



**THIRUVALLUVAR UNIVERSITY**

**SERKKADU, VELLORE-632115**

**B.A. HISTORY**

**SYLLABUS**

**FROM THE ACADEMIC YEAR**

**2023 - 2024**

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

<b>S.No.</b>	<b>Courses</b>	<b>Titles</b>
1	Core Course 1	History of Ancient India up to 1206 CE
2	Core Course 2	History of Tamil Nadu up to 1311 CE
3	Generic Elective Course 1	(To choose 1 out of 2) 1.Studies on States and Governments - I 2. Principles of Public Administration – I
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 from 1206 to 1707 CE
7	Core Course 4	History of Tamil Nadu from 1311 to 1801 CE
8	Generic Elective Course – 2	(To choose 1 out of 3) 1.Studies on States and Governments - II 2.Principles of Public Administration-II 3.Tourism in Tamil Nadu
9	Skill Enhancement Course SEC 2	Indian Constitution
10	Skill Enhancement Course SEC 3	Basic Journalism
11	Core Course 5	History of India from 1707 to 1857 CE
12	Core Course 6	History of Tamil Nadu Since 1801 CE
13	Generic Elective Course – 3	(To choose 1 out of 3) 1.Indian Economy- I 2.Principles of Sociology - I 3.Tourism in South India (Excluding Tamil Nadu)
14	Skill Enhancement Course SEC 4 (Entrepreneurial Skill)	Entrepreneurship Development
15	Skill Enhancement Course SEC 5	Introduction to Management
	<b>EVS</b>	<b>EVS</b>
16	Core Course 7	Freedom Struggle in India from 1800 to 1947 CE
17	Core Course 8	History of Modern Europe from 1789 to 1919 CE
18	Generic Elective Course – 4	(To choose 1 out of 3) 1.Indian Economy – II 2. Principles of Sociology - II 3. History of Museology
19	Skill Enhancement Course SEC 6	Computer Training
20	Skill Enhancement Course SEC 7	Hotel Management

	<b>EVS</b>	<b>EVS</b>
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 (To choose 1 out of 2)	Project (with viva-voce) / Field Study
25	Discipline Specific Elective 5	(To choose 1 out of 3) 1.Elements of Human Rights 2. Women Studies 3. Intellectual History of Modern Tamil Nadu
26	Discipline Specific Elective 6	(To choose 1 out of 3) 1.History of Dravidian Movement from 1900 to 2000 CE 2. Archaeology -I 3.History of Arabs from 500 to750 CE
	Value Education	Value Education
	Summer Internship/ Ind. Training	
27	Core Course 13	Contemporary History of India from 1947 to 2014 CE
28	Core Course 14	India And Her Neighbours from 1947 to 2000 CE
29	Core Course 15	History of Science and Technology in India
30	Discipline Specific Elective 7	(To choose 1 out of 3) 1.International Relations Since 1919 2.History of Latin America: From Discovery to Liberation 3. Women Legislations
31	Discipline Specific Elective 8	(To choose 1 out of 3) 1.History of China and Japan from 1911 to 2000 CE 2. Archaeology -II 3.History of Arabs from 750 to 1258 CE
32	Professional Competency Skill Enhancement Course	General Studies for Competitive Examinations
	Extension Activities	Extension Activities

## B.A., HISTORY

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

	<b>PSO 5:</b> Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies.
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	<b>PO 1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>PSO 1</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 2</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO3</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 4</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 5</b>	Y	Y	Y	Y	Y	Y	Y	Y

**3 – Strong, 2- Medium, 1- Low**

**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:**

<b>Semester</b>	<b>Newly introduced Components</b>	<b>Outcome/ Benefits</b>
<b>I</b>	<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 literary lens 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>
<b>I,II,III,IV</b>	<b>Skill Enhancement papers (Discipline centric /Generic/Entrepreneurial)</b>	<ul style="list-style-type: none"> <li>➤ Industry ready graduates</li> <li>➤ Skilled human resource</li> <li>➤ Students are equipped with the 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 know-how of solving real life problems.</li> </ul>
<b>III,IV,V&amp; VI</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Strengthening the domain knowledge</li> <li>➤ Introducing the stakeholder to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary 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>	ElectivePapers	<ul style="list-style-type: none"> <li>➤ Exposuretoindustry modelsstudentsintosolution providers</li> <li>➤ GeneratesIndustryready graduates</li> <li>➤ Employmentopportunitiesenhanced</li> </ul>
<b>VSemester</b>	Electivepapers	<ul style="list-style-type: none"> <li>➤ Self-learning isenhanced</li> <li>➤ Applicationoftheconceptto realsituationis conceivedresulting intangibleoutcome</li> </ul>
<b>VISemester</b>	Electivepapers	<ul style="list-style-type: none"> <li>➤ Enriches the studybeyondthe course.</li> <li>➤ Developingaresearchframework and presenting their independent and intellectual ideas effectively.</li> </ul>
<b>ExtraCredits: ForAdvancedLearners/Honorsdegree</b>		<ul style="list-style-type: none"> <li>➤ Tocater totheneeds ofpeer learners/research Aspirants</li> </ul>
<b>SkillsacquiredfromtheCourses</b>		Knowledge, Problem Solving, Analytical ability,ProfessionalCompetency,ProfessionalCommunicationandTransferrable Skill



### Credit Distribution for UG Programmes

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
Part 1. Language – Tamil	3	6	Part.1. Language – Tamil	3	6	Part.1. Language – Tamil	3	6	Part.1. Language – Tamil	3	6	5.1 Core Course –CC IX	4	5	6.1 Core Course – CC XIII	4	6
Part.2 English	3	6	Part.2 English	3	6	Part.2 English	3	6	Part.2 English	3	6	5.2 Core Course – CC X	4	5	6.2 Core Course – CC XIV	4	6
1.3 Core Course – CC I	5	6	2.3 Core Course – CC III	5	5	3.3 Core Course – CC V	5	5	4.3 Core Course – CC VII Core Industry Module	5	5	5. 3. Core Course CC -XI	4	5	6.3 Core Course – CC XV	4	6
1.4 Core Course – CC II	5	5	2.4 Core Course – CC IV	5	5	3.4 Core Course – CC VI	5	5	4.4 Core Course – CC VIII	5	5	5. 4. Core Course –/ Project with viva- voce CC -XII	4	5	6.4 Elective -VII Generic/ Discipline Specific	3	5
1.5 Elective I Generic/ Discipline Specific	3	5	2.5 Elective II Generic/ Discipline Specific	3	6	3.5 Elective III Generic/ Discipline Specific	3	5	4.5 Elective IV Generic/ Discipline Specific	3	5	5.5 Elective V Generic/ Discipline Specific	3	4	6.5 Elective VIII Generic/ Discipline Specific	3	5
1.6 Skill Enhancement Course SEC-1	2	2	2.6 Skill Enhancement Course SEC-2	2	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	1	4.6 Skill Enhancement Course SEC-6	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement - (Foundation Course)	2	2	2.7 Skill Enhancement Course –SEC-3	2	2	3.7 Skill Enhancement Course SEC-5	2	2	4.7 Skill Enhancement Course SEC-7	2	2	5.7 Value Education	2	2	6.7 Professional Competency Skill	2	2
						3.8 E.V.S.	2	2				5.8 Summer Internship /Industrial Training	2				
	<b>23</b>	<b>32</b>		<b>23</b>	<b>32</b>		<b>24</b>	<b>32</b>		<b>23</b>	<b>32</b>		<b>26</b>	<b>30</b>		<b>21</b>	<b>30</b>
<b>Total – 140 Credits</b>																	

**CREDIT DISTRIBUTION FOR U.G.**

<b>3 – Year UG Programme Credits Distribution</b>			
		<b>No. of Papers</b>	<b>Credits</b>
<b>Part I</b>	Tamil(3 Credits)	4	12
<b>Part II</b>	English(3 Credits)	4	12
<b>Part III</b>	Core Courses (4 Credits)	15	60
	Elective Courses: Generic / Discipline Specific (3 Credits)	8	24
<b>Total</b>			<b>108</b>
<b>Part IV</b>	NME (2 Credits)	2	4
	Ability Enhancement Compulsory Courses Soft Skill( 2 Credits)	4	8
	Skill Enhancement Courses (7 courses) Entrepreneurial Skill -1 Professional Competency Skill Enhancement Course		13
		1	2
	EVS (2 Credits)	1	2
	Value Education (2 Credits)	1	2
<b>Part IV Credits</b>			<b>31</b>
<b>Part V</b>	Extension Activity (NSS / NCC / Physical Education)		1
<b>Total Credits for the UG Programme</b>			<b>140</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	11	11	11	11	22	18	84
Part IV	6	6	6	7	3	3	31
Part V	-	-	-	-	-	1	1
<b>Total</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>22</b>	<b>140</b>

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

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

**B.A. HISTORY SYLLABUS TEMPLATE (2023 -2026)**

SEMESTER – III							
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CI A	EXT
Part I	Language – Tamil	Tamil	6	3			
Part II	Language	English*	6	3			
Part III	Core Course 5	History of India from 1707 to 1857 CE	5	5	3	25	75
	Core Course 6	History of Tamil Nadu Since 1801 CE	5	5	3	25	75
	Generic Elective Course – 3	(To choose 1 out of 3) 1.Indian Economy - I 2.Principles of Sociology - I 3.Tourism in South India (Excluding Tamil Nadu)	5	3	3	25	75
Part IV	Skill Enhancement Course SEC 4 (Entrepreneurial Skill)	Entrepreneurship Development	1	1	3	25	75
	Skill Enhancement Course SEC 5	Introduction to Management	2	2	3	25	75
	EVS	EVS	2	2			
	<b>Total</b>		<b>32</b>	<b>24</b>			
SEMESTER – IV							
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CI A	EXT
Part I	Language – Tamil	Tamil	6	3			
Part II	Language	English	6	3			
Part III	Core Course 7	Freedom Struggle in India from 1800 to 1947 CE	5	5	3	25	75
	Core Course 8	History of Modern Europe from 1789 to 1919 CE	5	5	3	25	75
	Generic Elective Course – 4	(To choose 1 out of 3) 1.Indian Economy – II 2. Principles of Sociology - II 3. History of Museology	6	3	3	25	75
Part IV	Skill Enhancement Course SEC 6	Computer Training	2	2	3	25	75
	Skill Enhancement Course SEC 7	Hotel Management	2	2	3	25	75
	<b>Total</b>		<b>32</b>	<b>23</b>			

