CO Mapping with Programme Outcomes

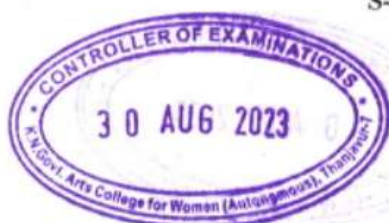
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	2	2	3	2	3
CO 2	3	3	2	3	3	3	2	3
CO 3	3	3	3	2	3	3	3	3
CO 4	3	3	2	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
<b>Total</b>	15	15	13	15	14	14	12	15
<b>Average</b>	3	3	2.6	2.6	2.8	2.8	2.4	3

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

#### CO Mapping with Programme Specific Outcomes

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

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



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Course Title	WOMEN LEGISLATIONS					
Course Type	MBE 2	Course Code	23K2HECH2:2			
Year	I	Semester	II			
Credits	3	Hours	L	T	P	Total
			3	1	0	4

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Introduction about Women legislations in British India
2	Knowledge the Women legislation in independent India
3	Understanding the Women rights and industrial law
4	Knowledge about women liberation movements and organizations
5	Ideas of Women freedom fighters such as Kasturiba Gandhi, Mrs Annie Besant, Margrat cousins, Mrs. Sarojini Naidu.

#### UNIT - I WOMEN LEGISLATIONS IN BRITISH INDIA

Position of Women through the Ages – Legislative attempts for Women’s emancipation during British rule – Prevention of Sati Act 1829 – Widow Remarriage Act 1856 – Female Infanticide Prevention Act 1870 – The Special Marriage Act of 1873 – The age of Consent Bill 1891 – The Sarda Act 1929 – Abolition of Devadasi System – Hindu women’s right to property Act 1937.

#### UNIT - II WOMEN LEGISLATIONS IN INDEPENDENT INDIA

Legislations regarding the protection of Women Rights – Fundamental Rights – Hindu Inheritance Act 1956 – Dowry Prohibition Act 1961 – Medical Termination of Pregnancy Act (MTP) 1971 – Abolition of Child Marriage – Diagnostic Technique (Resolution and Prevention of Misuse) Act 1994 – (Pre Natal) Eve Teasing and sexual Harassment (Prevention) of women Act 2004 – Domestic Violence Act 2005–Effects of Social Legislations.

#### UNIT - III WOMEN AND LABOUR LAWS

Career Advancement - Employees State Insurance Act (ESI) 1948 – Women’s Rights – Women and Industrial Law – Maternity Benefit Act – Vishaka Committee recommendations.

#### UNIT - IV WOMEN ORGANISATIONS

Women Liberation movements and organizations - Women India Association (WIA) – All India Women’s Conference (AIWC) – All India Democratic Women Association (AIDWA) National Commission for Women – Self Help Groups (SHGs).

#### UNIT - V WOMEN REFORMERS

Women as Social Reformers – Panditha Ramabai – Dr.Muthu Lakshmi Reddy – Pappa Umanath – Women as Freedom Fighters – Kasturiba Gandhi – Mrs Annie Besant – Margrat cousins – Mrs. Sarojini Naidu – Aruna Asaf Ali – Kamaladevi Chatto pathiya – Rajakumari Amrit Gaur.

#### UNIT - VI : Current Cantour (Not for Semester Examination)

Governor General William Bentinck’s reforms regarding the welfare of Women - Articles 14 to 16 of Indian Constitution – Women Laws of Economic empowerment – Women Suffrage movement in India – Male Reformers in the upliftment of Women – Rajaram Mohan Roy – M. G Ranade – Ishwar Chandra Vidyasagar – E.V.R Periyar.

#### Text Books:

- [1] S. K Agarwal et. Al, “Dictionary of Women’s Studies in India”, New Delhi, 1991.
- [2] Manimegalai, et al., “Gender Studies”.
- [3] Nirmala Jeyaraj, “Women and Society”, ISPCCK, New Delhi, 1988.
- [4] Kumar, Radha, “The History of Doing: An illustrated account of Movements for Women’s Rights and Feminism in India”, 1800 – 1990, New Delhi, 1997.



[5] T. S Ramalingam, "History of Europe 1453 to Present day", T.S.R Publications, Chennai, 2008.

**References:**

- [1] B.S Dr.Chandrababu, Dr.Mrs. L Thilagavathi, "Women: Her history and her struggle for Emancipation", Chennai, 2009.
- [2] Christian Manohar, "Feminist Critique and Reconstruction", ISPCK, 2005.
- [3] Susan Barnet, "Feminist Experiences: The Women's movement in Four Cultures", London, 1986.
- [4] Munish Bahi, "Violence of Women by Men", Cyber Tech Publications, New Delhi, 2007.
- [5] Vandana Shiva, Staying Alive, "Women Ecology and Survival in India", Kali for Women, Panchi Shila Part, New Delhi, 1988.

CO	Course Outcomes <i>The students on completion of the course will be able to:</i>	CognitiveLevel
1	Appreciate various legislations passed by the British against evils of Women.	K1
2	Know the rights of Women guaranteed by our constitution.	K2
3	Estimate the recommendations of Vishaka Committee.	K4
4	Appreciate the role of Self – Help – Group in the economic empowerment of Women in rural areas.	K5
5	Explore the services rendered by women leaders.	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
<b>Total</b>	15	15	13	15	14	14	12	15
<b>Average</b>	3	3	2.6	2.6	2.8	2.8	2.4	3

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

**CO Mapping with Programme Specific Outcomes**

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

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



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**Skill Enhancement Course - 2**

Course Title	INDIAN CONSTITUTION					
Course Type	Skill Enhancement Course 2	Course Code	SEC 2 – 23K2HSEC2			
Year	I	Semester	II			
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 salient features of the Indian Constitution
2	Knowledge about fundamental rights and duties
3	Knowledge about the structure and functions of the Union Government
4	Knowledge about the structure and functions of the State Government
5	Understanding of the powers and functions of the local government

**Unit I**

Sources – Preamble – Salient Features – Citizenship – Amendments

**Unit II**

Fundamental Rights – Directive Principles – Fundamental Duties.

**Unit III**

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

**Unit IV**

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

**Unit V**

Local Government: Urban – Rural

**LEARNING RESOURCES**

**Recommended Books**

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

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

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

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

Subhash C. Kashyap, *Our Constitution: An Introduction to India's Constitution and*



*Constitutional Law*, National Book Trust, New Delhi, 2021

### References

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

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

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

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

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

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

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

### Web Resources

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

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

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

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

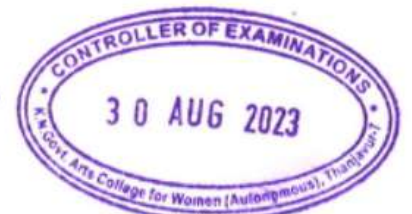
<https://www.indianculture.gov.in/ebooks/indias-constitution-making>

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

### CO Mapping with Programme Outcomes

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

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



**CO Mapping with Programme Specific Outcomes**

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

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





Course Title	BASIC JOURNALISM					
Course Type	Skill Enhancement Course 3	Course Code	SEC 3 –FC - 23K2HSEC3			
Year	1	Semester	II			
Credits	2	Hours	L	T	P	Total
			2	0	0	2

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 – Info graphics

#### LEARNING RESOURCES

##### Recommended Books

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

##### References

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

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

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

##### Web Resources

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

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

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CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	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
<b>Total</b>	15	15	15	15	14	14	13	15
<b>Average</b>	3	3	3	3	2.8	2.8	2.6	3

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

**CO Mapping with Programme Specific Outcomes**

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

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



Course Title	HISTORY OF INDIA – 1707 – 1857 CE						
Course Type	Core Course 5	Course Code	CC 5–23K3H05				
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 – Kol Uprising,(1820-1837) Moplah Uprisings (1841 -1920)–Bhil Uprisings (1818 -1831) – Santhal Uprisings - Poligar Uprisings – PuliThevan –VeluNachaiyar – Kattabomman – Maruthu Brothers -Vellore Mutiny (1806) –The Great Revolt of 1857 – Jhansi Rani



