



AVS

COLLEGE OF ARTS & SCIENCE (AUTONOMOUS)

Attur Main Road, Ramalingapuram, Salem - 106.

(Recognized under section 2(f) & 12(B) of UGC Act 1956 and
Accredited by NAAC with 'A' Grade)

(Co - Educational Institution | Affiliated to Periyar University, Salem
ISO 9001 : 2015 Certified Institution)

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Syllabus for

B.A HISTORY

CHOICE BASED CREDIT SYSTEM –

LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK

(CBCS – LOCF)

(Applicable to the Candidates admitted from 2023-24 onwards)

VISION

- To attain excellence in the field of education by creating competent scholars with a touch of human values.

MISSION

- To accomplish eminence in the academic domain.
- To provide updated infrastructure.
- To educate value based education.
- To impart skills through efficient training programs.
- To cultivate culture and tradition with discipline and determination.

REGULATIONS

1. Eligibility for Admission:

A candidate who has passed the Higher Secondary Examination of Tamil Nadu Higher Secondary Board or an examination of some other board accepted by the syndicate as equivalent

2. Duration:

The course for the degree of Bachelor of Arts shall consist of three academic years divided into six semesters

3. Eligibility for award of degree:

The degree of Bachelor of Arts will be awarded to any student who has completed the appropriate programme of study and passed examinations as a student at the College in Accordance with such other Regulations for Students of the College as may be applicable.

4. Course of Study:

The course of study for the B.A History shall comprise of the following Subjects according to the syllabus and books prescribed from time to time. The Syllabus for various subjects shall be demarcated into five units in each subject

Part – I– Tamil

Part – II– English

Part- III – Core Courses & Elective Courses

Part – IV–Foundation course, Skill Enhancement courses (Non-Major Elective),

Skill Enhancement courses (Discipline Specific), Skill Enhancement courses

Environmental Studies, Value Education, Internship, Professional Competency Skill

Part – V–Extension Activity, NSS / NCC / Sports / YRC and other co and extracurricular activities offered under part – V of the programmes

5. Scheme of Examination:

There shall be six examinations - two in the first year, two in the second year and two in the third Year. Candidates failing in any subject / subjects will be permitted to appear for such failed Subject / subjects at subsequent examinations.

The syllabus has been divided into six semesters. Examinations (theory) for I, III and V semesters will be held in November / December and Examinations (theory)

For II, IV and VI semesters will be held in April / May.

6. Passing Rules: A candidate who secures not less than 40% in the University (external) Examination and 40% marks in the external examination and continuous internal assessment put together in any course of Part I, II, III & IV shall be declared to have passed the examination in the subject (theory or Practical).

A candidate who secures not less than 40% of the total marks prescribed for the subject under part IV degree programme irrespective of whether the performance is assessed at the end semester examination or by continuous internal assessment shall be declared to have passed in that subject.

A candidate who passes the examination in all the courses of Part I, II, III, and IV& V shall be declared to have passed, the whole examination.

i) Theory

Written Examination for each subject is conducted for 75 marks with duration of 3 hours. Students have to secure a minimum of 30 marks (40%) out of 75 in End Semester Examination and a total of 25(CIA+ESA) marks out of 100 marks to pass in every subject.

Programme Outcomes (POs)

The B.A. History graduate on completion of the programme would have acquired the following individual qualities, knowledge, skills, attitudes and values.

PO1	Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study.
PO2	Communicate with clarity and fluency their knowledge of the subject of history and express ideas and views in writing and orally.
PO3	Critically analyze, examine and evaluate various issues with a clear and analytical mind based on facts and evidences; apply one's learning to real life situations; analyse and synthesize data from a variety of sources; draw valid conclusions
PO4	Demonstrate ability to use ICT tools. Raise relevant questions, recognize cause and effect relationships, define problems, formulate hypotheses, ability to plan, execute and report the results.
PO5	Understand various cultures, appreciate their values; acquire a global perspective to equip them to work in a multicultural environment.
PO6	Approach and act on any issue from an ethical point of view, appreciate the multiple perspectives and respect human values.
PO7	Exhibit leadership abilities in organizing the work by setting plans and execute them.
PO8	Learn throughout life, adapting to changing times, technology and knowledge.

Program Specific Outcomes (PSOs)

After the successful completion of B.A History programme the students are expected to

PSO1	Explain the Meaning of History, identify the sources, discuss the historical events and processes.
PSO2	Communicate effectively, both oral and written, and use ICT tools. Acquisition of entrepreneurial and employability skills
PSO3	Approach various issues with a critical and analytical mind for viable solutions.
PSO4	Acquire the knowledge to pursue higher studies in the domain and other allied disciplines.
PSO5	Contribute to the development of society due to understanding of the historical roots and context of the various social, environmental, human rights, women's and other issues faced by humanity.