## SEMESTER – V

PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CI A	EXT
Part III	Core Course 9	History of the World 1919 - 2020 CE	5	4	3	25	75
	Core Course 10	Selected Themes in History of U. S. A.	5	4	3	25	75
	Core Course 11	Regional History - History of Chennai	5	4	3	25	75
	Core Course 12	(To choose 1 out of 2) 1.Project (with viva -voce) 2.Field Study	5	4			
	Discipline Specific Elective 5	(To choose 1 out of 3) 1.Elements of Human Rights 2. Women Studies 3. Intellectual History of Modern Tamil Nadu	4	3	3	25	75
	Discipline Specific Elective 6	(To choose 1 out of 3) 1.History of Dravidian Movement from 1900 to 2000 CE 2. Archaeology -I 3.History of Arabs from 500 to 750 CE	4	3	3	25	75
Part IV	Value Education	Value Education	2	2			
	Summer Internship/ Ind. Training		-	2			
	<b>Total</b>		<b>30</b>	<b>26</b>			
		<b>SEMESTER – IV</b>					
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CI A	EXT
Part III	Core Course 13	Contemporary History of India from 1947 to 2014 CE	6	4	3	25	75
	Core Course 14	India And Her Neighbours from 1947 to 2000 CE	6	4	3	25	75
	Core Course 15	History of Science and Technology in India	6	4	3	25	75
	Discipline Specific Elective – 7	(To choose 1 out of 3) 1.International Relations Since 1919 2.History of Latin America: From Discovery to Liberation 3. Women Legislations	5	3	3	25	75
	Discipline Specific Elective –8	(To choose 1 out of 3) 1.History of China and Japan	5	3	3	25	75

		from 1911 to 2000 CE 2. Archaeology -II 3. History of Arabs from 750 to 1258 CE					
Part IV	Professional Competency Skill Enhancement Course	General Studies for Competitive Examinations	2	2	3	25	75
	Extension Activities		-	1			
	<b>Total</b>		<b>30</b>	<b>21</b>			

## SEMESTER III

### Paper CC5

<b>Course Title</b>	<b>HISTORY OF INDIA FROM 1707 TO 1857 CE</b>						
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC 5				
<b>Year</b>	II	<b>Semester</b>	III				
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>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	Knowledge about the causes for the advent of the Europeans in India
2	Understanding on the consequences of the British-French rivalry and beginning of the British supremacy
3	Awareness about the various strategies formulated by the British to capture power princely states
4	Knowledge about the British state and revenue administration and its consequences
5	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.

#### **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 - Economic Transformation of India- Railways –Roadways - Telegraph and Postal services – Famine Commissions.

### Unit- V

**Indian Response to British Rule:** Early Peasant movement and Tribal Uprisings – KolUprising(1820-1837) Moplah Uprisings (1841 -1920)–Bhil Uprisings (1818 -1831) – Santhal Uprisings –The Great Revolt of 1857 – Jhansi Rani

### LEARNING RESOURCES

#### Recommended Books

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

#### References

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

#### Web Resources

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

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



	revolt.	
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### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Paper CC6**

<b>Course Title</b>	<b>HISTORY OF TAMIL NADU SINCE 1801 CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC 6			
<b>Year</b>	II	<b>Semester</b>	III			
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			4	1	0	<b>5</b>
<b>Learning Objectives</b>						
<b>S. No.</b>	<b>The learning objectives are to impart:</b>					
1	The 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	The 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

**Dravidian Parties:** 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 - Industrial and Educational Development

## LEARNING RESOURCES

### Recommended Books

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

### References

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

12. P.C. Ganesan, C.N. Annadurai, Publications Division, New Delhi, Publishers, Madurai, 1980
13. Rajmohan Gandhi, Rajaji: A Life, Penguin India, New Delhi, 2010
14. Robert L. Hardgrave Jr., The Dravidian Movement, Popular Prakashan, Bombay, 1965
15. T. Stalin Gunasekaran, The Role of Tamil Nadu in Freedom Struggle, NivethithaPatthippagam, 2000 (InTamil)
16. V. Gita and S.V. Rajdurai, Towards a Non-Brahmin Millennium: From IyothetheThass to Periyar, Samya, 1998
17. V.K. Narasimhan, Kamaraj: A Study, National Book Trust, New Delhi, 2007
18. Vijaya Ramaswamy, Historical Dictionary of the Tamils, Rowman & Littlefield, Maryland, USA, 2017

### Web Resources

1. <https://archive.org/details/aclcp100000795a1498>
2. [www.britannica.com/tamilnadu,india](http://www.britannica.com/tamilnadu,india)

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

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Paper GEC 3**  
**(To choose 1 out of 3 )**  
**Paper GEC 3-1**

<b>Course Title</b>	<b>INDIAN ECONOMY I</b>						
<b>Course Type</b>	Generic Elective	<b>Course Code</b>	GEC3-1				
<b>Year</b>	II	<b>Semester</b>	III				
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>	
			3	1	0	4	

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
<b>1</b>	The knowledge about the economic development, growth, determinants and obstacles to economic development.
<b>2</b>	The understanding on economic planning for the development of India.
<b>3</b>	The ideas about the nation's income and expenditure.
<b>4</b>	The knowledge about the role of agriculture in economic development.
<b>5</b>	The understanding on the development of industry and economy in India.

**Unit: I**

**Economic Development:** Meaning and Definition of Developing Economy– Economic Development and Growth – Basics Characteristics of Developing Economy – Determinants of Economic Development – Obstacles to Economic Development.

**Unit: II**

**Planning in India:** Meaning and Definition of Planning – Nature and Scope of Planning – Characteristics of Planning – Objectives of Planning in India – Types of Planning - Five-year Plan since Tenth Plan - Planning Commission in India – Decentralized Planning - NITI Aayog.

**Unit: III**

**National Income :**Meaning - Definition – National Income and National Expenditure – Concepts of National Income – Measurement of National Income - Significance of National Income Data - Difficulties in the Measurement of National Income – Causes for the slow growth of National Income in India.

**Unit: IV**

**Agriculture in India:** Role of Agriculture in Economic Development – Features of Indian Agriculture – Agricultural Sector and its problems – Factors responsible for the slow growth rate in Agriculture –Restructuring of Agriculture Sector – National Agricultural Policy – 2000(NAP – 2000).

**Unit: V**

**Industrial Development in India:** Industry and Economic Development – Pattern of Industrial Development – Problems – Suggestions for rapid Industrial Growth – Role of MSME - Make in India. GST and its classification – Structure of GST - Recent trends in GST.

## LEARNING RESOURCES

### Recommended Books

1. Mier, Gerald, M: Leading issues in Economic Development, OUP, Delhi
2. Todaro, Michael P: Economic Development in the third world, Orient Longman, Hyderabad GhatakSubrata: Introduction to development economics
3. Sukumoychakravarthi: Development Planning- Indian Experience, OUP, Delhi
4. Misra & Puri Economic Development and Planning, theory and practice Crew,
5. M.A & P.R. Kleindorfer: Public Utility Economics, Macmillian, London.
6. Kneafsey, J.T: Transportation Economic Analysis, Lexington, Torouts.
7. McCrakis, M.S.(Ed.): Energy, Demand Conservation and Institution Problems, Macmillan, London. Norton, HS: Modern Transport Economics, CE Merrill, London.
8. Panchmukhi, P.R.: Economics of Health: A Trend Report in ICSSR, A Survey of Research in Economics, Vol. VI, Infrastructure, Allied, Delhi.

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Explain about the economic development, Growth and characteristics and obstacles to economic development.	K1
CO 2	Discuss the objectives, nature and scope of planning and types of planning in India.	K2
CO 3	Describe the national income and expenditure and causes for slow growth.	K2
CO 4	Explain about the role of agriculture in economic development and national agricultural policy.	K1
CO 5	Outlines about the industry and economic development suggestions for rapid industrial growth.	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
<b>Total</b>	15	15	13	15	15	14	12	15
<b>Average</b>	3	3	2.6	3	3	2.8	2.4	3

S-Strong (3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**



**Paper GEC 3-2**

Course Title	PRINCIPLES OF SOCIOLOGYI						
Course Type	Generic Elective	Course Code	GEC3-2				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	Total	
			3	1	0	4	

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Knowledge on the definition, nature and scope of sociology.
2	Understanding on the meaning and basic concept of sociology
3	Knowledge on the definition, character and types of social groups.
4	Awareness about culture and civilization, cultural uniformity and variability.
5	Understanding on social institutions, their nature and functions.

**UNIT-I**

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

**UNIT-II**

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

**UNIT-III**

**Social Groups:** Definition - Characteristics - Types and Functions.

**UNIT-IV**

**Culture:** Definition - Characteristics Elements - Functions - Cultural lag Ethno-centrism - Culture and Civilization - Cultural Uniformity and Variability.

**UNIT-V**

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

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

1. Inkeles Alex. What is Sociology? An Introduction to the Discipline and Profession, Englewood Cliffs: N.J. Prentice Hall, 1964.
2. Giddens, Anthony. Sociology, Cambridge: Polity, 2001.

3. Horton, B and Hunt, L. Sociology, New York: McGraw Hill Book Cp., 1984.
4. Johnson, Harry, M. Sociology: A Systematic Introduction, New Delhi: Allied Publishers, 1993.
5. Smelser, N.J. Sociology, New Delhi: Prentice Hall of India Ltd., 1993.