## LEARNING RESOURCES

### Recommended Books

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

### References

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

### Web Resources

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

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

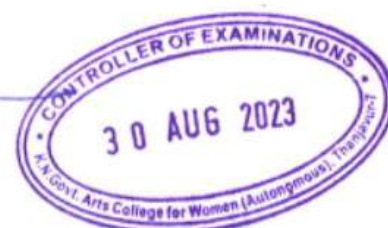
### CO Mapping with Programme Outcomes

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

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



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

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



<b>Course Title</b>	<b>HISTORY OF TAMIL NADU SINCE 1801 CE</b>			
<b>Course Type</b>	Core Course 6	<b>Course Code</b>	CC 6 – 23K3H06	
<b>Year</b>	II	<b>Semester</b>	III	
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>Total</b>
			4	5

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

#### **UNIT I**

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

#### **UNIT II**

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

#### **UNIT III**

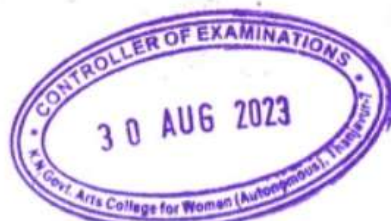
Political and Social Awakening of Tamil Nadu: Dravidian Association – Non-Brahmin Movement - Justice Party Government – Social Justice Measures (Communal G.O.s) – Periyar's Self Respect Movement – Formation of Dravidar Kazhagam – Periyar's Self- Respect campaign for social equality and women empowerment

#### **UNIT IV**

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

#### **UNIT V**

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



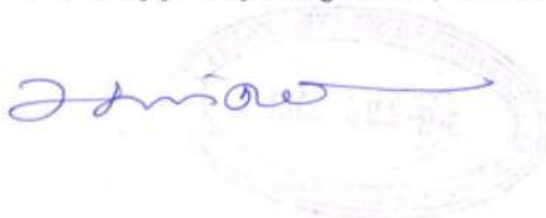
## LEARNING RESOURCES

### Recommended Books

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

### References

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



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

#### Web Resources

<https://archive.org/details/aclcp100000795a1498>

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

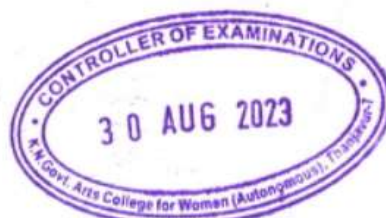
CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Appreciate the contribution of early resistant movements in India	K1
CO 2	Elucidate the nature and importance of the social movements in India	K2
CO 3	Appreciate the contribution of Tamil Nadu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

#### CO Mapping with Programme Outcomes

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

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

*[Handwritten Signature]*

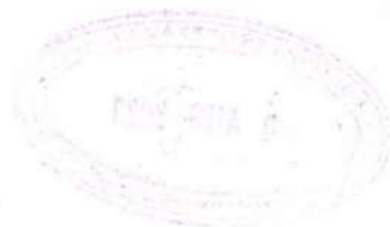




**CO Mapping with Programme Specific Outcomes**

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

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



<b>Course Title</b>	<b>INDIAN POLITICAL THOUGHT</b>			
<b>Course Type</b>	Generic Elective Course 3	<b>Course Code</b>	GEC3-23K3HECH3:1	
<b>Year</b>	II	<b>Semester</b>	III	
<b>Credits</b>	3	<b>Hours</b>	L	T
			P	Total
			3	1
			0	4

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

#### **UNIT I**

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

#### **UNIT II**

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

#### **UNIT III**

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

#### **UNITIV**

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

#### **UNIT V**

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

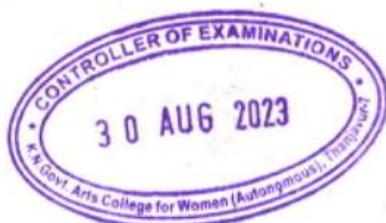
Socialist Thinkers: Ram ManoharLohia - Jayaprakash Narayanan

#### **LEARNING RESOURCES**

##### **Recommended Books**

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

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



### References

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

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

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

### Web Resources

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

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

### CO Mapping with Programme Outcomes

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

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

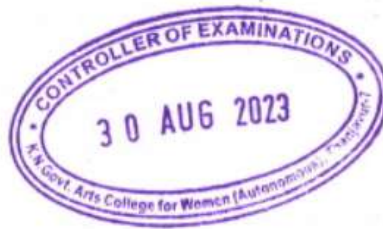
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**CO Mapping with Programme Specific Outcomes**

	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
<b>Total</b>	15	13	12	15	15
<b>Average</b>	3	2.6	2.4	3	3

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



<b>Course Title</b>	<b>PANCHAYAT RAJ WITH SPECIAL REFERENCE TO TAMILNADU</b>			
<b>Course Type</b>	ELC3	<b>Course Code</b>	22K3HECH3:2	
<b>Year</b>	II	<b>Semester</b>	III	
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>
			3	1
			<b>P</b>	<b>Total</b>
			0	4

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Knowledge of panchayat Raj and local self Government during the Chola period
2	Understanding of Mahatma Gandhi's concept of Panchayat Raj
3	Interpretation of Panchayat Raj development under Fiver year pain
4	Knowledge about Panchayat Raj elections
5	Understanding the Role of Women in Panchayat Raj

#### **UNIT I**

Concept of Panchayat Raj - Self - Governing village in Tamilnadu - Local self Government During the Cholas Period - Local Self - Government under the British

#### **UNIT II**

Mahatma Gandhi's concept of Panchayat Raj - Vinobhaji's view on Panchayat Raj Gramadhan and Boomidhan Movement - Balwantra Ray Metha's Committee, Ashok Metha's Committee- Madras Panchayat Act (1958)

#### **UNIT III**

Panchayat Administartion: BDO and Extension Officials Grama Seva - Panchayat Development Under Five Year plans

#### **UNITIV**

Provisions of TamilNadu Panchayat Raj Act 1994 - Panchayat Raj Election's (19996 - 2001) Performance

#### **UNIT V**

Women and Panchayat System in TamilNaudu - Role of Women in Panchayat Raj - SHG Empowerment of Women

#### **LEARNING RESOURCES**

Books for References

Sachdheva and Durga - Simple Study of Local Self Government in India  
S.R. Maheswari and SriRam Maheswari - Local Self Government in India  
State of Panchayat Raj in the state and Union territories of India, 2000.  
New Delhi, Institute of Social Sciencesa,2000.

New panchayat Raj Act - 1994- Pass it in TamilNadu Govt Three system - Powers of president council members - powers of pancahayat union chairman - Dist Panchayat - Panchayat election in 1996 at 2001 - and its implications.



CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Define Panchayat Raj and Self - Governing villages in TamilNadu	K1
CO 2	Trace the vinobhaji's views on Pnachayat Raj Gramadhan and Boomidhan movement	K2
CO 3	Describe the Panchayat Raj administration	K2
CO4	Explain the Panchayat Raj Act	K2
CO 5	Evaluate the Role of women in Panchayat Raj	K5

#### CO Mapping with Programme Outcomes

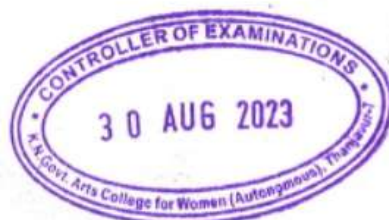
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	2	3	2	3
CO 2	3	3	2	3	3	2	2	3
CO 3	3	3	3	3	3	2	2	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	2	3	2	3	3	3
<b>Total</b>	15	15	12	15	13	12	12	15
<b>Average</b>	3	3	2.4	3	2.6	2.4	2.4	3

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
<b>Total</b>	15	13	12	15	15
<b>Average</b>	3	2.6	2.4	3	3

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



Course Title	ENTREPRENEURSHIP DEVELOPMENT					
Course Type	Skill Enhancement Course 4 (Entrepreneurial Skill)	Course Code	SEC 4 – 23K3HSEC4			
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

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

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

S.S. Khanka, *Entrepreneurial Development*, S. Chand & Co. Ltd., New Delhi, 2020 Sangeeta Sharma, *Entrepreneurship Development*, PHI Learning Pvt. Ltd., Delhi, 2021



## References

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

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

## Web Resources

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

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



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<b>Course Title</b>	<b>INTRODUCTION TO MANAGEMENT</b>					
<b>Course Type</b>	Skill Enhancement Course 5	<b>Course Code</b>	SEC 5 – 23K3HSEC5			
<b>Year</b>	II	<b>Semester</b>	III			
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			2	0	0	2

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	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**

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

##### **References**

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

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

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

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

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



### Web Resources

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

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

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

### CO Mapping with Programme Outcomes

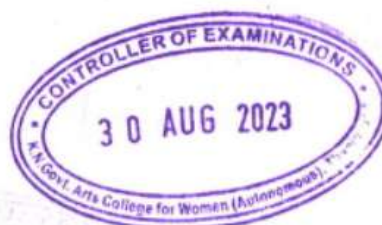
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	3	3	2	3	3	3
CO 2	3	3	2	3	3	3	3	3
CO 3	3	2	3	3	3	3	3	3
CO 4	3	3	2	3	2	3	3	3
CO 5	3	2	2	3	2	3	3	3
Total	15	12	12	15	12	15	15	15
Average	3	2.4	2.4	3	2.4	3	3	3

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

### CO Mapping with Programme Specific Outcomes

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

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



<b>Course Title</b>	<b>PHILOSOPHY OF YOGA (Self Study)</b>						
<b>Course Type</b>	<b>ECC I</b>	<b>Course Code</b>	<b>23K3HECC1:1</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>III</b>				
<b>Credits</b>	<b>3</b>	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Learning Objectives</b>	
<b>S.No:</b>	<b>The course objectives are to impact:</b>
1	Meaning , Nature and Aim of Yoga
2	Understanding the various system of yoga
3	Knowledge of standing , sitting and lying postures of Yoga
4	Explain the different kinds of Mudras
5	Interprutation of Causes of Health disorder

#### **UNIT I**

Definition – Nature – Scope and Aim of Yoga.

#### **UNIT II : VARIOUS SYSTEMS OF YOGA**

Yoga – Hatha Yoga – Taritra Yoga – Mantra Yoga – Laya Yoga – Kundalini Yoga – Raja Yoga – Karma Yoga – Bhakti Yoga – Jnana Yoga.

#### **UNIT – III : ASANAS**

- A** Standing Postures: Ardhakati Cakrasana, Katicakvasana, Padahasthasana, Inkonasana, Parivrtta, Trikonasana, Parsvakonasana, Vrksasana.
- B** Sitting Postures: Padmasana, Vajrasana Pasamottanasana Vakrasana, Matsvendrajana, Baddhakonasara Yogamudra.
- C** Lying Postures: Bhujangasana, Salahhasana Dhanurasana, cakrasana Sarvangasana, Halasana Matsyasana Sayasana or Santi asana.

#### **UNIT – IV : PRANAYAMA**

Kinds of Pranayama – Sathriyas – Mudras: Cinmudra Adimudra Brahmamudra Sanmukhimudra Viparitakaranimudra – Bandhas: Jalaridara Uddiyana, Mula and Maha Bandhas.

#### **UNIT – V : YOGA THERAPY OF COMMON HEALTH DISORDERS**

The causes of Health Disorders – Yoga Therapy for Asthma Artuntis Spondylitis Ukers. Hypertension Nervousness Diabetes Blood Pressure Digestive Disorders and Back Pain.

#### **UNIT VI : Current Cantour (Not for Semester Examination)**

Uses of Yoga Therapy in Health Disorder related to education.

#### **Text Books:**

- [1] Andiappan R, “Arokya Vazhyu (Tamil Version)”, Bharath Publishers, Chennai, 1995.
- [2] Dasgupta, “Yoga Philosophy”, MLBD, New Delhi.
- [3] Iyengar, “BKS Light on the Yoga Sutras of Patanjali”, Harper Collins Publishers India, New Delhi, 1993.



[4]Joshi K.S, "Yoga and Nature Cure Therapy", Sterling Publishers, New Delhi,1993.

**References:**

- [1] Swami Prabhayananda, "Patanjali, Yoga Sutras", Ramakrishna Math,Chennai, 1953.
- [2] Swami Satyananda Saraswathi, "Asana Pranayama, Mudra Bandha Yoga", Publishing Trust Monghui Bihar, 1996.
- [3] Swami Abhedananda, "Yoga Psychology", R.K Vedanta Publishers, Chennai.

Course outcomes

CO No:	Course outcomes
1	Know the definition, nature, scope and basics of Yoga.
2	Learn the Various systems of Yoga.
3	Know the different postures of Yoga.
4	Learn the different kinds of Pranayama, Mudras and Bandhas.
5	Know the Yoga Therapy of common health disorders.

**CO – PO Mapping with Programme Outcomes**

**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
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

1 – Low, 2 – Medium, 3 - High

**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
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

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



*Signature*

<b>Course Title</b>	<b>GANDHIAN THOUGHT (Add on Course)</b>			
<b>Course type</b>	Elective Course	<b>Course code</b>	ECC2 -23KP2HECC2	
<b>Year</b>	II	<b>Semester</b>	II	
<b>Credits</b>	4	<b>Hours -</b>	L	T
			P	Total
			-	-

Learning Objectives	
S.No:	The course objectives are to impact:
1	Explain the truth of different religions and thinkers
2	Highlight the Gandhi's consumption of truth
3	Throw light on the importance of non- violence
4	Explain the characteristics of Satyagraha
5	Analyse the salient features of swarajya, Ramarjya and sarvodaya

#### UNIT I

Truth – Meaning of Truth – Explanation of Truth according to different religions and thinkers. Hinduism, Buddhism, Jainism, Christianity and Islam – Thiruvalluvar and Vivekananda.

#### UNIT II

Gandhi's conception of Truth – Difference between "God is Truth" and "Truth is God" – Absolute Truth and Relative Truth.

#### UNIT III

Non - Violence – Meaning and explanation of Non - Violence according to different religions and thinkers. Hinduism, Buddhism, Jainism, Christianity and Islam – Thiruvalluvar and Ramalinga.

#### UNIT IV

Types of Non-Violence: Inaction, Violent Action and Non-Violent Action – Passive Resistance - Non-Violent Direct Action – Satyagraha – Techniques of Satyagraha. Non-Cooperation. Civil Disobedience, Boycot and Fasting – The characteristics of Satyagraha.

#### UNIT V

Non-Violence as a means to attain Truth – Doctrine of Means and end – Salient features of Swarajya, Ramarajya and Sarvodaya.

#### UNIT VI : Current Cantour (Not for Semester Examination)

Removal of Untouchability – Prohibition – Upliftment of Women – Communal Unity – Service of Backward Class – Basic Eductaion – Village Industries – Village Sanitation.

#### Text Books:

- [1] Gandhi M.K, "Non – Voilence in War and Peace", 2 Vols. Navajeevan Publications Ahmedabad.
- [2] Swanand S Pathak, "Gandhian Thoughts", CBS Publications, New Delhi, 1988.
- [3] Mahadevan T.K, "Truth and Non-Voilence", Gandhi Peace Foundation, Delhi, 2004.



[4] Ravindra Kumar, "Gandhian Thought New World New Dimensions", Kalpa Publications, New Delhi, 1999.