Programme Educational Objectives (PEOs)

The B.A History programme describes accomplishments that graduates are expected to attain within five to seven years after graduation.

PEO1	Familiarize the social economic political and culture development in India from prehistory to Delhi sultanate, focusing on socio economic developments and not on dynastic history, with elements of change and continuity in Indian history..
PEO2	Study the major developments in the world from the decline of the feudal age to the French revolution. Explore major developments in the modern world during the two world wars that led to the emergence of the cold war Era
PEO3	Familiarize with the major trends of the political social and Economic Developments in north East India
PEO4	Understand the political economic social and military forces that shaped the history of the USA From colonial days second world war
PEO5	Study of ancient history to the nature of archaeological data its method and the multidisciplinary approaches to the study of past societies under the themes viz basic concepts in archaeology field methods reconstruction and interpretation of evidence and archaeology in India

CREDIT DISTRIBUTION FOR 3 YEARS B.A HISTORY PROGRAMME

Part	Course Type	Credits per Course	No. of Papers	Total Credits
Part I	Language – I (Tamil/Hindi/French)	3	4	12
Part II	Language – II (English)	3	4	12
Part III	Core Courses- Theory	5	8	40
	Core Courses- Theory (project)	4	7	28
	Major Elective Courses- Theory	3	8	24
Total				116
Part IV	Non Major Elective Courses	2	2	4
	Skill Enhancement Courses	2	6	12
	Skill Enhancement Courses (Entrepreneurial skill)	1	1	1
	Professional Competency Skill Enhancement Course	2	1	2
	EVS (Environmental Studies)	2	1	2
	Internship	2	1	2
Part V	Extension Activities	1	1	1
Total				24
Total Credits				140

**CONSOLIDATED SEMESTER WISE AND COMPONENT WISE CREDIT DISTRIBUTION
FOR 3 YEARS B.A HISTORY PROGRAMME**

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

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

METHOD OF EVALUATION

Evaluation	Components	Marks
Internal Evaluation	Continuous Internal Assessment Test	15
	Assignments	3
	Class Participation	2
	Distribution of marks for Attendance (in percentage) 96 – 100: 5 Marks 91 – 95: 4 Marks 86 – 90: 3 Marks 81 – 85: 2 Marks	5
External Evaluation	End Semester Examination	75 Marks
Total		100 Marks

Note: 1.UG Programmes- A candidate must score minimum 10 marks in Internal and 30 marks in External Evaluation.

CONTINUOUS INTERNAL ASSESSMENT

Categorizing Outcome Assessment Levels Using Bloom's Taxonomy

level	Cognitive Domain	Description
K1	Remember	Simple definitions, MCQ, Recall steps, Concept definitions
K2	Understand	MCQ, True/False, Short essays, Concept explanations, Short summary or overview
K3	Apply	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
K4	Analyze	Problem-solving questions, Finish a procedure in many steps, Differentiate Between various ideas, Map knowledge
K5	Evaluate	Longer essay/Evaluation essay, Critique or justify with pros and cons
K6	Create	Check knowledge in specific or off beat situations, Discussion, Debating or Presentations

Question Paper Blue Print for Continuous Internal Assessment- I& II

Duration: 2 Hours		Maximum: 50 marks					
Section	K level						Marks
	K1	K2	K3	K4	K5	K6	
A (no choice)	10						10 X 1 =10
B (no choice)		1	1				2 X 5 =10
C (either or choice)				3			3 x 10 = 30
Total							50 marks

Note: K4 and K5 levels will be assessed in the Model Examination whereas K5 and K6 Levels will be assessed in the End Semester Examinations.

Question Paper Blue Print for Continuous Internal Assessment- I

Time: 2 Hours

Total Marks: 50 Marks

Minimum Pass: 20 Marks

Unit	Section - A	Section - B	Section - C
I	Q.N. 1, 2, 3, 4, 5	Q.N. 11	Q.N. 13 A, 13 B
I or II	-	-	Q.N. 14 A, 14 B
II	Q.N. 6, 7, 8, 9, 10	Q.N. 12	Q.N. 15 A, 15 B

SECTION – A (10 X 1 = 10 Marks)

ANSWER ALL THE QUESTIONS

SECTION – B (2 X 5 = 10 Marks)

ANSWER ALL THE QUESTIONS

SECTION – C (3 X 10 = 30 Marks)

ANSWER ALL THE QUESTIONS (Either or Choice)

Question Paper Blue Print for Continuous Internal Assessment- II

Time: 2 Hours

Total Marks: 50 Marks

Minimum Pass: 20 Marks

Unit	Section - A	Section - B	Section - C
III	Q.N. 1, 2, 3, 4, 5	Q.N. 11	Q.N. 13 A, 13 B
III or IV	-	-	Q.N. 14 A, 14 B
IV	Q.N. 6, 7, 8, 9, 10	Q.N. 12	Q.N. 15 A, 15 B