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Explain the definition, nature and importance of sociology.	K1
<b>CO 2</b>	Analyse the basic concept of sociology, status and its role.	K3
<b>CO 3</b>	Explain the definition, characteristics and types of social groups.	K3
<b>CO 4</b>	Discuss the culture and civilization, cultural uniformity and variability.	K3
<b>CO 5</b>	Examine the Indian social institutions, their nature and functions.	K1

#### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Paper GEC 3-3**

<b>Course Title</b>	<b>TOURISM IN SOUTH INDIA (Excluding Tamil Nadu)</b>					
<b>Course Type</b>	Generic Elective	<b>Course Code</b>	GEC3-3			
<b>Year</b>	II	<b>Semester</b>	III			
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			3	1	0	4

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Knowledge on the historical tourist resources in South India.
2	Understanding on the cultural strengths of South Indian Tourism.
3	Awareness about the fairs, festivals and shopping potential in South India.
4	Knowledge on the religious centres attracting tourists.
5	Understanding on the emerging trends in South Indian Tourism.

**Unit-I**

**Historical Tourism:** Golconda Fort –Warangal Fort – Nagarjuna Konda–Amaravati – Chandragiri – Rayadurgam Fort –Mysore Palace –Hampi –Bidar – Aihole –Tranquebar – Padmanabhapuram Palace –Bolghatty Palace – Dutch Palace –Palakkad Fort or Tipu’s Fort – Edakkal Caves –Viper Island & Cellular Jail

**Unit-II**

**Cultural Tourism:** Classical Music: Carnatic– Trinity of Carnatic Music:Shyama Sastri – Carnatic Musical Instruments–Classical Dances: Kathakali – Kuchipudi–Mohiniattam–Martial Arts: Kalaripayattu— Varmakalai – Talimkhana– Folklore: Folk Musics – Folk Dances

**Unit-III**

**Fairs, Festivals & Shopping:** Clothing: Silk & Embroidery – Wood Craft – Stone Carving – Ivory Carving – Metal ware: Gold, Silver, Copper & Bronze – Bidri ware – Leather Crafts – Famous Regional Festivals: Ugadi– Dussehra – Pooram – Onam – Boat Race or Vallamkali – Natyanjali Dance Festival – Car Festival – Tea & Tourism Festival

**Unit-IV**

**Religious and Spiritual Tourism:**Badami Cave Temples – Shravanabelagola – Sringeri – Lepakshi – Puttaparthi – Hanamakonda –Badrachalam–Nagarjunasagar– Thirupathi – Srisailam

–Srikalahasti– St. Philomena’s Church, Mysore – St. Mary’s Church, Belgaum –Khwaja-Bande Nawaz Dargha –Guruvayur – Sabarimala – Sivagiri

### Unit-V

**Eco-Tourism:** Backwaters, Alleppey– Rajamala National Park, Munnar – Gavi – Konni – Thenmala – Thodupuzha–Eravikulam National Park – Periyar National Park – Coorg – Nagarhole National Park – Bandipur National Park –Tyda– Maredumilli –Dark Tourism:Dhanushkodi – Viber &Cellular Jail, Andaman –Medical Tourism: Chennai, Health Capital of India – Bangalore (Stomach related Surgery) – Coimbatore (Heart Surgery & ENT Treatments) – Vellore (Cardiology) – Alleppey(Ayurveda) – Hyderabad(Plastic & Reconstructive Surgery)

### LEARNING RESOURCES

#### Recommended Books

1. Dominique Sila Khan, Sacred Kerala, A Spiritual Pilgrimage, Penguin Books India Pvt., Ltd., Chennai
2. Nirmala Choudhry y., Historical and Eco-Tourism: Select Sites in Andhra Pradesh, IthihasaPrabhasa Publishers, Hyderabad, 2007
3. Reddy Ramu, Tourism Industry in Andhra Pradesh, Lap Lambert Academic Publishing, Hyderabad
4. Revathy Girish, Indian Tourist Panorama, Wisdom Press, New Delhi, 2010
5. Sinha P.C., Tourism Evolution, Scope, Nature and Organisation, Anmol Publications Pvt. Ltd., New Delhi

#### References

1. Dr.PremaKasturi, Dr.G. Sundaram, South India Heritage An Introduction, East West Books Publishers., Chennai, 2007
2. Burkart A.J., and Madlik, Tourism, Past, Present and Future, Heinemann, London, 1994
3. Stark World Team, Karnataka Tourist Map, Stark World, Bengaluru, 2008
4. Michael Wood, A South Indian Journey: The Smile of Murugan, Penguin Books, New Delhi, 1996
5. Aruna Deshpande, India a Divine Destination, Crest Publishing House, New Delhi, 2005

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Discuss the historical tourist resources in South India.	K1
CO 2	Explain the cultural strengths of South Indian Tourism.	K3
CO 3	Discuss about the fairs, festivals and shopping potential in South India.	K3
CO 4	Examine the religious centres attracting tourists.	K3
CO 5	Discuss and deliberate the emerging trends in South Indian Tourism.	K1

**CO Mapping with Programme Outcomes**

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

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

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

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

**Paper SEC 4**

<b>Course Title</b>	<b>ENTREPRENEURSHIP DEVELOPMENT</b>					
<b>Course Type</b>	Skill Enhancement Course 4 (Entrepreneurial Skill)	<b>Course Code</b>	SEC 4			
<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 on traits of entrepreneurs and rural entrepreneurship.
2	Knowledge on starting a small industry and government subsidies.
3	Knowledge on quality control and assurance techniques.
4	Understanding on elements of marketing .
5	Understanding on human behaviour and stress management.

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

**LEARNING RESOURCES**

### Recommended Books

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

### References

1. Jay Narayan Vyas, Planning an Industrial Unit, N.K. Vyas Family Trust, 1982
2. Udai Pareek and T. Venkateswara Rao, Developing Entrepreneurship: A Handbook, Learning Systems, New Delhi, 1978

### Web Resources

1. <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
<b>Total</b>	15	15	15	15	15	15	15	15
<b>Average</b>	3	3	3	3	3	3	3	3

S-Strong(3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**



**Paper SEC 5**

<b>Course Title</b>	<b>INTRODUCTION TO MANAGEMENT</b>					
<b>Course Type</b>	Skill Enhancement Course 7	<b>Course Code</b>	SEC 5			
<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>
			0	0	2	2

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Knowledge on the nature and scope of management.
2	Knowledge on marketing management.
3	Understanding on production management.
4	Understanding on human resource management.
5	Understanding on financial management.

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

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

1. Morgen Witzel, *Management: The Basics*, Routledge, New York, 2004
2. C.B. Gupta, *Business Management*, Sultan Chand & Sons, New Delhi, 2012
3. P.C. Tripathi, *Personnel Management and Industrial Relations*, Sultan Chand & Sons, New Delhi, 2013
4. C.B. Gupta, *Human Resource Management*, Sultan Chand & Sons, New Delhi, 2018

5. C.B. Gupta, *Marketing Management*, Sultan Chand & Sons, New Delhi, 2018
6. C.B. Gupta, *Principles of Marketing*, Sultan Chand & Sons, New Delhi, 2019

### Web Resources

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

CO No.	Course Outcomes <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
<b>Total</b>	15	12	12	15	12	15	15	15
<b>Average</b>	3	2.4	2.4	3	2.4	3	3	3

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

### CO Mapping with Programme Specific Outcomes

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

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

# SEMESTER IV

## Paper CC 7

<b>Course Title</b>	<b>FREEDOM STRUGGLE IN INDIA FROM 1800 TO 1947 CE</b>						
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC 7				
<b>Year</b>	II	<b>Semester</b>	IV				
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			4	1	0	0	<b>5</b>

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

### Unit- I

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

### Unit- IV

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

### UNIT- V

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

### LEARNING RESOURCES

#### Recommended Books

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

#### References

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

#### Web sources:

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

	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Assess the role of the socio-religious movements in India	K5
<b>CO 2</b>	Compare and contrast between the moderates and extremists	K4
<b>CO 3</b>	Elucidate Gandhi's leadership and transforming India's freedom struggle based on mass movements	K2
<b>CO 4</b>	Describe the Constitutional provisions and legislations for women	K1
<b>CO 5</b>	Discuss the causes and consequences of the Partition of India	K3

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2)

L-Low (1)

**Paper CC 8**

Course Title	<b>HISTORY OF EUROPE FROM 1789 TO 1919 CE</b>						
Course Type	Core Course	<b>Course Code</b>	CC 8				
Year	II	<b>Semester</b>	IV				
Credits	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>
1	Impart an Understanding of the stages of the French Revolution and the Life and contribution of Napoleon Bonaparte
2	Create awareness about Napoleon's achievements
3	Gain Knowledge of the unification of Italy and Germany
4	Understand about the Eastern Question and disruption of peace in Europe
5	Analyse the causes, course and consequences of the First World War

**UNIT- I**

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

**UNIT- II**

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

**UNIT- III**

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

**UNIT- IV**

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

**UNIT- V**

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

**LEARNING RESOURCES**

**Recommended Books**

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

### References

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

### Web Resources

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

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

**CO Mapping with Programme Outcomes**

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

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

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

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



**Paper GEC 4****(To choose 1 out of 3)****Paper GEC 4-1**

<b>Course Title</b>	<b>INDIAN ECONOMY II</b>							
<b>Course Type</b>	Generic Elective		<b>Course Code</b>		GEC4-1			
<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	The food problem, remedial measure, government's policies and distribution foods.
2	The poverty and inequality existed in India.
3	The unemployment and employment generation programmes and policies.
4	The population and the family planning programme in India.
5	The economic reforms introduced in India.

**UNIT: I**

**Food Problem – Security and Policy :**Food Problem: Nature and Causes – Remedial Measures for Food Problem – Government's Policies and Programs for Food Problem – Food Security in India –Distribution of Food grains (PDS & TPDS) -Food Corporation of India – Recent Food Policy in India.

**Unit: II**

**Poverty and Inequality :**Poverty – Vicious Circle of Poverty - Absolute and relative Poverty – Trends of Poverty in India – Need for removal of Poverty - Measures for Poverty Eradication – Inequality of income – Causes and consequences of Inequality of Income.

**UNIT: III**

**Unemployment:**Meaning and definition – Nature of Unemployment in India – Extent and Magnitude of Unemployment in India – Causes of Unemployment – Types of Unemployment – Remedial Measures for Unemployment – Employment Generation Programmes and Policies – MGNREGA.