**References:**

- [1] Kantilal Shah, "Vinoba on Gandhi", Sarva Seva Sangh, Prakashan, Varana 2011.
- [2] Richard B Gregg, "The Power of Non-Voilence", Gandhi Peace Foundation, Delhi.
- [3] Yogendra Singh, "Traditions of Non-Voilence", Arnold – Heinemann, Delhi, 1973.
- [4] Rajinder Atri, "Gandhian Thoughts", Sarta Publications, New Delhi, 2001.

**Course outcome**

- CO1 Know the meaning of Truth, Explanation of Truth according to Different Religion.
- CO2 Gain knowledge about the Gandhi's Conception of Truth.
- CO3 Know the meaning of Non-Violence, Explanation of Non – Violence according to Different Religion
- CO4. Know the types of Non – Violence, Satyagraha, Civil Disobedience.
- CO5 Assess the means to attain truth, Satyagraha and Swayarajya.

**CO Mapping with Programme Outcomes:**

CO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	3	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

3 - Strong, 2 – Medium, 1 – Low

**CO Mapping with Programme Specific Outcomes:**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

3 - Strong, 2 – Medium, 1 – Low



Course Title	FREEDOM STRUGGLE IN INDIA						
Course Type	Core Course 7	Course Code	CC 7 – 23K4H07				
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 19<sup>th</sup> Century

#### Unit- II

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

#### Unit- III

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

#### Unit- IV

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

#### UNIT- V

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



## LEARNING RESOURCES

### Recommended Books

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

### References

- Aparna Basu, *Essays in the History of Indian Education*, Concept Publishing Co., New Delhi, 1982
- Bala Jeyaraman, *Periyar: A Political Biography of EV Ramasamy*, Rupa and Co., 2013
- Judith Margaret Brown, *Gandhi's Rise to Power*, Cambridge University Press, Cambridge, 1972.
- Mushirul Hasan., *India's Partition: Process, Strategy and Mobilisation. (Themes in Indian History)*, Oxford University Press, New Delhi, 1997
- Percival Spear, *The Oxford History of Modern India 1740-1947*, Clarendon Press, Oxford, 1965
- Shekhar Bandyopadhyay, (ed)., *Nationalist Movement in India: A Reader*, Oxford University Press, New Delhi, 2008.
- Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, Routledge, London, 2011
- Web sources: <https://amritmahotsav.nic.in>  
<https://www.mcrhrd.gov.in>

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



*John*



**CO Mapping with Programme Outcomes**

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

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

**CO Mapping with Programme Specific Outcomes**

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

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



Course Title	<b>HISTORY OF MODERN EUROPE – 1789 – 1919 CE</b>						
Course Type	Core Course 8	Course Code	CC 8 – 23K4H08				
Year	II	Semester	IV				
Credits	5	Hours	L	T	P	FS	Total
			4	1	0	0	5

<b>LEARNING OBJECTIVES</b>	
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

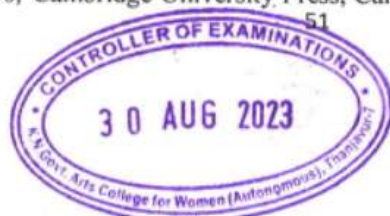
##### Recommended Books

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

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

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

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



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

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

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

#### References

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

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

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

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

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

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

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

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

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

#### Web Resources

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

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

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

#### CO Mapping with Programme Outcomes

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

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

**CO Mapping with Programme Specific Outcomes**

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

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



<b>Course Title</b>	<b>MODERN GOVERNMENTS</b>					
<b>Course Type</b>	Generic Elective Course 4	<b>Course Code</b>	GEC4 – 23K4HECH4			
<b>Year</b>	II	<b>Semester</b>	IV			
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			2	1	0	3

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

#### **Unit I**

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

#### **Unit II**

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

#### **Unit III**

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

#### **Unit IV**

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

#### **Unit V**

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

### **LEARNING RESOURCES**

#### **Recommended Books**

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

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

#### **References**

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

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



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

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

**Web Resources**

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

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

**CO Mapping with Programme Outcomes**

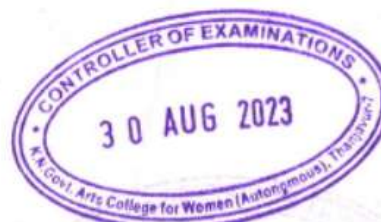
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	3	3
CO 2	3	3	2	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	2	3	3	3	3	3
CO 5	3	3	3	3	2	3	3	3
<b>Total</b>	15	15	13	15	12	15	15	15
<b>Average</b>	3	3	2.6	3	2.4	3	3	3

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

**CO Mapping with Programme Specific Outcomes**

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

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



<b>Course Title</b>	<b>COMPUTER TRAINING</b>					
<b>Course Type</b>	Skill Enhancement Course 6	<b>Course Code</b>	SEC 6 – 23K4HSEC6			
<b>Year</b>	II	<b>Semester</b>	IV			
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			0	0	2	2

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

#### UNIT I

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

#### UNIT II

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

#### UNIT III

Typing a letter and Curriculum Vitae

#### UNIT IV

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

#### UNIT V

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

#### LEARNING RESOURCES

##### Recommended Books

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

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

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

##### References

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

##### Web Resources

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



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

#### CO Mapping with Programme Outcomes

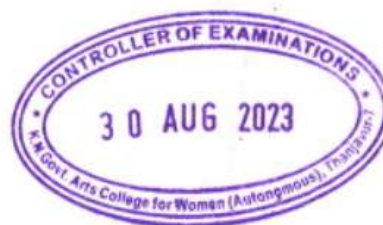
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	2	2	3	3	2	2	3	3
CO 2	2	2	2	3	3	2	3	2
CO 3	2	2	3	3	3	2	3	3
CO 4	2	2	2	3	3	2	3	2
CO 5	2	2	3	3	2	2	3	3
<b>Total</b>	10	10	13	15	12	10	15	13
<b>Average</b>	2	2	2.6	3	2.4	2	3	2.6

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

#### CO Mapping with Programme Specific Outcomes

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

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





<b>Course Title</b>	<b>HOTEL MANAGEMENT</b>					
<b>Course Type</b>	Skill Enhancement Course 7	<b>Course Code</b>	SEC 7 – 23K4HSEC7			
<b>Year</b>	II	<b>Semester</b>	IV			
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			2	0	0	2

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

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

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

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

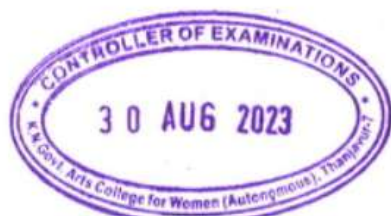
Unit IV Front Office - Definition -Functions and importance of Front Office- Lobby- Reception counter- Help Desk -Etiquette - Guest Handling - Guest Cycle- Reservation-Types - Methods - – Registration Procedure -Guest arrival – Pre - registration – Receiving Guests - Bell desk function – Departure Procedure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

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

#### LEARNING RESOURCES

##### Recommended Books

1. Bhatnagar, S.K., Front Office Management, Frank Bros & Co, 2005.
2. Bhatia A.K., International Tourism Fundamentals and Practices, Sterling Publication Private Limited, 2002
3. Chakravarti, B.K, Concepts of Front Office Management, APH Publishing Corporation, 2008.
4. Mohammed Zulfiker, Tourism and Hotel Industry, Vikas Publishing House Pvt Limited, 1998
5. Sudhir Andrews, Hotel Tourism and Hospitality Management, Tata McGraw-Hill Education, 2000.