SECTION – A (10 X 1 = 10 Marks)

ANSWER ALL THE QUESTIONS

SECTION – B (2 X 5 = 10 Marks)

ANSWER ALL THE QUESTIONS

SECTION – C (3 X 10 = 30 Marks)

ANSWER ALL THE QUESTIONS (Either or Choice)

Question Paper Blue Print for Model Examination & End Semester Examination

Duration: 3 Hours		Maximum: 75 marks						
Section		K level						Marks
		K1	K2	K3	K4	K5	K6	
A (no choice, three questions from each unit)		15						15 X 1 =15
B (choice, one question from each unit)			1	1				2 X 5 =10
C (either or choice & two questions from each unit)	<i>Courses with K4 as the highest cognitive level</i>				4	1		5 x 10 = 50
	<i>Course with K5 as the highest cognitive level wherein three K4 questions and two K5 questions are compulsory.</i>				3	2		
	<i>Course with K6 as the highest cognitive level wherein two questions each on K4, K5 and one question on K6 are compulsory.</i>				2	2	1	
Total								75 marks

Question Paper Blue Print for Model Examination & End Semester Examination

Time: 2 Hours

Total Marks: 75 Marks

Minimum Pass: 30 Marks

Unit	Section - A	Section - B	Section - C
I	Q.N. 1, 2, 3	Q.N. 16	Q.N. 21 A, 21 B
II	Q.N. 4, 5, 6	Q.N. 17	Q.N. 22 A, 22 B
III	Q.N. 7, 8, 9	Q.N. 18	Q.N. 23 A, 23 B
IV	Q.N. 10, 11, 12	Q.N. 19	Q.N. 24 A, 24 B
V	Q.N. 13, 14, 15	Q.N. 20	Q.N. 25 A, 25 B

SECTION – A (15 X 1 = 15 Marks)

ANSWER ALL THE QUESTIONS

SECTION – B (2 X 5 = 10 Marks)

ANSWER ANY TWO QUESTIONS

SECTION – C (5 X 10 = 50 Marks)

ANSWER ALL THE QUESTIONS (Either or Choice)

Scheme of Examination for B.A History

First Year – Semester - I

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
I	23UFTA01	Podhu Tamil - I	3	3	25	75	100
II	23UFEN01	General English - I	3	3	25	75	100
III	23UHSCT01	Core I - History of Ancient India up to 1206 CE	5	5	25	75	100
	23UHSCT02	Core II - History of Tamil Nadu up to 1363CE	5	5	25	75	100
	23UHSAC01	Generic Elective course I - Allied I Outlines of Comparative Governments - I	5	3	25	75	100
IV	23UHSSEC01	Skill Enhancement course SEC I - Introduction to Tourism	2	2	25	75	100
	23UHSSECFC01	Skill Enhancement Course I - NMEC I - Introduction to History	2	2	25	75	100
Total			25	23	175	525	700

First Year – Semester - II

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
I	23UFTA01	Podhu Tamil - II	3	3	25	75	100
II	23UFEN02	General English - II	3	3	25	75	100
III	23UHI03	Core III - History of Medieval India - 1206 - 1707 CE	5	5	25	75	100
	23UHI04	Core IV - History of Tamil Nadu - 1311 – 1800 CE	5	5	25	75	100
	23UPSA02	Generic Elective course II - Allied II Outlines of Comparative Governments – II	5	3	25	75	100
IV	23UHISE02	Skill Enhancement course SEC II - Indian Constitution	2	2	25	75	100
	23UHISE03	Skill Enhancement course NMEC II Basic Journalism	2	2	25	75	100
Total			25	23	175	525	700

Second Year – Semester - III

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
I	23UFTA03	Podhu Tamil - III	3	3	25	75	100
II	23UFEN03	General English - III	3	3	25	75	100
III	23UHI05	Core V - History of India - 1707 - 1857 CE	5	5	25	75	100
III	23UHI06	Core VI - History of Tamil Nadu since 1801 CE	5	5	25	75	100
III	23UECA06	Generic Elective course III - Allied III Indian Economy Problems and Policies – I	5	3	25	75	100
IV	23UHISE04	Skill Enhancement course SEC III Museology	2	1	25	75	100
	23UHISE05	Skill Enhancement course SEC IV Defence Studies	2	2	25	75	100
Total			25	22	175	525	700

Second Year – Semester - IV

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
I	23UFTA04	Podhu Tamil - IV	3	3	25	75	100
II	23UFEN04	General English - IV	3	3	25	75	100
III	23UHSCT07	Core VII - Freedom Struggle in India	5	5	25	75	100
	23UHSCT08	Core VIII - History of Modern Europe - 1789 - 1919 CE	5	5	25	75	100
	21UECA07	Generic Elective course IV- Allied IV - Indian Economy Problems and Policies – II	3	3	25	75	100
IV	23UHISSE06	Skill Enhancement course SEC V Computer Training	2	2	25	75	100
	23UHISSE07	Skill Enhancement course SEC VI Hotel Management	2	2	25	75	100
		EVS	1	2	-	-	-
Total			25	25	175	525	700