**UNIT: IV**

**Population :**Population in India – Causes and Consequences of population growth - Remedial measures – Recent Population Policy in India – Family Planning Programme.

**UNIT: V**

**New Economic Reforms :**Economic Reforms in India – Liberalization – Privatization – Disinvestment – Globalization – New Economic Reforms – Demonetization in India - Digitalization.

## LEARNING RESOURCES

### Recommended Books

1. Mier, Gerald, M: Leading issues in Economic Development, OUP, Delhi
2. Todaro, Michael P: Economic Development in the third world, Orient Longman, Hyderabad Ghatak Subrata: Introduction to development economics
3. Sukumoychakravarthi: Development Planning- Indian Experience, OUP, Delhi
4. Misra & Puri Economic Development and Planning, theory and practice Crew,
5. M.A & P.R. Kleindorfer: Public Utility Economics, Macmillian, London.
6. Kneafsey, J.T: Transportation Economic Analysis, Lexington, Torouts.
7. McCrakis, M.S.(Ed.): Energy, Demand Conservation and Institution Problems, Macmillan, London. Norton, HS: Modern Transport Economics, CE Merrill, London.
8. Panchmukhi, P.R.: Economics of Health: A Trend Report in ICSSR, A Survey of Research in Economics, Vol. VI, Infrastructure, Allied, Delhi.

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Discuss about the food security and policy.	K1
CO 2	Discuss about the poverty and inequality in India.	K2
CO 3	Describe out the employment generation programmes and policies of India.	K2
CO 4	Explain about the population growth, remedial measures and the Governments policies.	K1
CO 5	Outline the economic reforms of India.	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
<b>Total</b>	15	15	13	15	15	14	12	15
<b>Average</b>	3	3	2.6	3	3	2.8	2.4	3

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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)

**Paper GEC 4-2**

<b>Course Title</b>	<b>PRINCIPLES OF SOCIOLOGY II</b>						
<b>Course Type</b>	Generic Elective	<b>Course Code</b>	GEC4-2				
<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	The concepts of the individual and society.
2	The basic concept of social processes and its types.
3	The nature and need of social control and types of social control.
4	The social stratification and functions of social stratifications.
5	The social change that led to the social evolution.

**UNIT-I**

**Individual and Society:** Heredity and Environment - Socialization Agencies of Socialization - Importance of Socialization.

**UNIT-II**

**Social Process :** Meaning - Types of Social Process - Associative and Disassociative Social Processes.

**UNIT-III**

**Social Control:** Meaning, Nature and Need of Social Control Types of Social Control - Formal and Informal.

**UNIT-IV**

**Social Stratification and Mobility:** Meaning, Forms and Functions

**UNIT-V**

**Social Change:** Meaning - Factors of Social Change Social Evolution - Social Progress - Modernization - Development.

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

1. Bottomore, T.B. Sociology A Guide to Problems and Literature, New Delhi: Blakie and Sons (India) Ltd., 1979.
2. Shankar Rao, C.N. Sociology, New Delhi: S. Chand and Company Ltd., 1997.
3. Goode, W.J. Principles of Sociology, New Delhi: Tata McGraw Hill Publishing Co., Ltd. 1977.
4. Giddens, Anthony. Sociology, Cambridge, Polity, 2001.

5. Caplow, Theodore. Sociology, New Jersey, Prentice Hall, 1971.

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Explains the process of socialization and agencies of socialization.	K1
CO 2	Discuss about the meaning of social process.	K2
CO 3	Examine the nature and need of social control and its types.	K2
CO 4	Analyse the social stratification and functions of social stratification.	K1
CO 5	Discuss the social change, evolution, progress, modernisation and development of society.	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
<b>Total</b>	15	15	13	15	15	14	12	15
<b>Average</b>	3	3	2.6	3	3	2.8	2.4	3

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

#### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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)

**Paper GEC 4-3**

<b>Course Title</b>	<b>HISTORY OF MUSEOLOGY</b>						
<b>Course Type</b>	Generic Elective	<b>Course Code</b>	GEC4-3				
<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	The origin and purpose of museums.
2	The history and development of museums.
3	The types and classification of museums.
4	The material wise classification of museum objects and factors causing deterioration.
5	The characteristics of professional museum organizations.

**UNIT-I**

Origin, meaning, definition, and purposes of Museums. Museology and Museography. Museology: Conventional Museology, New Museology. Current contested dimensions and debates. Changing role and social relevance of Museums.

**UNIT-II**

History and development of Museums in Global context. Museum Development in India.

**UNIT-III**

Types of Museums – classification of the museum on the basis of collections, governing body and scope etc. Open air museums, inclusive museums, community center, interpretation center, galleries and virtual museums Functions of Museum.

**UNIT-IV**

Material wise classification of Museum Objects. Characteristics of organic and inorganic objects. Factors causing deterioration. Types of deterioration. Identification of deterioration of Museum Objects

**UNIT-V**

Museum as a Profession :Professional Museum Organizations- regional, national and international. Role of UNESCO in the field of culture. ICOM code of ethics.

**LEARNING RESOURCES -READING BOOKS:**

1. Nigam M.L. 1966. Fundamentals of Museology. NavahindPrakashan.
2. Timothy, Ambrose and Paine, Crispin.1993. Museum Basics. ICOM. Routledge, New York.
3. Agrawal, Usha. Museums in India – a brief directory
4. Key concepts of Museology. ICOM Publication (online).
5. Museology working papers. ICOM Publication (online).
6. Seth, Manvi. 2012. Communication and Education in Indian Museums.Agam Kala Prakashan, New Delhi.
6. Jain, Sunjay. 2004. Museum Avam Museology. Kanika Prakashan, Baroda.
7. Basa, Kishor K. 2016. Anthropology and Museum in India. In Gwen Robbins and S. R. Walimbe (ed) A Companion to South Asia in the Past. Willey Blackwell.

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Explain the origin and purpose of museums.	K1
CO 2	Discuss the history and development of museums.	K2
CO 3	List out the different types of museums.	K2
CO 4	Discuss the material wise classification of museum objects and factors causing deterioration.	K1
CO 5	Explain the characteristics of professional museum organizations.	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
<b>Total</b>	15	15	13	15	15	14	12	15
<b>Average</b>	3	3	2.6	3	3	2.8	2.4	3

S-Strong (3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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)

**Paper SEC 6**

<b>Course Title</b>	<b>COMPUTER TRAINING</b>					
<b>Course Type</b>	Skill Enhancement Course 6	<b>Course Code</b>	SEC 6			
<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	The knowledge on computer components.
2	The knowledge on creating a word document.
3	Ability to type a letter and CV in word document.
4	The knowledge of slide creation in power point using pictures and videos
5	The ICT skills

**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:** Typing a letter and Curriculum Vitae

**UNIT IV**

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

**UNIT V**

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

**LEARNING RESOURCES**

**Recommended Books**

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

**References**

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

**Web Resources:**1. <https://www.geeksforgeeks.org/introduction-to-microsoft-word/>

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

**CO Mapping with Programme Outcomes**

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

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

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

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



**Paper SEC 7**

<b>Course Title</b>	<b>HOTEL MANAGEMENT</b>					
<b>Course Type</b>	Skill Enhancement Course 7	<b>Course Code</b>	SEC 7			
<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 various aspects of hotel industry.
2	Knowledge about hotel chains.
3	Knowledge about menu pattern and food services.
4	Knowledge about front office services.
5	Understanding the uses of computers in hotel industry.

**Unit I**

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

**Unit II**

**Hotel Chains:** Major International Hotel Chains - 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 Zulfikar, Tourism and Hotel Industry, Vikas Publishing House Pvt Limited, 1998
5. Sudhir Andrews, Hotel Tourism and Hospitality Management, Tata McGraw-Hill Education, 2000.

### References

1. Andrews, Sudhir, Food and Beverage Service, New Delhi, 1991.
2. Chanda Ashik C, Hotel Tourism and Catering Management, New Delhi, 2009.
3. Dhawan, Vijay, Food and Beverage Service, Noida, 2010.
4. Graham Bruce, Hotel and Catering Management, New Delhi, 1991.
5. Zulfikar 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	Explain various aspects of hotel industry.	K1
CO 2	List out the hotel chains and important hotel organisations.	K2
CO 3	Discuss about menu pattern and food services.	K2
CO 4	Explain the functions and importance of front office services.	K2
CO 5	Discuss the uses of computers in hotels.	K2

**CO Mapping with Programme Outcomes**

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

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

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

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

# SEMESTER V

## Paper CC 9

<b>Course Title</b>	<b>HISTORY OF THE WORLD FROM 1919 TO 2020 CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC 9			
<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>Total</b>
			4	1	0	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
1	The understanding of the impact of Fascism and Nazism.
2	The 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-Emerging new World Order – Multi-Polar Vs Uni polar concepts-Role of International Associations: Common wealth, NAM, SAARC, OAU, ASEAN, G18, G15, G77 and European Union.

## LEARNING RESOURCES

### Recommended Books

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

### References

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

### Web Resources

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

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

### CO Mapping with Programme Outcomes

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

S-Strong(3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

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

**Paper CC 10**

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

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

### References

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

### Web Resources

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

CO No.	Course Outcomes <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



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

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

### CO Mapping with Programme Specific Outcomes

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

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

**Paper CC 11**

<b>Course Title</b>	<b>REGIONAL HISTORY-HISTORY OF CHENNAI</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC 11			
<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>Total</b>
			4	1	0	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
1	The knowledge on the history of Madras region
2	The knowledge of the advent of Europeans and development of the city.
3	The knowledge of the growth of educational and health facilities in Chennai.
4	The understanding on the origin and growth of industry and trade union movement in Chennai.
5	The knowledge of the nationalist politics in Chennai.