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## References

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

## Web Sources

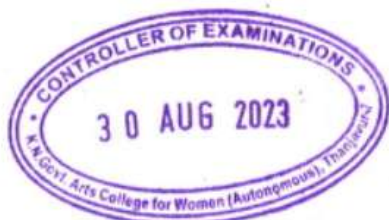
1. <https://www.uou.ac.in/sites/default/files/slm/HM-202.pdf>
2. <https://ihmshimla.org/wp-content/uploads/2020/03/Unit-1-TARIFF-STRUCTURE- FO-Notes-By-Priya-Sharma-March-2020.pdf>
3. <https://setupmyhotel.com/train-my-hotel-staff/front-office-training/76-classification- of-hotels.html>
4. <https://setupmyhotel.com/train-my-hotel-staff/front-office-training/131-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

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

## CO Mapping with Programme Outcomes

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

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



**CO Mapping with Programme Specific Outcomes**

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

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



Course Title	ENVIRONMENTAL STUDIES						
Course Type	Core Course 2	Course Code	23K4EVS				
Year	II	Semester	IV				
Credits	2	Hours	L	T	P	FS	Total
			0	1	0	0	1

#### Learning Objectives

S.No	The course objectives are to impart :
1	Meaning and scope of environmental system
2	Understanding the various resources
3	Knowledge of eco- system
4	Expalin the environmental pollution
5	Interpretation of human pollutiun and envoinment

#### UNIT I

Definition, Scope and Importance of Environmental Studies – Need for Public Awareness.

#### UNIT II

Natural Resources – Forest Resources – Water Resources – Mineral Resources – Food Resources – Energy Resources – Land Resources.

#### UNIT III

Eco Systems remaining – Forest Eco system – Grassland Eco system – Desert Eco system – Aquatic Eco system – Bio Geographical classifications of India – Hot-spots of Bio Diversity.

#### UNIT IV

Environmental Pollution – Air Pollition – Creating Awareness on reducing the usage of Fireworks – Water Pollution – Soil Pollution – Noise Pollution – Thermal Pollution – Nuclear Hazards – Pollution case studies.

#### UNIT V

Human Population and Environment – Population Explosion – Family Welfare Programme – Environment and Human Health – Human Rights – HIV / AIDS – Women and Child Welfare.

#### UNIT VI : Current Cantour (Not for Semester Examination)

Multidisciplinary Nature of Environmental Studies – Essentials of the Preservation of Natural Resources – Endangered Species of India – Creating awareness on reducing pollutions – India as a Mega Biodiversity Nation.



**Text Book:**

- [1] K.Kumaraswamy, A Alagappa Moses, M Vasanthy, "Environmental Studies", Bharathidasan University, Trichy – 620 024.
- [2] P Chandrasekaran, "Suttruchchuzhal Payilvugal", U.G.C Core Module Course in Environmental Studies, T.K Publication, Pudukkottai.
- [3] N.Arumugam, "Survey of the Environmental Studies", Sasas Publication.
- [4] V.Kumaresan, "Plan Ecology and Phytogeography", Sasas Publication, 2001.
- [5] D.Dharmaraj, "Environmental Science", Tency Publications, Sivakasi, 2018.

**References:**

- [1] N.Arumugam, "Survey of the Environmental Studies", Sasas Publication, 2005.
- [2] B Chandrasekaran, "Environmental Studies".
- [3] Purohit, "A Text Book of Environmental Sciences".
- [4] M.P. Mishara, "Our Environmental Pollution Control and Future Strategies", S.Chand & Company Ltd., New Delhi - 2000.

CO	Course outcomes
1	Learn the concept and importance of Environmental Studies.
2	Create awareness about the essentials of the preservation of Natural Resources.
3	Explore India as a Land of Mega Bio-Diversity.
4	Study various Environmental Pollutions and to create awareness on reducing the Pollutions.
5	Understand the close connection between population and Environment.

**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
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

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

**CO Mapping with Programme Specific Outcomes**

	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
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

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



*J. J. Somaiya*

Course Title	ARCHIVES KEEPING (Self Study)			
Course type	Elective Course	Course code	ECC3-23K4HECC3:1	
Year	II	Semester	IV	
Credits	3	Hours -	L	T
			P	Total
			-	-

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Examine the development of science of Archives keeping
2	Analyze the creation of Archives by different development
3	Analyze the preservation of Archives
4	Explain the administration of Archives

#### UNIT I

Definition – Development of Science of Archive Keeping – Ancient – Medieval – Modern times in India – Foreign Countries.

#### UNIT II

Making of Archives: Materials used - Equipments needed – Creation of Archives by different developments – Repair – Rehabilitation.

#### UNIT III

Preservation of Archives – Causes for Decay – Preventive measures and precautionary methods of preservations – Repair – Rehabilitation.

#### UNIT IV

Administration of Archives – Uses of Archives – Functions of Archives – Problems faced – Rules and Regulations – Assistance to Scholars.

#### UNIT V

Group of Archives in India – National Archives – Tamil Nadu Archives – Regional Archives – Tamil Nadu History Commission – Society and Archives.

#### UNIT VI : Current Cantour (Not for Semester Examination)

G H Forest – Significance of Archives library – Various methods of preservation – uses of Archives for Researchers – National Archives of India – Tamilnadu State Archives at Chennai.

#### Text Books:

- [2] Hilary Jenkinson, "A Manual of Archive Administration", London, 2018.
- [3] B B Mukherjee, "Preservation of Library Materials, Archives and Documents".
- [4] Schellenberg, "Modern Archives – Principle and Techniques", 1965.
- [5] Schellenberg, "The Management of Archives", 1965.
- [6] M Sundaraj, "Manual of Archives Keeping", Chennai, 1993.

#### References:

- [1] A Bausi, "Manuscripts and Archives", De Gruyter Publication, 2018.
- [2] D S Macmillan, "Records Management", Macmillan Publication, 1986.



**Course outcome**

CO1 Learn about the Archives Keeping in India and Foreign Countries.

CO2 Understand the importance of the Preservative of Archives

CO3 Know about the organization and functions of the Archives.

CO4 Help the students to utilize the Archives in the vest possible way.

CO5 Help the students to seek employment in the Archives and Libraries.

**CO Mapping with Programme Outcomes:**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	3	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

3 - Strong, 2 - Medium, 1 - Low

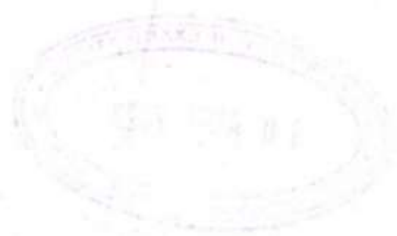
**CO Mapping with Programme Specific Outcomes:**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

3 - Strong, 2 - Medium, 1 - Low



*[Handwritten signature]*



Course Title	HISTORY OF THE WORLD 1919- 2020 CE					
Course Type	Core Course 9	Course Code	CC 9 – 23K5H09			
Year	III	Semester	V			
Credits	4	Hours	L	T	P	Total
			4	1	0	5

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

#### Unit I

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

#### Unit II

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

#### Unit III

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

#### Unit IV

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

#### Unit V

Decline of Soviet Union: Causes and Consequences

#### LEARNING RESOURCES

##### Recommended Books

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

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

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

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





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

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

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

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

#### References

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

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

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

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

#### Web Resources

<http://www.worldhistory.org>

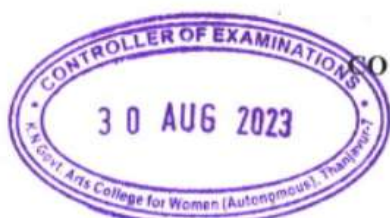
<http://khanacademy.org>

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

#### CO Mapping with Programme Outcomes

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

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
<b>Total</b>	15	13	13	15	15
<b>Average</b>	3	2.6	2.6	3	3

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



**Paper CC 10**

<b>Course Title</b>	<b>SELECTED THEMES IN HISTORY OF USA</b>						
<b>Course Type</b>	Core Course 10	<b>Course Code</b>	CC 10 – 23K5H10				
<b>Year</b>	III	<b>Semester</b>	V				
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			4	1	0	0	5