Third Year – Semester - V

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
III	23UHSCT09	Core IX - History of the World 1919 - 2020 CE	4	4	25	75	100
	23UHSCT10	Core X - Selected Themes in History of U.S.A	4	4	25	75	100
	23UHSCT11	Core XI - Regional History (History of kongu nadu)	4	4	25	75	100
	23UHSCT12	Core XII - Project (with viva voce)	4	4	-	-	-
	23UHSIDSE01	Discipline Specific Elective V - Elements of Human Rights	4	3	25	75	100
	23UHSIDSE03	Discipline Specific Elective VI History of Dravidian Movements	4	3	25	75	100
IV		Value Education	1	2	-	-	-
		Summer Internship/Ind. Training	-	2	-	-	-
Total			25	26	125	375	500

Third Year – Semester - VI

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
III	23UHSCT13	Core XIII - Contemporary History of India	4	4	25	75	100
	23UHSCT14	Core XIV - India and Her Neighbours	4	4	25	75	100
	23UHSCT15	Core XV - History of Science and Technology in India	4	4	25	75	100
	23UHSIDSE05	Discipline Specific Elective VII International Relations since 1919.	4	3	25	75	100
	23UHSIDSE06	Discipline Specific Elective VIII History of China and Japan.	4	3	25	75	100
IV	23UHSIPCSEC01	General Studies for Competitive Examinations	4	2	25	75	100
V	23UEX01	Extension Activities		1			
Total			25	21	150	450	600

****Ins. Hrs** – Instructional Hours, **CIA**- Continuous Internal Assessment, **ESE**- End Semester Examination

Semester: I	Course Code: 23UHISCT01	Hours/Week: 5	Credit: 5
COURSE TITLE: CORE I - HISTORY OF ANCIENT INDIA UP TO 1206 CE			

Course Overview:

1. Outline the characteristic features of pre and proto historic cultures in India.
2. Discuss the impact of the Vedic culture on Indian society and religion.
3. Examine Ashoka's policy of Dhamma.
4. Justify Gupta Age as a classical age.

Learning Objectives:

1. Understanding of the characteristics of pre and proto historic cultures in India.
2. The impact of Vedic culture on society, religion and culture.
3. Emergence of Centralized State under the Mauryas and Ashoka's Dhamma.
4. Achievements of the Guptas and their contribution to literature, art and architecture.
5. Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.

Unit - I	Sources of Indian History	12 Hours
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Geographical Features – Sources of Indian History – Pre - and Proto History - Harappan Civilization - Megalithic Culture– Ancient Tamil Civilization – Early Vedic Age – Later Vedic Age.

Unit - II	Rise of Mahajanapadas	12 Hours
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Buddhism and Jainism – Greek and Persian Invasions of India – Alexander’s Invasion - Rise of Mahajanapadas - Magadhan Empire – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture.

Unit - III	Mauryas Administration	12 Hours
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Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya - Samudragupta –Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas - Nalanada, Vikramasila and Valabhi Universities

Unit - IV	Chalukyas and Rashtrakutas	12 Hours
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Vardhanas – Harshavardhana – Administration – Religious Contributions – Provincial Dynasties – Chalukyas – Rashtrakutas – Paramaras – Palas – Senas – Art and Architecture – Cultural contributions.

Unit – V	Invasions of Mohammed Ghort	12 Hours
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Rajputs – Cultural Contributions – Arab Conquest of Sind – Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain

Text Book(s):

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

Reference Books:

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

Web Resources:

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

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

Cos	Statements	Bloom's Level
CO1	Outline the characteristic features of pre and proto historic cultures in India.	K1
CO2	Discuss the impact of the Vedic culture on Indian society and religion.	K2
CO3	Examine Ashoka's policy of Dhamma.	K3
CO4	Justify Gupta Age as a classical age.	K5
CO5	Describe the nature of Post-gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.	K1

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (Cos vs Pos)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	2	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	2	3	3	2	3

3 – Strong, 2 – Medium, 1 – Low

Semester: I	Course Code: 23UHISCT02	Hours/Week: 5	Credit: 5
COURSE TITLE: CORE II – HISTORY OF TAMIL NADU UP TO 1363CE			

Course Overview:

1. Describe the various sources for the study of history of Tamil Nadu.
2. Examine the various aspects of Sangam Age.
3. Explain the rise of Pallavas and their cultural contribution.
4. Estimate the supremacy of the Chola power.