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

**LEARNING RESOURCES**

**Recommended Books**

1. B.S. Baliga, Administration of Madras Presidency, Vols. 1 &2, Government Press, 1935
2. C.S. Srinivasachariar, History of the City of Madras, P. Varadachary Co., Madras, 1989
3. K.R.A. Narasiah, Madras: Tracing the Growth of the City since 1639, Oxygen Books, 2008
4. P. Rajaraman, Chennai through the Ages, Poompozhil, Chennai, 1997
5. S. Muthiah, Madras Discovered, East West, Chennai, 1992
6. S. Muthiah, Madras Rediscovered, East West, Chennai, 2018

### References

1. Chiranjeevi J. Nirmal, Madras Perspectives: Explorations in Social and Cultural History, Institute of Indian and International Studies, Madras, 1992.
2. K.V.Raman, Early History of the Madras Region, AmudhaNilayamPvt. Ltd., Madras, 1959
3. Madras Tercentenary Celebration Committee, The Madras Tercentenary Commemoration, Volume, Oxford University Press, Madras, 1939
4. N.S. Ramaswami, The Founding of Madras, Orient Longman. Madras 1977

### Web Resources

1. <http://chennai.nic.in/history>
2. <http://sudhoganga.inflibnet.ac.in-originandgrowthofmadras>
3. <https://www.madrasmusings.com>

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

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Paper CC 12 Project (with viva voce) /  
Field Study and Report**

**Paper DSE 5****(To choose 1 out of 3)****Paper DSE 5-1**

Course Title	Elements of Human Rights						
Course Type	Core Course	Course Code	DSE 5-1				
Year	III	Semester	V				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

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

1. C.J. Nirmal, Human Rights in India: Historical, Social and Political Perspectives, OUP, 2000
2. DebaratiHaldar, et. al., Advancement of Human Rights in India: Contemporary and Emerging Challenges, Sage Publications, 2021
3. H.O. Agarwal, Human Rights, Central Law Publications, 2020
4. H.O. Agarwal, International Law and Human Rights, Central Law Publications, 2020
5. Julie A. Mertus, The United Nations and Human Rights: A Guide for a New Era, Routledge, 2005
6. SatwinderJuss, ed., Human Rights in India, Manohar Publishers and Distributors, 2020

**Reference:**

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

**Web References**

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

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

**CO Mapping with Programme Outcomes**

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

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

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

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



**Paper DSE 5-2**

<b>Course Title</b>	<b>WOMEN STUDIES</b>						
<b>Course Type</b>	Discipline Specific Elective	<b>Course Code</b>	DSE 5-2				
<b>Year</b>	III	<b>Semester</b>	V				
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	The understanding of the meaning, nature, strategies and dimensions of women empowerment.
2	The realization of the role of leaders on the empowerment of women.
3	The knowledge about the economic participation of women.
4	Awareness about the constitutional provisions and legislations for women.
5	Awareness about various educational schemes and programmes for women empowerment.

**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 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:** Women Leaders– Women Legislators- Constitutional and Legal Provisions for Women Empowerment – Impact of Legislations.

**Unit- V**

**Educational Empowerment:** Schemes and Programmes for Women Education – Developmental Schemes for Women by Government of Tamil Nadu.

**LEARNING RESOURCES**

### Recommended Books

1. Geraldine Forbes, Women in Modern India, Cambridge University Press, UK, 2009.
2. Government of India, Towards Equality — Report of the Committee on the Status of Women in India. New Delhi: Department of Social Welfare, Ministry of Education and Social Welfare, New Delhi, 1975.
3. Neera Desai, Women in Modern India, Asia Book Corporation, Amer, 1977
4. Promilitary, Empowering Indian Women, Ministry of Information and Broadcasting, Government of India, New Delhi, 2001
5. Raj Kumar (Ed.), Women and Law, Anmol Publications Private Limited, New Delhi, 2000
6. Thara Bhai L., Women's Studies in India, APH Publishing Corporation, New Delhi, 2000

### References

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

### Web Resources

1. <http://www.archives.gov>

CO No.	Course Outcomes <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 women for social 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 educational 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
<b>Total</b>	15	13	15	15	12	15	13	15
<b>Average</b>	3	2.6	3	3	2.4	3	2.6	3

S-Strong (3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

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

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

**Paper DSE 5-3**

<b>Course Title</b>	<b>INTELLECTUAL HISTORY OF MODERN TAMIL NADU</b>						
<b>Course Type</b>	Discipline Specific Elective	<b>Course Code</b>	DSE 5-3				
<b>Year</b>	III	<b>Semester</b>	V				
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			3	1	0	0	4

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Knowledge about renowned Tamil political leaders and their contributions.
2	Understanding on socio-religious reforms carried by different personalities in reforming the Tamil society.
3	Awareness about renowned Tamil educationists and their contributions.
4	Understanding on the literary contribution of popular Tamil writers.
5	Knowledge on the contribution of Tamil intellectuals in cultural field.

**Unit – I**

**Political:** E. V. Ramaswamy Naicker - Rajaji - Pasumpon Muthu Ramalinga Thevar -Thillaiyadi Valliammai- Singaravelu - P. Jeevanandam - P. Ramamurthy - B. Srinivasa Rao -N. Sankaraiah.

**Unit – II**

**Socio-Religious:** Annie Besant -Dr. Ida Sophia Scudder- Ramalinga Adigal – VaikundaSwamigal- Ayothidhasar-M. C. Raja-Erattamalai Srinivasan- Dr.Muthulakshmi Reddy - Dr.S. Dharmambal - MoovalurRamamirtham.

**Unit III**

**Educational:** Arcot Brothers -Nawab C. Abdul Hakeem – Haji Jamal Mohammed- VallalAlagappan- R. S. Subbalakshmi-M. S. Swaminathan - Dr. A.P.J. Abdul Kalam - Mayilsamy Annadurai.

**Unit – IV**

**Literary :**Subramania Bharathi- Bharathidasan-Namakal Ramalingam Pillai-Kavimani Desika Vinayakam Pillai- MaraimalaiAdigal- G. Subramania Iyer.

**Unit -V**

**Cultural:** M. S. Subbulakshmi - Pattukottai Kalyana Sundaram - Kannadasan - Padma Subramaniam- Indira Parthasarathy -Rangaswamy Nataraja Mudaliar.

## LEARNING RESOURCES

### Recommended Books

1. Anaimuthu, V., 1974. Thoughts of Periyar B.V.R., 3 vols., Thinker's Forum, Trichy.
2. Hardgrave, R.L., 1965, The Dravidian Movement, Bombay.
3. Irschick and Eugene, F., 1986. Tamil Revivalism in 1930 s Cre-A Publication, Madras.
4. Mahakavi Bharathi Centenary Souvenir, 1982. Annamalai University.
5. Phillips, C.H. and Wainwright, M.O. (eds.), 1976. Indian Society and the Beginning of Modernization, London.
6. Schweitzer and Albert, 1951. Indian Thought and its Development, Adam and Charles Black, London.
7. Shanmugam and R. Vinayagamurthy, 1983. Thiru Vi. Ka., OruPalkalaikazhakam (Tamil), ManivasagarPathipakam, Chidambaram.
8. Sivagnanam, M.P., 1967. Vallalar Kanda Orumaipadu (Tamil), Inba Nilayam, Madras.
9. Paramarthalingam.C: Religion and Social Reform in Tamil Nadu, Rajkumari Publications, Madurai, 1997
9. Sen, S.P.(ed.), Social and Religious Reform Movements in the 19<sup>th</sup> and 20<sup>th</sup>Centuries, Calcutta Institute of Historical Studies, 1979
10. Rajayyan. K: History of Tamil Nadu (1585-1982), Raj Publishers, Madurai 1982.

### References:

1. Pillai K.K.: Tamilagavaralarum, MakkalumPanpadum (Tamil) International institute of Tamil Studies, Chennai 2004.
2. Vishhwanathan, E.Sa.: The Political Career of E.V.R., Ravi & Vasanth Publications, Madras, 1983
3. Sivagnanam M.P., Viduthalai Poril Tamilagam (Tamil) Vol.I&II, Poongkodi Pthhippagam,Chennai 2005

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Examine the contribution of renowned Tamil political leaders in awakening the Tamil society.	K3
CO 2	Explain the socio-religious reforms carried by scholars in reforming the Tamil society.	K2
CO 3	Analyse the contribution of renowned educationists.	K1
CO 4	Assess the literary contribution of popular Tamil writers.	K5
CO 5	Analysethe contribution of Tamil intellectuals in cultural field.	K4

**CO Mapping with Programme Outcomes**

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

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

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

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

**Paper DSE 6****(To choose 1 out of 3)****Paper DSE 6-1**

<b>Course Title</b>	<b>HISTORY OF DRAVIDIAN MOVEMENT FROM 1900 TO 2000 CE</b>						
<b>Course Type</b>	Discipline Specific Elective 6	<b>Course Code</b>	<b>DSE 6-1</b>				
<b>Year</b>	III	<b>Semester</b>	V				
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			3	1	0	0	4

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
<b>1</b>	The understanding on the growth of socio-political movements in the 20 <sup>th</sup> century
<b>2</b>	Awareness about the historical background for the rise of Justice Party.
<b>3</b>	The knowledge about Periyar E.V. Ramasamy and his Self-Respect Movement.
<b>4</b>	The understanding on Dravida MunnetraKhazagam and its welfare measures.
<b>5</b>	Awareness about AIADMK, its welfare measures and 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 PittyTheagaraya 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 Dravida Khazagam.

**UNIT- IV**

Dawn of Dravida MunnetraKhazagam – Anti- Hindi Agitations - C.N Annadurai's Ministry –  
Naming of Madras State as Tamil Nadu – Two Language Formula -Self Respect Marriages Act -  
Kalaingar M. Karunanidhi's Administration -Social Welfare Measures-Education, Agriculture  
and Industrial Development- Women Empowerment Schemes.