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

**Unit- I**

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

**Unit- II**

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

**Unit- III**

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

**Unit- IV**

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

**Unit- V**

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



## LEARNING RESOURCES

### Recommended Books

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

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

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

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

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

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

### References

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

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

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

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

### Web Resources

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

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

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



**CO Mapping with Programme Outcomes**

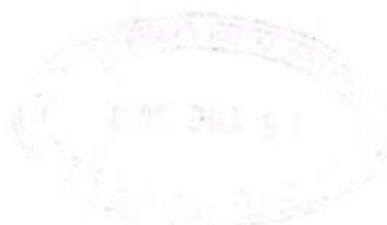
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	2	2	3	3
CO 2	3	3	2	3	2	2	3	3
CO 3	3	2	3	3	2	2	3	3
CO 4	3	3	3	3	2	2	3	3
CO 5	3	2	3	3	2	2	3	3
<b>Total</b>	15	13	13	15	10	10	15	15
<b>Average</b>	3	2.6	2.6	3	2	2	3	3

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
<b>Total</b>	15	13	13	15	15
<b>Average</b>	3	2.6	2.6	3	3

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



Course Title	REGIONAL HISTORY- HISTORY OF THANJAVUR					
Course Type	Core Course 11	Course Code	CC 11 – 23K5H11			
Year	III	Semester	V			
Credits	4	Hours	L	T	P	Total
			4	1	0	5

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
1	Knowledge of early History of Thanjavur and Source of Thanjavur
2	Knowledge of the Cholas Legacy
3	Understanding of Nayak's Administration and Art and Architecture
4	Knowledge of the political History of Thanjavur Marathas
5	Understanding about the Thanjavur under the British Rule

#### UNIT I

History of Thanjavur- Sources, Topography – Early History of Thanjavur – Vallam – Kovilvenni – Puhar – Thanjavur in the Pre – Chola Period : Mutharaiyar.

#### UNIT II

Thanjavur under Imperial Cholas : Vijayalaya to Kulottunga I – Legacy of the Chola rule Religion – Art and Architecture – Big Temple, GangaiKondaCholapuram, Tharasuram, ThirichuvanamKamphakareswara temple, Fine Arts.

#### UNIT III

Thanjavur under the Nayakas: Administration – Socio – Economic and Cultural History – Art and Architecture – Ramaswamy Temple

#### UNIT IV

Thanjavur under the Marathas: Political History – Legacy of Marathas – Cultural conditions – Art and Architecture – Manora, Chathirams, Saraswathimahall Library, Thanjavur paintings.

#### UNIT V

Thanjavur in the Modern Period :Thanjavur under the British : Wellesly – Treaty of Thanjavur – Thanjavur British Residency – Role of Thanjavur in National Movement – Thanjavur in the 20<sup>th</sup> Century

#### LEARNING RESOURCES

##### Recommended Books

- William Hicky – Thanjavur Maratha Principality in South India  
R.Balasubramanian – The Four Great Chola Temples  
KudavayilBalasubramanian – History TanjoreNayaks (Tamil)  
KudavayilBalasubramanian – Tradition of Gopura Art in Tamilnadu (Tamil)  
KudavayilBalasubramanian – Thanjavur



### References

NilakantaSastri – *The cholas*, Foreign Notices of South India, Vriddhagrison –*History of Nayakas*, N.Subramanian – *History of Tamilnadu*, Hemming way – Tanjore Gazetteer, VenkatasamyRao – Manual of Thanjavur, Jaya Appasamy – *Thanjavur Painting of the Maratha Period*, K.M. Venkataramaiya – *Administration and Social Life Under the Maratha Rulers of Tanjore*.

### Web Resources

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

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Outline the geographical features of Thanjavur	K1
CO 2	Describe the Legacy of the Chola rule and Art and Architecture of Cholas	K1
CO 3	Discuss the Socio – Economic and cultural history of Nayaks	K1
CO 4	Describe the Cultural conditions of Thanjavur Marathas	K1
CO 5	Evaluate the Role of Thanjavur in National Movement	K1

### CO Mapping with Programme Outcomes

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

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

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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)



<b>Course Title</b>	<b>PROJECT</b>							
<b>Course Type</b>	Project with Viva	<b>Course Code</b>	PW – 23K5H12PW					
<b>Year</b>	V	<b>Semester</b>	V					
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F</b>	<b>S</b>	<b>Total</b>
			3	2	0	0	5	

Project at U.G. level is essentially an experience in Historical Research. It provides opportunity to the student for an independent source-based study. It also facilitates the development of subject skills to acquire select and synthesize relevant and appropriate knowledge in a range of historical evidence in a critical manner. It is hoped that this exercise would develop transferable skills with independence of mind, communication skills and ability to work in a self-disciplined way.

Each student has to do a project/dissertation in the range of 9,000 – 10,000 words including references and excluding Bibliography.

Each student should work under a faculty allotted by the Department. After completion of the project there will be a Viva Voce Examination.






Course Title	ELEMENTS OF HUMAN RIGHTS						
Course Type	Discipline Specific Elective 5	Course Code	DSE 5- 23K5HECH5:1				
Year	III	Semester	V				
Credits	3	Hours	L	T	P	FS	Total
			3	1	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



## RESOURCES

### Recommended Books

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

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

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

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

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

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

### References

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

### Web References

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

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

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

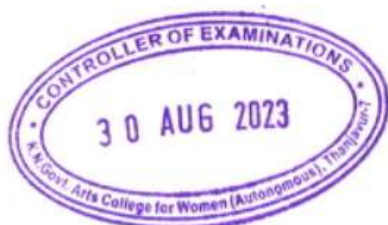
<http://www.shrc.tn.nic.in/>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Trace the origin and development of human rights	K1
CO 2	Evaluate the contribution of UN towards protection of human rights	K5
CO 3	Discuss the role of NGOs in safeguarding human rights.	K3
CO 4	Evaluate the role of human rights institutions in India.	K5
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	Discipline Specific Elective 5	Course Code	DSE 5 – 23K5HECH5:2				
Year	III	Semester	V				
Credits	3	Hours	L	T	P	FS	Total
			3	1	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

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

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

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

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

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

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

### References

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

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

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

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

ShailajaNagendra, *Women's role in Modern World*, ABD Publishers, Jaipur, 2008

### Web Resources

<http://www.archives.gov>

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



**CO Mapping with Programme Outcomes**

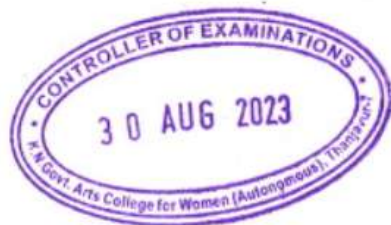
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	3	3	3	3	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	2	3	3	2	3	2	3
CO 4	3	3	3	3	2	3	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	13	15	15	12	15	13	15
Average	3	2.6	3	3	2.4	3	2.6	3

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)



<b>Course Title</b>	<b>HISTORY OF DRAVIDIAN MOVEMENT</b>						
<b>Course Type</b>	Discipline Specific Elective 6	<b>Course Code</b>	<b>DSE 6 – 23K5HECH6:1</b>				
<b>Year</b>	III	<b>Semester</b>	V				
<b>Credits</b>	3	<b>Hours</b>	L	T	P	FS	Total
			3	1	0	0	4

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding the Growth of Socio-Political Movements of the 20 <sup>th</sup> Century
2	Comprehend the Dravidian Movement and its growth in Tamil Nadu
3	Knowledge about Justice Party and its administration and Periyar's ideology
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 P. T. Theagaraya Chetty.

#### **UNIT- II**

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

#### **UNIT- III**

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

#### **UNIT- IV**

Dawn of Dravidar Kazhagam – Anti-Hindi Agitations and – C.N Annadurai's Ministry – naming Madras State as Tamil Nadu – two language formula – self respect marriages Act – K. J. Somasundaram's Administration – Social Welfare measures – education, agriculture and industrial development – women empowerment schemes.