Learning Objectives:

1. Knowledge of geography and sources of Tamil Nadu.
2. Understanding of polity, society and economy of the Sangam period.
3. The contribution of Pallavas in the field of art and architecture.
4. Appreciation of the achievements and contribution of the Imperial Cholas.
5. Factors for the decline of the Pandyas.

Unit – I	Sources of Tamil Nadu History	12 Hours
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Geography – Sources for the study of history of Tamil Nadu – Pre & Proto history of Tamil Nadu – Ancient Tamil Civilization

Unit - II	Sangam age	12 Hours
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Sangam Age – Historicity – Early Cholas – Karikala – Cheras – Senguttuvan – Pandyas – Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule

Unit – III	The Pallavas Contribution	12 Hours
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The Pallavas – Origin: Early Pallavas – Later Pallavas – Political, Social and Economic Conditions – Growth of Literature and Education – Art and Architecture – Sculpture – Paintings & Fine arts – Early Bakthi Movement – The First Pandyan Empire – Sources – Triangular conflict between Pallavas, Pandyas and Western Chalukyas – Administration – Art and Architecture

Unit – IV	Later Cholas	12 Hours
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Later Cholas: Raja RajaChola I – RajendraChola I – Overseas Expansion – Kulothunga – Chalukya-Chola relations – Administrative System – Land Grants and Temple Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature – Art and Architecture – Bronze Sculptures

Unit – V	The Second Pandyan Empire	12 Hours
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The Second Pandyan Empire (1190-1312 CE) – Triangular conflict among Cholas, Pandyas and Hoysalas – Social and Economic Life – Malik Kafur’s Invasion

Text Book(s):

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

Reference Books:

1. Avvai Duraisamy Pillai, History of the Chera King, Saran Books, Chennai, 2020
2. C. Minakshi, Administration and Social Life Under the Pallavas, University of Madras, Madras, 1938
3. K.A. NilakantaSastri, The Colas, University of Madras, Madras, 1984
4. K.K. Pillay, A Social History of the Tamils, University of Madras, Madras, 1967
5. K.K. Pillay, Historical Heritage of Tamils, MJP Publishers, Chennai, 2021
6. K.K. Pillay, Studies in Indian History: With Special Reference to Tamil Nadu, K.K. Pillay, Madras, 1979
7. Ma.Rajamanickanar, History of Cholas, Saran Books, Chennai
8. N. Subramanian, Sangam Polity, Asia Publishing House, Bombay, 1966
9. P.T. SrinivasaIyengar, History of the Tamils: From the Earliest Times to 600 A.D., Asian Educational Services, New Delhi, 2001

Web Resources:

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

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Describe the various sources for the study of history of Tamil Nadu.	K1
CO2	Examine the various aspects of Sangam Age.	K4
CO3	Explain the rise of Pallavas and their cultural contribution.	K2
CO4	Estimate the supremacy of the Chola power.	K5
CO5	Outline the achievements of the Second Pandyan Empire.	K1

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	3	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	3	2	3	2	2	3

3 – Strong, 2 – Medium, 1 – Low

Semester: I	Course Code: 23UHISAC01	Hours/Week: 5	Credit: 3
COURSE TITLE: GENERIC ELECTIVE COURSE I - ALLIED I OUTLINES OF COMPARATIVE GOVERNMENTS -I			

Course Overview:

1. Understanding basic concepts of Liberty, Equality, Rights, Law and Justice.
2. Assessing empirical Political Theory: System's Analysis, Structural Functionalism
3. Investigating the nature and scope of Comparative Politics.
4. Critically looking at the rights of the citizens in India

Learning Objectives:

1. The study provides the students with opportunity of learning the characteristics merits & demerits of unitary and federal governments and its elements.
2. The study helps the students to become competitive to judge and elect right government With better objectives.
3. Knowledge on different political systems like single party system/multiple party system and merits and demerits of the system would be of great help to elect the right Representatives under the current scenario.

Unit - I	State and its Elements	9 Hours
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State and its Elements – Unitary and Federal – Characteristics – Merits and Demerits – Conditions of Federation – Secular State.

Unit – II	Indian Constitution and Amendment	9 Hours
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Constitution – Aristotle's classification – Modern classification – Written and Unwritten constitutions – Flexible and Rigid constitutions – Constitutional changes and Amendment – Judicial Review.

Unit – III	Democracy and Election	9 Hours
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Democracy and Election: Definition – Meaning – Types – Direct and Indirect Democracy – Merits and Demerits - Direct Election – Indirect Election

Unit - IV	Representation	9 Hours
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Representation: Theories of Representation – Types of Representation – Proportional Representation – Communal Representation of Minorities – Reserved Constituency.

Unit - V	Political Parties	9 Hours
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Political Parties: Origin - Purpose – Types pf Parties. Single party system – Bi-party system And Multi-party system – Merits – Demerits – Nation and Functions.