**UNIT- V**

Formation of AIADMK – M.G. Ramachandran – Welfare Measures – J. Jayalalitha Rule -  
Welfare Schemes- Impact of Dravidian Movement – Socio-Economic, Educational and Cultural  
Development in Tamil Nadu

## LEARNING RESOURCES

### Recommended Books

1. Eugene F. Irschick, *Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929*, University of California Press, California, 1969
2. Hardgrave Jr., R.L., *The Dravidian Movement*, Popular Prakasam, 1965
3. K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982
4. M.S.S. Pandian, *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, New Delhi, 2016
5. N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976
6. Nambi Aarooran, *Tamil Renaissance and Dravidian Nationalism 1905-1944*. Koodal Publishers, Madurai, 1990
7. Rajaram, P., *The Justice Party – A Historical Perspective, 1916-1937*, Poompozhil Publishers, Madras, 1988
8. Ramaswamy. A, *ThakalaThamizhnattuvaralaru*, New Century book House, Chennai, 2018 (Tamil)

### References

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

### Web Resources

1. [https://www.mids.ac.in/assets/doc/WP\\_120.pdf](https://www.mids.ac.in/assets/doc/WP_120.pdf)
2. <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	Explain the growth of socio-political movements in the 20 <sup>th</sup> century.	K3
CO 2	Discuss about the historical background on rise of Justice Party.	K2
CO 3	Examine the role of Periyar E.V. Ramasamy and his Self-Respect Movement in awakening the Tamil society.	K1
CO 4	Explain the formation of Dravida Munnetra Kazhagam and its welfare measures.	K5
CO 5	Discuss the formation of AIADMK, its welfare measures and the impact of the Dravidian Movement in Tamil Nadu.	K4



**CO Mapping with Programme Outcomes**

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

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

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

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

**Paper DSE 6-2**

<b>Course Title</b>	<b>ARCHAEOLOGY I</b>					
<b>Course Type</b>	Discipline Specific Elective 6	<b>Course Code</b>	DSE 6-2			
<b>Year</b>	III	<b>Semester</b>	V			
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			3	1	0	4

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

**UNIT I**

**Archaeology and Its Kinds:** 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**

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

Dating: Flouwing Method – Nitrogen Method – Varve Analysis – Stratigraphy – Seriation – Historical Dating

## UNIT V

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

## LEARNING RESOURCES

### Recommended Books

1. Ghosh, A. *An Encyclopaedia of Indian Archaeology*, MunshiramManoharlal Publishers Pvt Ltd, New Delhi, 1989.
2. Rajan, K. *Archaeology: Principles and Methods*, Manoo Ptthippagam, Thanjavur, 2002.
3. Rajan, K. *Understanding Archaeology: Field Methods, Theories and Practices*, Manoo Patthippagam, Thanjavur, 2016.
4. Raman, K.V. *Principles and Methods of Archaeology*, Parthajan Publications, Madras, 1986.

### References

1. Agrawal D. P. Ghosh A. *Radiocarbon and Indian Archaeology*. Tata Institute of Fundamental Research, Bombay, 1973.
2. Agrawal, D. P. *Archaeology of India*, Scandinavian Institute of Asian Studies, Copenhagen, 1982.
3. Agrawal, D.P. Yadava, M.D. *Dating the Human Past*, Indian Society for Prehistoric and Quaternary Studies, Poona, 1995.
4. Barker, Philip. *Techniques of Archaeological Excavation*. Taylor & Francis, United Kingdom, 2003.
5. Dilip K. Chakrabarti. *A History of Indian Archaeology from the Beginning to 1947*, MunshiramManoharlal Publishers Pvt Ltd, New Delhi, 1988.
6. Dillon, B.D. ed., *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics*, Institute of Archaeology, University of California, Los Angeles, 1989.
7. Hester, Thomas R. et al. *Field Methods in Archaeology: Seventh Edition*. Taylor & Francis, United Kingdom, 2016.
8. Renfrew, Colin, and Bahn, Paul G. *Archaeology: Theories, Methods, and Practice*. Thames & Hudson, United Kingdom, 2016.
9. Robert Heizer, (ed.), *The Archaeologist at Work: A Source Book in Archaeological Method and Interpretation*, Harper & Row, New York, 1969.
10. Stuart Fleming. *Dating in Archaeology: A Guide to Scientific Techniques*, J.M. Dent, London 1978.

11. Surendranath Roy. *The Story of Indian Archaeology 1784-1947*, Archaeological Survey of India, New Delhi, 2011.
12. Tatiya, Ratan. *Surface and Underground Excavations, 2nd Edition: Methods, Techniques and Equipment*. CRC Press, Netherlands, 2013.

### Web Resources

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

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

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

## Paper DSE 6-3

<b>Course Title</b>	<b>HISTORY OF THE ARABS FROM 500 TO 750 CE</b>					
<b>Course Type</b>	Discipline Specific Elective 6	<b>Course Code</b>	DSE 6-3			
<b>Year</b>	III	<b>Semester</b>	V			
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The course objectives are to impart:</i></b>
1	Knowledge on the condition of Arabia before Islam.
2	Knowledge on the rise of Islam and the Hijrat of Prophet Muhammad.
3	Understanding on the activities of Prophet Muhammad at Madinah and his teachings.
4	Understand the significance of Pious Caliphate.
5	Knowledge on the administration of Umayyads.

**Unit-I**

**Arabia Before Islam:** Geographical features – Provinces – Makkah – Madinah – Taif – Inhabitants of Arabia – Jahiliya Period – Political, Social, Cultural and Religious condition of the Pre-Islamic Arabs

**Unit-II**

**Prophet's Life at Makkah:** Genealogical Table of the Prophet Muhammad – Birth – Early life – Marriage – Cave Hira and Revelation of the Holy Quran – Prophethood – Preaching of Islam – Hostility of Quraysh – Emigrations to Abyssinia – Pledges of Aqaba – Hijrat- Cave Thawr

**Unit-III**

**Prophet's Life at Madinah:** Establishment of Brotherhood – The Constitution of Madinah – Political, Religious and Social institutions – Five Pillars of Islam – Battle of Badr – Battle of Uhud – Battle of Ditch – Treaty of Hudaibiah – Conquest of Khaybar – Fulfilled Pilgrimage – Battle of Mutah – Conquest of Makkah – Battle of Hunayn – Campaign of Tabuk – The Farewell Pilgrimage – Administration under the Prophet – Quran and Hadith

**Unit-IV**

**Pious Caliphate:** Hazrat Abu Bakr: Services to Islam – Nomination as Caliph – Condition of Arabia after the demise of the Prophet – False Prophets – Apostasy Movement – Administration Hazrat Umar: Services to Islam – Nomination as Caliph – Expansion of Islam and Conquests – Administration Hazrat Usman:

Services to Islam – Nomination as Caliph –Administration Hazrat Ali: Services to Islam – Nomination as Caliph – Battle of Camel – Battle of Siffin – Administration – End of Pious Caliphate

### Unit–V

**Umayyad Dynasty:** Establishment – Special Features of the Umayyads – Hazrat Amir Muawiyah – Yazid I – Tragedy of Karbala – Abdul Malik and His Reforms – Al–Walid I – Hajjaj bin Yusuf – Umar bin Abdul Aziz – Administration under the Umayyad Dynasty – Downfall of the Umayyad

### LEARNING RESOURCES

#### Recommended Books

1. Abdur Rahim Khan, Muslim Contribution to Science and Culture, New Delhi, 1946.
2. Ali K, A Study of Islamic History: Mohammad Ahmad, Idara–e–Adabiat–I–Delhi, New Delhi, 2009.
3. Ameer Ali Syed, History of the Saracens, Kitab Bhawan, New Delhi, 1995.
4. Ameer Ali Syed, The Spirit of Islam, Idara–i–Adabiat– I–Delhi, New Delhi, 1997.
5. Syed Shahabuddeen, Dr., Arabia Varalarum Panpadum (in Tamil), Ahmed Publications, Vaniyambadi, 2001.

#### Reference Books

1. Abbas Ali, Civilization in Islam, Reference Press, New Delhi, 2005.
2. Arnold Thomas, The Legacy of Islam, Oxford University Press, London, 1931.
3. Ehsan Masood, Science and Islam– A History, Icon Books, London, 2009.
4. Hitti Philip K, History of Arabs, MacMillan India, New Delhi, 1974.
5. Zaydan Juriji, History of Islamic Civilization, Kitab Bhawan, New Delhi, 1978.

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Explain the condition of Arabia before Islam.	K1, K2
CO 2	Discuss the teachings of Prophet Muhammad.	K1
CO 3	Examine the values that helped Prophet Muhammad during Hijrat and at Madinah.	K1
CO 4	Explain the significance of Pious Caliphate	K2
CO 5	Discuss the importance of the rule of Umayyad Dynasty.	K4

#### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**SUMMER INTERNSHIP/ IND. TRAINING PAPER**



# SEMESTER VI

## Paper CC 13

<b>Course Title</b>	<b>CONTEMPORARY HISTORY OF INDIA FROM 1947 TO 2014 CE</b>						
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC 13				
<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:</b>
1	Impart the 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	Study the administration of Unit-ed Front Government and National Democratic Alliance.

### UNIT I

**The Nehruvian Era (1947-64):** Democratic Socialism – Making of Indian Constitution – Integration and Reorganization of States - Five Year Plans – Foreign Policy – Panchsheel – Non-Aligned Movement – Lal Bahadur Sastri – Domestic and Foreign Policies.

### UNIT II

**First Ministry of Indira Gandhi:** Administrative Reforms – Indo-Pakistan War – National Emergency, 1976– Twenty Point Programmes – Janata Government – Morarji Desai.