#### **UNIT- V**

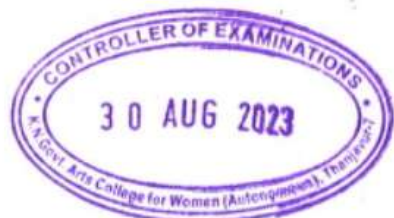
Formation of AIADMK – M.G. Ramachandran – Welfare measures – J. Jayalalitha Rule – Welfare Schemes – Impact of Dravidian Movement – socio-economic, educational and cultural development in Tamil Nadu

#### **LEARNING RESOURCES**

##### **Recommended Books**

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

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



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

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

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

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

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

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

#### References

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

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

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

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

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

#### Web Resources

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

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

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





**CO Mapping with Programme Outcomes**

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

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

**CO Mapping with Programme Specific Outcomes**

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

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



Course Title	HISTORY OF REVOLUTIONS						
Course Type	Discipline Specific Elective 6	Course Code	DSE 6 – 23K5HECH6:2				
Year	III	Semester	V				
Credits	3	Hours	L	T	P	FS	Total
			3	1	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

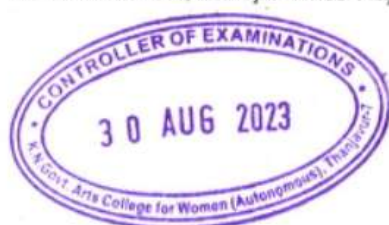
##### Recommended Books

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

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

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

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



### References

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

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

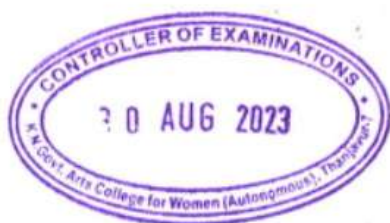
### CO Mapping with Programme Outcomes

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

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

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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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)



<b>Course Title</b>	<b>CONTEMPORARY HISTORY OF INDIA</b>						
<b>Course Type</b>	Core Course 13	<b>Course Code</b>	CC 13 -23K6H13				
<b>Year</b>	III	<b>Semester</b>	VI				
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			5	1	0	0	6

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

#### UNIT I

The Nehruvian Era, 1947-64 – Democratic Socialism – Economic Policy – Five-Year Plans – Foreign Policy – Panchsheel – Non-Aligned Movement – 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- ManmohanSinghgovernments- Economic Reforms- development schemes.PeriyarE.V.Ramasamy, Arignar Anna - DMK – Communists.



## LEARNING RESOURCES

### Recommended Books

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

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

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

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

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

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

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

### References

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

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

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

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

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

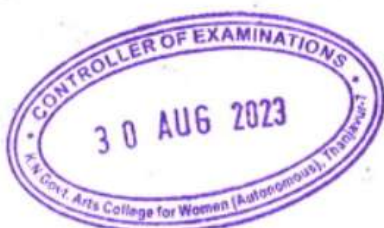
Ramachandra Guha., *India After Gandhi: The History of the World's Largest Democracy*, Picador India, 2017

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

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

### Web Resources

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



CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess the contribution of 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
<b>Total</b>	15	15	15	14	13	12	14	15
<b>Average</b>	3	3	3	2.8	2.6	2.4	2.8	3

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

#### CO Mapping with Programme Specific Outcomes

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

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



Course Title	INDIA AND HER NEIGHBOURS					
Course Type	Core Course 14	Course Code	CC14 -23K6H14			
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

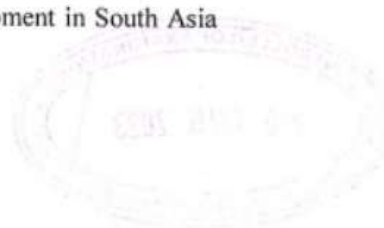
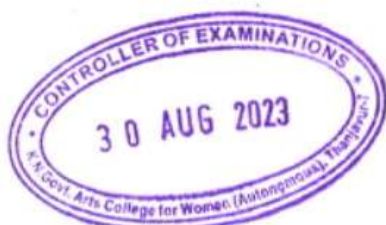
**India's relations with Bangladesh:** Creation of Bangladesh in 1971 – Farakka Barrage – Rohingya Refugee crisis

**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

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

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

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

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

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

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

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

### References

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

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

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

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

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

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

### Web Resources

<https://mea.gov.in/>  
<http://www.ipcs.org/>  
<https://www.idsa.in/>  
<https://www.saarc-sec.org/>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Trace the evolution of India's foreign policy towards neighbours.	K1
CO 2	Discuss of the underlying issues in Indo-Pak relations.	K2
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
<b>Total</b>	15	15	15	14	13	12	14	15
<b>Average</b>	3	3	3	2.8	2.6	2.4	2.8	3

S-Strong (3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

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

S-Strong (3)

M-Medium (2)

L-Low (1)



<b>Course Title</b>	<b>HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA</b>						
<b>Course Type</b>	Core Course 15	<b>Course Code</b>	CC15 – 23K6H15				
<b>Year</b>	III	<b>Semester</b>	VI				
<b>Credits</b>	4	<b>Hours</b>	L	T	P	FS	Total
			5	1	0	0	6

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

#### **Unit- I**

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

#### **Unit- II**

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

#### **Unit- III**

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

#### **Unit- IV**

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

#### **Unit- V**

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



## LEARNING RESOURCES

### Recommended Books

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

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

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

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

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

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

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

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

### References

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

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

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

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

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

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

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

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

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

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

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



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

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

**Web Resources**

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

<http://egyankosh.ac.in>

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

**CO Mapping with Programme Outcomes**

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

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

**CO Mapping with Programme Specific Outcomes**

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

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



<b>Course Title</b>	<b>INTERNATIONAL RELATIONS SINCE 1919</b>						
<b>Course Type</b>	Discipline Specific Elective Course 7	<b>Course Code</b>	<b>DSE 7 – 23K6HECH7:1</b>				
<b>Year</b>	III	<b>Semester</b>	<b>VI</b>				
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			4	1	0	0	5

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

#### **UNIT I**

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

#### **UNIT II**

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

#### **UNIT III**

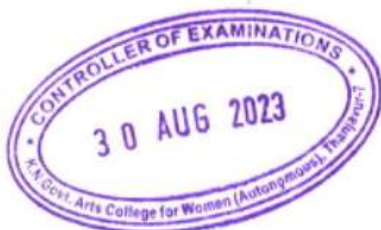
Cold war: Origins – Causes – Truman's Doctrine – Marshall Plan – NATO – SEATO – CENTO –SALT I and II— Emergence of Third world

#### **UNIT IV**

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

#### **UNIT V**

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



## LEARNING RESOURCES

### Books for Study

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

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

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

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

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

### References

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

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

### Web References

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

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

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

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

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

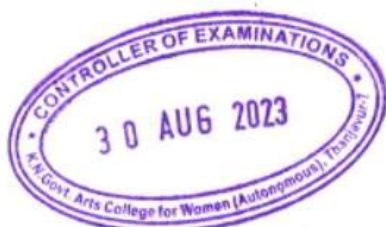
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	3	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	3	2	3	3	3	3
<b>Total</b>	15	15	15	14	13	12	14	15
<b>Average</b>	3	3	3	2.8	2.6	2.4	2.8	3

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

**CO Mapping with Programme Specific Outcomes**

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

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





Course Title		HISTORY OF LATIN AMERICA					
Course Type	Discipline Specific Elective Course 7	Course Code	DSE 7 – 23K6HECH7:2				
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: Hernando Cortes, Pizarro, Jimenez de Quesada and Valdivia.

#### UNIT II

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

#### UNIT III

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

#### UNIT IV

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

#### UNIT V

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



## LEARNING RESOURCES

### Recommended Books

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

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

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

### References

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

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

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

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



### CO Mapping with Programme Outcomes

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

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

### CO Mapping with Programme Specific Outcomes

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



<b>Course Title</b>	<b>HISTORY OF CHINA AND JAPAN</b>						
<b>Course Type</b>	Discipline Specific Elective Course 8	<b>Course Code</b>	<b>DSE 8 – 23K6HECH8:1</b>				
<b>Year</b>	III	<b>Semester</b>	VI				
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			4	1	0	0	5

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

#### UNIT I

Background – Chinese Revolution of 1911 – Causes – Dr Sun 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 – WashingtonConference.