Text Book(s):

1. Kapur, A.C – Select Constitutions
2. Mahajan , V.D – Select Modern Governments
3. Strong C .F - Comparative Governments

Reference Books:

1. Appadurai, A – A Substance of Politics
2. Wheare , K. C – Modern Constitution

Web Resources:

1. <http://www.Comparative Governments.net>

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Tracing the evolution of Comparative Politics as a discipline and drawing a distinction between Comparative Politics and Comparative Government.	K1
CO2	Investigating the nature and scope of Comparative Politics	K2
CO3	Analyzing the approaches the approaches and models of comparison: systems analysis; structural functionalism; and institutional approach.	K3
CO4	Critically analyzing the features of a liberal democratic and socialist political system	K5
CO5	Discussing the features of a federal system	K1

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	2	2	3	2	2
CO2	3	3	2	3	3	3	2	3
CO3	3	3	3	2	3	3	3	2
CO4	3	3	2	3	3	2	2	3
CO5	3	3	3	3	2	3	3	3

3 – Strong, 2 – Medium, 1 – Low

Semester: I	Course Code: 23UHISSECFC01	Hours/Week: 2	Credit: 2
COURSE TITLE: SKILL ENHANCEMENT COURSE - NMEC INTRODUCTION TO HISTORY			

Course Overview:

1. Describe the meaning and definition of history.
2. Explain the relationship between history and allied disciplines.
3. Illustrate the use of facts in writing history.
4. Examine the concept of causation in history.

Learning Objectives:

1. Introduction to the meaning and nature of history.
2. Knowledge of different kinds of history and its relationship with other disciplines.
3. Use of facts in writing history.
4. Introduction of the concepts in history.
Knowledge of various sources for the study of history and usage of bibliography and footnotes.
- 5.

Unit - I	Meaning and Definition of History	6 Hours
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History – Meaning & Definitions– Nature and Scope of History – Uses and Abuses of History –
Lessons in History

Unit - II	Kinds of History	6 Hours
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Kinds of History – History and Allied Disciplines – Debates on history: Science or an Art

Unit - III	History Philosophers	6 Hours
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Herodotus – Thucydides – Livy – Tacitus – St. Augustine – Ibn Khaldun – Alberuni – Voltaire –
Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr

Unit - IV	Repositories of Sources	6 Hours
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Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi – Romila Thapar – R.S. Sharma – Irfan
Habib – Bipan Chandra – Ranajit Guha P.T. SrinivasaIyyangar– C.S. Srinivasachari –
K.A. Nilakanta Sastri – K.K. Pillai-N. Subramaniam – K.A. Rajayyan- G. Venkatesan

Unit - V	History Avthovrs	6 Hours
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Repositories of Sources: Archaeological – Epigraphical – Numismatic – Material Remains –
Literary – Oral Sources - Archival and Government Records – Use of Footnotes and
Bibliography in writing assignments.

Text Book(s):

1. E. Sreedharan, A Textbook of Historiography, 500 BC to AD 2000, Orient Longman, New Delhi, 2004
2. E.H. Carr, What is History?, Penguin Books Ltd., New Delhi, 2018.
3. G. Venkatesan, A Study of Historiography (History of Historical Knowledge), V.C.Publications, 2018
4. K. Rajayyan, History in Theory and Method: A Study in Historiography, Raj Publications, Madurai, 1982
5. S. Manikam, On History & Historiography, Padumam Publishers, Madurai
6. Sheik Ali, History: Its Theory and Method, Laxmi Publications, 2019

Reference Books:

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

Web Resources:

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

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Describe the meaning and definition of history.	K1
CO2	Explain the relationship between history and allied disciplines.	K2
CO3	Illustrate the use of facts in writing history.	K3
CO4	Examine the concept of causation in history.	K4
CO5	Develop an essay based on sources using foot notes and bibliography.	K6
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

Mapping (COs vs POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	2	3	2	3
CO2	3	3	3	3	3	3	2	3
CO3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	2	3
CO5	3	3	3	3	3	3	3	3

3 – Strong, 2 – Medium, 1 – Low

Semester: I	Course Code: 23UHISSEC01	Hours/Week: 2	Credit: 2
COURSE TITLE: SKILL ENHANCEMENT COURSE SEC I - INTRODUCTION TO TOURISM			

Course Overview:

1. List out the various components and elements of tourism
2. Explain the types and forms of tourism.
3. Describe the roles of Travel Agent
4. Explain the roles of Tour Operators

Learning Objectives:

1. Understanding of the basic components and elements of tourism
2. Knowledge of different types and forms of tourism
3. Knowledge of the role of Travel Agents
4. Understanding of the role of Tour Operators
5. Knowledge of the travel documents

Unit - I	Concepts of Tourism	6 Hours
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Concepts of Tourism: Definition of Tourism – Traveller – Tourist – Excursionist – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors

Unit - II	Types and Forms of Tourism	6 Hours
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Types and Forms of Tourism: Domestic and International Tourism – Long Haul and Short Haul Tourism – Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism

Unit – III	Travel Agency	6 Hours
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Travel Agency: Meaning of Travel Agent – Types of Travel Agency – Roles of Large Travel Agent – Characteristics of a Professional Travel Agent

Unit – IV	Tour Operator	6 Hours
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Tour Operator: Meaning of Tour Operator – Types of Tour Operator: Inbound, Outbound, Domestic, Ground and Specialized – Role of Tour Operators – Itinerary Planning: Principles, Resources and Guidelines

Unit - V	Travel Documents	6 Hours
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Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance – Role of Information Technology in Tourism related Services – Computerized Reservation System (CRS) and Global Distribution System (GDS)

Text Book(s):

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

Reference Books:

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

Web Resources:

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

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	List out the various components and elements of tourism	K1
CO2	Explain the types and forms of tourism.	K2
CO3	Describe the roles of Travel Agent	K2
CO4	Explain the roles of Tour Operators	K2
CO5	Examine the importance of travel documents	K4

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	2	3	2	3
CO2	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	2	3	3
CO4	3	3	3	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3

3 – Strong, 2 – Medium, 1 – Low

Semester: II	Course Code: 23UHI03	Hours/Week: 5	Credit: 5
COURSE TITLE: CORE III - HISTORY OF MEDIEVAL INDIA - 1206 - 1707 CE			

Course Overview:

1. Describe the foundation of the Delhi Sultanate and its early dynasties
2. Elucidate the administration of the Delhi Sultanate and appreciate the Bhakthi and Sufi Movements
3. Discuss the genesis and the conquest of the Mughals
4. Outline the art and architecture and administration of the Mughals

Learning Objectives:

1. Understanding about the genesis of the Sultanate rule in India and its early rulers
2. Appreciation of the administration of Tuglaqs, Sayyids and Lodis and the impact of Bhakti Movement
3. Knowledge about the founding and conquests of the Mughal rulers
4. Art and architecture and administrative policies during the Mughals
5. The administration, art and architecture during Bahmini and Vijayanagar kingdoms

Unit - I	Establishment of Delhi Sultanate	12Hours
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Establishment of Sultanate Rule in India – Slave Dynasty – Qutbuddin - Aibak – Iltutmish – Sultana Raziya – Balban – Khilji Dynasty – Jalaluddin Khilji – Alauddin Khilji – Malik Kafur’s Invasion in South India.

Unit - II	Sultanate Administration	12Hours
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Tughlaq Dynasty – Mohammed-bin-Tughlaq – Feroz Shah Tughlaq – Sayyids and Lodis – Administrative system under Delhi Sultanate – Bhakti Movement – Sufi Movement.

Unit - III	Introduction to Mughals	12Hours
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India on the eve of Babur’s invasion – Babur – Humayun – Administration of Sher Shah Suri - Conquests of Akbar - Administration – Religious Policy- Art and Architecture

Unit - IV	Marathas Administration	12Hours
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Jehangir – Chain of Justice- Shah Jahan – Aurangzeb – Rise of the Marathas – Life and Career of Shivaji – Shivaji’s Administration.

Unit - V	Vijayanagar Empire	12Hours
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Bahmini Kingdom–Vijayanagar Empire–Administration–Art and Architecture – Position of Women

Text Book(s):

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

Reference Books:

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

Web Resources:

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

<p>Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning</p>

Learning Outcomes: Upon successful completion of this course, the student will be able to		
COs	Statements	Bloom's Level
CO1	Describe the foundation of the Delhi Sultanate and its early dynasties	K1
CO2	Elucidate the administration of the Delhi Sultanate and appreciate the Bhakthi and Sufi Movements	K2
CO3	Discuss the genesis and the conquest of the Mughals	K2
CO4	Outline the art and architecture and administration of the Mughals	K1
CO5	Illustrate the administration, art and architecture during the Bahmini and Vijayanagar kingdoms	K4
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

Mapping (COs vs POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	3	3	3	2	3
CO2	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	2	3
CO4	3	3	2	3	3	2	2	3
CO5	3	3	3	3	3	3	3	3

3 – Strong, 2 – Medium, 1 – Low

Semester: II	Course Code: 23UHI04	Hours/Week: 5	Credit: 5
COURSE TITLE: CORE IV - HISTORY OF TAMIL NADU - 1311 – 1800 CE			

Course Overview:

1. Outline the rule of the Madurai Sultanate.
2. Explain the impact of the Vijayanagar rule in Tamilaham.
3. Compare and contrast the achievements of the Nayaks of Madurai, Senji and Thanjavur.
4. Assess the contribution of the Marathas to Tamil culture.