### UNIT III

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

### UNIT IV

**National Front Government:** V.P. Singh - Mandal Commission – Coalition Governments – DMK – Communist Parties – P.V. Narasimha Rao – New Economic Policy – Ayodhya Issue

## UNIT V

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

## LEARNING RESOURCES

### Recommended Books

1. Bipan Chandra., Aditya Mukherjee & Mridula Mukherjee, India After Independence 1947-2000, (2nd ed.), Penguin Books, New Delhi, 2008
2. Dube, S., India Since Independence - Social Report on India 1947-1972, Vikas Publication House, New Delhi, 1977
3. Grover B.L. and Grover. S, A New Look on Modern Indian History, Chand. S and Company, New Delhi, 2007
4. John Webster, C.B., History of Contemporary India, Asia Publishing House, 1971
5. Neera Chandoke and Praveen Priyadarshi (Ed.), Contemporary India: Economy, Society and Politics, Pearson, New Delhi, 2009
6. Lloyd I. Rudolph and Susanne Hoeber Rudolph, In Pursuit of Laxmi: The Political economy of the Indian State, University of Chicago Press, 1987
7. Venkatesan. G., History of Contemporary India 1947 – 1997, J.J. Publications, Madurai, 2001 (Tamil Version)

### References

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

### Web Resources

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

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

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

## Paper CC14

<b>Course Title</b>	<b>INDIA AND HER NEIGHBOURS FROM 1947 TO 2000 CE</b>						
<b>Course Type</b>	Core	<b>Course Code</b>	CC14				
<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>Total</b>	
			3	1	0	4	

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

1. V.P. Dutt, *India's Foreign Policy since Independence*, National Book Trust, New Delhi, 1987
2. S.D. Muni, *India's Neighbourhood Policy*, Marga Institute, 1985
3. J.N. Dixit, *India's Foreign Policy and its Neighbours*, Gyan Publishing House, New Delhi, 2001
4. Arvind Gupta and Anil Wadhwa, ed., *India's Foreign Policy: Surviving in a Turbulent World*, Sage Publications India Pvt. Ltd., New Delhi, 2020
5. Rajiv Sikri, *Challenge and Strategy: Rethinking India's Foreign Policy*, Sage Publications India Pvt. Ltd., New Delhi, 2009
6. Ramesh Trivedi, ed., *India's Relations with her Neighbours*, Sha Books, Delhi, 2008
7. 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

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

### Web Resources

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

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

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Paper CC 15**

<b>Course Title</b>	<b>HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA</b>						
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC15				
<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>
			3	1	0	0	4
<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 Organization (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:** Indian Space Research Organization (ISRO) – Indian National Satellite System – Space Research Centers - India as a Nuclear Power – Atomic Research Centers in India – Nuclear Research Centers - 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

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

### References

1. Anderson, Robert., *Building Scientific Institutions in India: Saha and Bhabha*, Montreal: Centre for Developing-Area Studies, McGill University, 1975.
2. Baber, Zaheer., *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*, Albany: State University of New York Press, 1996.
3. Barghava, Pushpa and Chandana Chakrabarti., *The Saga of Indian Science since Independence*, Hyderabad: University Press, 2003.
4. Biswas A. K., *Science in Indi.*, Calcutta: Firma K.L.Mukhopadhyay, 1969.
5. Chakrabarti, Pratik., *Western Science in Modern India- Metropolitan Methods, Colonial Practices*, New Delhi: Permanent Black, 2004.
6. Gadgil, Madhav., and Ramachandra Guha, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. London; New York: Routledge, 1995.
7. Gaillard, Jacques., Roland Waast and V. V. Krishna ed., *Scientific Communities in the Developing World*, Delhi: Sage Publications, 1997.
8. Gunathilake, Sushanta., *Aborted Discovery: Science and Creativity in the Third World*, London: Zed Books, 1984.
9. Headrick, Daniel., *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*, New York, 1981.
10. Visvanathan, Shiv., *A Carnival for Science: Essays on Science, Technology and Development*, Delhi: Oxford University Press, 1997.



11. Zachariah, Benjamin., Developing India: An Intellectual and Social History,C.1930-1950.Oxford University Press, Delhi,2005
12. Subramanian, T.S., Space and Beyond, Professional Voyage of Kasturirangan Review
13. Indian Space Odyssey through the Eyes of a Pioneer,The Hindu Publications,2021
14. VergheseJayaraj. S., History of Science and Technology, ANNS,1997

### Web Resources

1. <http://www.crl.edu.in/topics>
2. <http://egyankosh.ac.in>

CO No.	Course Outcomes <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)

**Paper DSE 7****(To choose 1 out of 3)****Paper DSE 7-1**

<b>Course Title</b>	<b>INTERNATIONAL RELATIONS SINCE 1919</b>						
<b>Course Type</b>	Discipline Specific Elective Course	<b>Course Code</b>	<b>DSE 7-1</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	<b>5</b>

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding on the origin and growth of international relations.
2	Knowledge on First World War and its impact.
3	Understanding on the Cold War politics.
4	Knowledge on the role of UNO in Post-War international relations.
5	Awareness about Post-Cold War Era.

**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:** Origin – Causes – Truman's Doctrine – Marshall Plan – NATO – SEATO – CENTO - Korean War – Suez Canal Crisis – Cuban Missile Crisis – Vietnam War - SALT I and II

**UNIT IV**

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

**UNIT V**

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

**LEARNING RESOURCES****Books for Study**

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

**References**

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

**Web References**

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

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Explain the origin and growth of international relations.	K5
<b>CO 2</b>	Describe the First World War and its impact.	K5
<b>CO 3</b>	Examine the Cold War politics.	K3
<b>CO 4</b>	Analyse the role of UNO in Post-War international relations.	K5
<b>CO 5</b>	Discuss about the major events in Post-Cold War Era.	K3

**CO Mapping with Programme Outcomes**

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

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

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

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

**Paper DSE 7-2**

<b>Course Title</b>	<b>HISTORY OF LATIN AMERICA: FROM DISCOVERY TO LIBERATION</b>						
<b>Course Type</b>	Discipline Specific Elective Course	<b>Course Code</b>	<b>DSE 7-2</b>				
<b>Year</b>	III	<b>Semester</b>	VI				
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			4	1	0	0	<b>5</b>

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Knowledge on the discovery and conquest.
2	Learning on the colonization of Latin America.
3	Knowledge on the causes of Latin American liberation movements.
4	Understanding on the importance of Latin American diplomatic relations
5	Understanding on Latin America during Cold war and world politics.

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

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

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

2. David Geggus, "The Caribbean in the Age of Revolution," in David Armitage, Sanjay Subrahmanyam (eds), *The Age of Revolutions in Global Context, c. 1760-1840* Palgrave Macmillan, 2010.
3. Thomas Skidmore y Peter H. Smith, *Modern Latin America*, Oxford University Press, Oxford, 2001, 5th Edition

### References

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Give 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
<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)

**Paper DSE 7-3**

Course Title	WOMEN LEGISLATIONS						
Course Type	Discipline Specific Elective Course	Course Code	DSE 7-3				
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 about colonial legal system and rights guaranteed in the Indian Constitution.
2	Understanding on the laws relating to violence against women
3	Knowledge on the laws guaranteed in the constitution.
4	Understanding on the women's movement and commission for safeguarding women rights in India.
5	Knowledge on women's participation in politics and women empowerment schemes in Tamil Nadu.

**Unit I**

**Indian Constitution** :Colonial Legal System — Indian Constitution- Fundamental Rights — Directive Principles of State Policy -Women and Personal Laws —Marriage Acts — Succession Act 1956 and 2005

**Unit II**

**Laws Relating to Violence Against Women** : Dowry Prohibition Act, 1964 — Medical Termination of Pregnancy Act (MTP) —The Commission of Sati (Prevention) Act 1987 — Laws against female infanticide

**Unit III**

**Women and Labour Laws** :Employees State Insurance Act (ESI) — Women's Rights and Responsibilities —Women and Industrial Law —Maternity Benefit Act — Vishaka Committee recommendations

**Unit IV**

**Women's Movement in India** : Female Education — Women India Association (WIA) — All India Women's Conference (AIWC) — The National Council of Women in India -The International Women's Decade — National Commission for Women.

**Unit V**

**Women in Politics** :Women in Local self-governments — Legal Empowerment — Government and non-governmental organizations — Self Help Groups — Women empowerment schemes in Tamil Nadu.

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

1. Agarwala S.K. (et. al) — Dictionary of Women's Studies in India, New Delhi,1991.

2. Dr. Chandrababu, B.S., Dr. Mrs. L. Thilagavathi- Woman: Her History and Her Struggle for Emancipation, Chennai, 2009.
3. Christian Manohar— ‘Feminist Critique and Reconstruction’, ISPCK, 2005.
4. Manimegalai., (et.al.,) — Gender Studies.
5. Susan Barnet — Feminist Experiences: The Women’s Movement in Four Cultures, London, 1986.
6. Munish Bahi —Violence of Women by Men Cyber Tech Publications, New Delhi, 2007.
7. Nirmala Jeyaraj— Women and Society, ISPCK, Delhi, 2005.
8. Vandana Shiva, ‘Staying Alive, Women Ecology and Survival in India’ Kali for Women, Panchi Shila Part, New Delhi, 1988.
9. Kumar, Radha. The History of Doing: An illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990, Delhi: 1997.

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Explain the colonial legal system, Indian Constitution and women and personal laws for women empowerment.	K1
<b>CO 2</b>	Discuss the laws relating to violence against women.	K3
<b>CO 3</b>	Discuss the laws for the empowerment of women.	K3
<b>CO 4</b>	Explain the women’s movements and commissions constituted in India.	K3
<b>CO 5</b>	Describe the participation of women in politics in different level of democratic set up.	K1

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

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

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

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**



**Paper DSE 8****(To choose 1 out of 3)****Paper DSE 8-1**

<b>Course Title</b>	<b>HISTORY OF CHINA AND JAPAN FROM 1911 TO 2000 CE</b>						
<b>Course Type</b>	Discipline Specific Elective Course	<b>Course Code</b>	<b>DSE 8-1</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 on the Chinese Revolution of 1911 and May Fourth Movement
2	Understanding on the role of Japan in the First World War
3	Knowledge on China under Mao Tse Tung
4	Knowledge on the role of Japan in the Second World War and Greater East Asia Co-prosperity Sphere
5	Knowledge on the economic condition of China and Japan after the Second World War

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

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

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

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

**Reference Books**

1. Khurana, K.L., History of China and Japan1839-1949, Lakshmi NarainAgarwal Educational Publishers, Agra, 2018
2. Jean Cheneaux,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 account of Chinese Revolution of 1911 and May Fourth Movement	K1
CO 2	Discuss the role of Japan in the First World War.	K3
CO 3	Discuss the developments in China under Mao.	K3
CO 4	Explain the policy of Greater East Asia Co- prosperity Sphere.	K3
CO 5	Describe the economic condition of China and Japan in the twentieth century.	K1

**CO Mapping with Programme Outcomes**

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

S-Strong (3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

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

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

**Paper DSE 8-2**

Course Title	ARCHAEOLOGY II					
Course Type	Discipline Specific Elective 8	Course Code	DSE 8-2			
Year	III	Semester	VI			
Credits	3	Hours	L	T	P	Total
			3	1	0	4

Learning Objectives	
<b>S. No.</b>	<b><i>The course objectives are to impart:</i></b>
1	Knowledge on epigraphy and ancient Indian inscriptions.
2	Knowledge on palaeography, materials used for writing and its techniques.
3	Understanding on evolution of coins and Indian coins
4	Understanding on pre-historic and historic art and sculptures of India.
5	Understanding on the pre-historic and historic architecture of India.