#### UNIT III

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

#### UNIT IV

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

#### UNIT V

China under Deng Xiaoping -Economic reforms – 1976- 1989 – Jiang Zemin – Hu-Jintao - Foreign Policy1949-1990.

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



## LEARNING RESOURCES

### Recommended Books

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

### Reference Books

- Khurana, K.L., *History of China and Japan 1839-1949*, Lakshmi Narain Agarwal Educational Publishers, Agra, 2018
- Jean Chesneaux, Françoise Le Barbier, Marie Claire Berger., *China from 1911 to Liberation*, Pantheon books, 1977

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

### CO Mapping with Programme Outcomes

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

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

### CO Mapping with Programme Specific Outcomes



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

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



<b>Course Title</b>	<b>HISTORY OF IMPERIAL CHOLAS</b>						
<b>Course Type</b>	Discipline Specific Elective Course	<b>Course Code</b>	DSE 8 – 23K6HECH8:2				
<b>Year</b>	III	<b>Semester</b>	VI				
<b>Credits</b>	3	<b>Hours</b>	L	T	P	FS	Total
			4	1	0	0	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Enumerate the achievements of Raja Raja I
2	Examine the Chola – Chalukya relationship
3	Understanding about the campaigns of Kulothunga III
4	Identify the Social divisions – Valangai and Idangai classes
5	Knowledge about the economic condition of cholas

#### UNIT I

Imperial Cholas –Battles of Sripurampiyam- Vijayalaya to Parantaka – SundaraChola II –Takkolam – Rajaraja I – His Conquests – Greatness of Rajaraja I

#### UNIT II

Rajendra I - His war victories – Chalukya war – Kadaram and Gangetic Expeditions – Successors of Rajendra I.

#### UNIT III

Kulothunga I - Kalinga War – Foreign Relations – VikramaChola – Kulothunga III and his campaigns – Rajendra III – The last CholaRuler – The Telugu Cholas – Feudatories of Cholas.

#### UNIT IV

The Golden Age of Local Self Govt. – Uttiramerur Inscriptions – Social life – Social Division – Valangai and Idangai Classes – Devaradiyars

#### UNIT V

Age of Saivism and the policy of Religious Tolerance - Economic condition – Agriculture – Irrigation – Land Gifts – Brahmadeya and Devadana – Trade and Industry – Trade Mission to China.



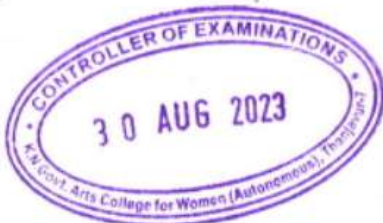
**Text Books:**

- K. K Pillai, "ThamizhagaVaralaaruMakkalumPanpaadam", International Institute of Tamil Studies, Chennai, 1999.
- K D Thirunavukkarasu, "Raja Raja I", Govt. of Tamilnadu, Madurai, 1999.
- M RajasekaraThangamani, "RajendraChola I", Tamilnadu Text Book Society, Madras, 1997.
- M Rajamanickanar, "History of the Cholas", Tamilnadu Text Book Society, Madras, 1992.
- V KanagasabaiPillai, "The Tamils 1800 years Ago", Tamilnadu Text Book Society, Madras, 1982.

**References:**

- T V Mahalingam, "South Indian Polity", Madras University Publication, 1955.
- K A NilakantaSastri, "The Cholas", University of Madras, 1992.
- T V SadhasivaPandarathar, "PirkalaCholarVaralaru", Annamalai University Publication, 1972.
- C SivaramMoorthy, "Chola Temples", Madras University, Madras, 1996.
- Percy Brown, "Indian Architecture", Pearson India Publication, New Delhi, 1997.

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Narrate the conquests of Raja Raja I	K1
CO 2	Analyse the gangetic expeditions of Rajendra I	K1
CO 3	Discuss the significance of Kalinga War	K1
CO 4	Describe the Local Self Government of Cholas	K1
CO 5	Discuss the religious Policy of Imperial Cholas	K1





**CO Mapping with Programme Outcomes**

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

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

**CO Mapping with Programme Specific Outcomes**

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

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



<b>Course Title</b>	<b>GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS</b>						
<b>Course Type</b>	Professional Competency Skill Enhancement Course	<b>Course Code</b>	PCSEC – 23K6HSEC8				
<b>Year</b>	III	<b>Semester</b>	VI				
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			2	0	0	0	2

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

#### UNIT I

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

#### UNIT II

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

#### UNIT III

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

#### UNIT IV

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

#### UNIT V

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

#### LEARNING RESOURCES

##### Recommended Books

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

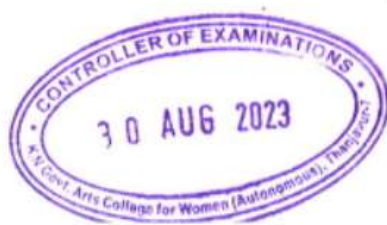
Bipan Chandra, *Modern India: A History Text Book for Class XII,NCERT, Delhi,1990*

*India YearBook*, Publications Division, Government of India

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

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

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



**Reference**

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

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

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

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

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

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

**CO Mapping with Programme Outcomes**

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

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
<b>Total</b>	13	13	12	15	15
<b>Average</b>	2.6	2.6	2.4	3	3

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





**Credit distribution for UG Programmes**

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
Part 1. Language e- Tamil	3	6	Part..1. Language e- Tamil	3	6	Part..1. Language e- Tamil	3	6	Part..1. Language e- Tamil	3	6	5.1 Core Course e- CC IX	4	5	6.1 Core Course - CC XIII	4	6
Part.2 Engli sh	3	6	Part.. 2 Engli sh	3	6	Part..2 English	3	6	Part.. 2 Engli sh	3	6	5.2 Core Course e- CC X	4	5	6.2 Core Course - CC XIV	4	6
1.3 Core Course - CC I	5	5	2..3 Core Course - CC III	5	5	3.3 Core Course - CC V	5	5	4.3 Core Course - CC VII Core Industry Module	5	5	5. 3.Core Course CC - XI	4	5	6.3 Core Course e - CC XV	4	6
1.4 Core Course - CC II	5	5	2.4 Core Course - CC IV	5	5	3.4 Core Course - CC VI	5	5	4.4 Core Course e - CC VIII	5	5	5. 4.Core Course -/ Project with viva- voce CC -XII	4	5	6.4 Elective -VII Generic/ Discipline Specific	3	5
1.5 Elective I Generic/ Discipline Specific	3	4	2.5 Elective II Generic/ Discipline Specific	3	4	3.5 Elective III Generic/ Discipline Specific	3	4	4.5 Elective IV Generic/ Disciplin e Specific	3	3	5.5 Elective V Generic / Discipli ne Specific	3	4	6.5 Elective VIII Generic/ Disciplin e Specific	3	5

1.6 Skill Enhancement Course SEC-1	2	2.6 Skill Enhancement Course SEC-2	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	4.6 Skill Enhancement Course SEC-6	2	5.6 Elective VI / Generic / Discipline Specific	3	6.6 Extension Activity	1	-
1.7 Skill Enhancement (Foundation Course)	2	2.7 Skill Enhancement Course -SEC-3	2	3.7 Skill Enhancement Course SEC-5	2	4.7 Skill Enhancement Course SEC-7	2	5.7 Value Education	2	6.7 Professional Competency Skill	2	2
				3.8 E.V.S.	-	4.8 E.V.S	2	5.8 Summer Internship /Industrial Training	2			
	23	30	23	30	22	30	25	30	26	30	21	30
<b>Total - 140 Credits</b>												



**B.A., HISTORY SYLLABUS**

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