**UNIT –I**

**Epigraphy:** Meaning- Ancient Indian Inscriptions - Ashokan Edicts, Sunga, Kushana, Gupta and Post Gupta - South Indian Inscriptions - Copper Plates -Palm Leaves.

**UNIT –II**

**Palaeography:** Meaning-Origin of Writing -The Birth of Alphabet - Materials and Techniques of Writing -Origin of the Brahmi and Kharoshti Scripts -Development of Brahmi in North India - Development of Tamil Brahmi and Grantha in South India.

**UNIT III**

**Numismatics:** Meaning- Evolution of Coins -The Weight Systems -Early Indian Coins -Coins of Southern India -Sathavahana, Chola, Pandiya and Vijayanagara Coins.

**UNIT IV**

**Art :**Rock Art – Bhimbetka, Ajanta, Ellora and Sittanavasal—Indus Art - Mauryan Art - Buddhist Art – Sanchi, Bharhut, Gandhara , Mathura and Amaravati - Gupta Art – Ancient Indian Ceramic Art- South Indian Sculptures- Pallava , Chola, Pandiya, Vijayanagaraand Nayaka Sculptures.

**UNIT V**

**Architecture:**Palaeolithic Shrine - Harappan Architecture - Mauryan and Post Mauryan Architecture – Buddhist and Jain Architecture – Rock Cut Cave Architecture -Temple Architecture – Nagara, Dravidian and VesaraStyle of Architectures.

### Recommended Books

1. Ghosh, A. *An Encyclopaedia of Indian Archaeology*, MunshiramManoharlal Publishers Pvt Ltd, New Delhi, 1989.
2. Rajan, K. *Archaeology: Principles and Methods*, Manoo Pathippakam, Thanjavur, 2002.
3. Rajan, K. *Understanding Archaeology: Field Methods, Theories and Practices*, Manoo Pathippakam, Thanjavur, 2016.
4. Raman, K.V. *Principles and Methods of Archaeology*, Parthajan Publications, Madras, 1986.

### Reference

1. Bachhofer, Ludwig. *Early Indian Sculpture*. MunshiramManoharlal, New Delhi, 1973.
2. Bhandarkar, Devadatta Ramakrishna. *A List of the Inscriptions of Northern India in Brahmi and Its Derivative Scripts*, from about 200 A.C.: Appendix to Epigraphia Indica and Record of the Archæological Survey of India, Volumes XIX to XXIII. Director General, Archaeological Survey of India, 1983.
3. Bugess, J.A.S. *Epigraphia Indica and Record of the Archaeological Survey of India*. Manager of Publications, Calcutta, 1892.
4. Bühler, Georg. *Indian Palaeography*. MunshiramManoharlal. New Delhi, 2004.
5. Chitralakha Singh, Trigunateet Jaimini. *Aesthetical And Historical Values of Indian Art- Pre-Historic To 6th Century BC* (English), Mangalayatan University, Uttar Pradesh, 2012.
6. Dani, Ahmad Hasan. *Indian Palaeography*. MunshiramManoharlal, New Delhi, 1997.
7. Desikachari, T. *South Indian Coins*. Asian Educational Services, New Delhi & Madras, 1991.
8. Elliot, Walter. *Coins of South India*. Bharatiya Kala Prakashan, 2005.
9. Frederick M. Asher. *Art of India: Prehistory to the Present*. Encyclopaedia Britannica, 2003.
10. Harishankar, B. S., et al. *Art & Archaeology of India: Stone Age to the Present*. Indraprastha Museum of Art & Archaeology, 2003.
11. Kramrisch, Stella. *Indian Sculpture: Ancient, Classical and Mediaeval. India*, Motilal Banarsidass Publishers, Delhi, 2013.
12. Mahadevan, Iravatham, *Tamil Brahmi Inscription*. The State department of Archaeology, Government of Tamil Nādu, Madras, 1970
13. Mahadevan, Iravatham. *Early Tamil Epigraphy from the Earliest Times to the Sixth Century A.D.* Cre-A Publishers, Chennai, 2003.
14. Mohan Lal Chadhar .*Cultural Heritage of Ancient India*. B.R. Publishing Corporation, 2020.
15. Mukherjee, Bratindra Nath, and Lee, P. K. D. *Technology of Indian Coinage*. Indian Museum, 1988.
16. Narasimha Murthy, A.V. ed. *Studies in South Indian Coins- VI V*. South Indian Numismatics Society, Madars, 1995.
17. Rajgor, Dilip. *Paralinguistic Profile of Brahmi Script*. Pratibha Prakashan, Delhi, 2000.
18. Salomon, Richard. *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages*. Oxford University Press, 1998.

19. Saraswati, Sarasi Kumar. *A Survey of Indian Sculpture*. MunshiramManoharlal Publishers, New Delhi, 1975.
20. Sharma, R. K. Tripathi, K.K. *Recent Perspectives On Prehistoric Art In India*. Aryan Books International, 1993.
21. Sircars, D.D. *Studies in Indian Coins*. Motilal Banarsidass Publishers Pvt. Limited, Delhi, 2008.
22. Zerffi, Gustavus George. *A Manual of the Historical Development of Art ... with special reference to architecture, sculpture, painting, and ornamentation*. London, 1876.

### Web Resources

1. <http://www.arch.cam.uk>
2. <http://archaeological.org>
3. <http://www.tnarch.gov.in>

### Course Outcomes

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 epigraphy and analyse the inscriptions of ancient India.	K1
CO 2	Examine the origin and the development of various writings.	K3
CO 3	Discuss the meaning of numismatics, evolution of coins and examine the Indian coins.	K3
CO 4	Discuss the art and sculpture of prehistoric and historic India.	K3
CO 5	Analyse the architectural style of prehistoric and historic India.	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)

**Paper DSE 8-3**

<b>Course Title</b>	<b>HISTORY OF ARABS FROM 750 TO 1258 CE</b>					
<b>Course Type</b>	Discipline Specific Elective 8	<b>Course Code</b>	DSE 8-3			
<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>Total</b>
			<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The course objectives are to impart:</i></b>
1	The knowledge on the history of Abbasids.
2	The knowledge on the administration of Abbasids.
3	Understanding on Crusades and its impact.
4	Understanding on the history of Moors of Spain.
5	Understanding on the rise of Fatimids of Egypt.

**Unit-I**

**Abbasid Dynasty:** Establishment – Abul Abbas as-Saffah – Unique features of the Abbasids – Abu Jafar al-Mansur: Conquests – Contribution – Al-Mahdi – Al-Hadi

**Unit-II**

**Abbasid Dynasty:** Harun al-Rasheed – Rise and fall of Barmakids – Administration – Mamun al-Rasheed – Civil war – Al-Mutawakkil – Cultural Progress under the Abbasids – Downfall of Abbasids

**Unit-III**

**Crusades:** Causes and course of the Crusades – Imaduddin Zengi – Conquest of Edessa – Nuruddin Mahmud – The Second Crusades – Expedition of Egypt – Sultan Salahuddin Ayyubi – Results of the Crusades

**Unit-IV**

**Moors in Spain:** Abdul Rahman I: Administration – Abdul Rahman II – Administration – Abdul Rahman III – Administration – Cultural Progress under the Moors – Fall of the Moors in Spain

**Unit-V**

**Fatimids of Egypt:** – Ubaidullah al-Mahdi: Establishment of Fatimid Dynasty – Conquests – Al-Muiz: Accession and conquests – Al-Aziz: Accession and conquests – Cultural contribution of Fatimids – Downfall of the Fatimids

**Books for Study**

1. Abdur Rahim Khan, Muslim Contribution to Science and Culture, New Delhi, 1946.
2. Ameer Ali Syed, The Spirit of Islam, Idara –I – Adabiat – I – Delhi, New Delhi, 1997.
3. Ameer Ali Syed, History of the Saracens, Kitab Bhawan, New Delhi, 1995.
4. Syed Mahmudun, Islam its concept and History, Kitab Bhawan, New Delhi, 1981.
5. Syed Shahabuddeen Dir., Islamia VaralarumPanpadum, Ahmed Publications, Vaniyambadi, 2001.

**Books for Reference**

1. Abbas Ali, Civilization in Islam, Reference Press, New Delhi, 2005.
2. Arnold Thomas, The Legacy of Islam, Oxford University Press, London, 1980.
3. Hitti Philip. K., History of Arabs, Mac Millan India, New Delhi, 1974.
4. Khuda Baksh. S., The Orient under the Caliphs, Idara – I – Adabiat – I – Delhi, New Delhi, 1893.
5. Syed ShahabuddeenDr., Muslim's contribution to Humanity, Vijay Nicole Imprints Pvt. Ltd. Chennai,2016

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Explain the unique features of Abbasid Dynasty.	K1
CO 2	Describe the reigns of Harun al-Rasheed, al-Mamun and the downfall of Abbasids.	K1
CO 3	Evaluate the causes and impacts of Crusades on world affairs.	K1
CO 4	Describe the contribution of Moors of Spain to society and culture.	K1
CO 5	Assess the contribution of Fatimids of Egypt.	K1

**CO Mapping with Programme Outcomes**

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

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



**CO Mapping with Programme Specific Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Paper: PC-SEC**

<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				
<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 on the salient features of Indian Constitution.
4	Knowledge about the salient features of Indian and world geography.
5	Knowledge about current events.

**UNIT I**

Competitive Examinations at the National and State UPSC and TNPC-Qualifications - Plan and nature of competitive examinations- Indian Heritage and 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 organizations-Ethics, Attitude, Aptitude, Awareness

## LEARNING RESOURCES

### Recommended Books

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

### Reference

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

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

### CO Mapping with Programme Outcomes

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

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

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

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