Learning Objectives:

1. Rise of the Madurai Sultanate and its contribution.
2. Knowledge about the impact of Vijayanagar rule in Tamilaham.
3. Contribution of the Nayaks of Madurai, Senji and Thanjavur.
4. Contribution of the Marathas to Tamil culture.
5. Understand the Poligar Rebellion as the early resistance against British imperialism.

Unit - I	Madurai Sultanate	12Hours
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Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy and Culture.

Unit - II	Madurai Nayaks	12Hours
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Impact of Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Queen Meenakshi – Decline of Nayaks of Madurai.

Unit - III	Nayaks of Thanjavur	12Hours
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Nayaks of Senji – Nayaks of Thanjavur – Civil War among the Nayak Rulers – Poligar system – Administration – Socio-economic conditions – Religion – Art and Architecture.

Unit - IV	Tamil Country under the Marathas	12Hours
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Marathas of Tamil Country – Serfoji II– Administration – Contribution of Maratha to the Tamil Society – Saraswathi Mahal Library – Sethupathis of Ramnad – Society – Economy – Religion and Culture.

Unit - V	Tamil Society under the Nawabs	12Hours
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Nawabs of Carnatic – Tamil Society under the Nawabs – Anglo – Mysore Relations – Carnatic wars - Society – Economy - Religion and Culture - Poligar Rebellion – Pulithevar – Khan Sahib – Velunachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers.

Text Book(s):

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

Reference Books:

1. K. Rajayyan, Rise and Fall of the Poligars of Tamil Nadu, University of Madras, 1974
2. K. Rajayyan, South Indian Rebellion: The First War of Independence 1800-1801, Akani Veliyeedu, 2012
3. K.A. Nilakanta Sastri, The Illustrated History of South India: from Pre-Historic times to the fall of Vijayanagar
4. K.R. Srinivasan, Temples of South India, National Book Trust, New Delhi, 2005
5. R. Sathianathaier, History of the Nayaks of Madura, University of Madras, Madras, 1980
6. K. Mavali Rajan and V. Palanichamy (Eds.), Land and Society in Medieval South India: Perspectives of Socio-economic and Cultural Traditions, Kalpaz, New Delhi, 2021.

Web Resources:

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

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes: Upon successful completion of this course, the student will be able to		
COs	Statements	Bloom's Level
CO1	Outline the rule of the Madurai Sultanate.	K1
CO2	Explain the impact of the Vijayanagar rule in Tamilaham.	K1
CO3	Compare and contrast the achievements of the Nayaks of Madurai, Senji and Thanjavur.	K4
CO4	Assess the contribution of the Marathas to Tamil culture.	K5
CO5	Examine Poligar rebellion as an early resistance against British imperialism.	K2

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	2	3	2	3
CO2	3	3	3	3	3	3	2	3
CO3	3	3	3	3	3	3	3	3
CO4	3	3	3	2	3	2	2	3
CO5	3	3	3	3	3	2	3	3

3 – Strong, 2 – Medium, 1 – Low

Semester: II	Course Code: 23UPSA02	Hours/Week: 5	Credit: 3
COURSE TITLE: GENERIC ELECTIVE COURSE II - ALLIED II OUTLINES OF COMPARATIVE GOVERNMENTS – II			

Course Overview:

1. Understand the Constitution of India Apart from the above the constitution of India also has fundamental rights fundamental duties and directive principles of state policy
2. Prepare the clear statement of the preamble outline the kind of society to constitution for and what the governments need to do in order to make that realty.
3. Create a deep and intense knowledge about the development of constitution
4. Understand the Constitution of India Apart from the above the constitution of India also has fundamental rights fundamental duties and directive principles of state policy

Learning Objectives:

1. The course helps the learners to learn the uni-cameralism, by cameralism parliamentary and non-parliamentary forms of government and its functions.
2. The course provides information on the cabinet, separation of powers and Rule of law
3. The students learn the merits and demerits of Local Self-Government

Unit - I	Legislature	9 Hours
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Legislature: Types – Uni - cameralism – Bicameralism - Merits and Demerits – Role of second chamber – Legislature Deadlocks – Committees of Legislature.

Unit – II	Executive	9 Hours
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Executive: Types – Parliamentary and Non - parliamentary Executives - Plural Executive – Methods - Functions – Merits and Demerits.

Unit - III	Judiciary	9 Hours
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Judiciary and its importance – Independence of Judiciary - Separation of powers and State Policy – Rule of law - Administration.

Unit - IV	Cabinet	9 Hours
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Cabinet: Origin – Purpose – Nature of Functionaries – Cabinet Dictatorship - Methods of controlling Cabinets

Unit - V	Local Self Government	9 Hours
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Local Self Government: Definition – Nature – Importance and Functions – Merits and Demerits of Local Self Government.

Text Book(s):

1. Kapur, A.C – Select Constitutions
2. Mahajan, V.D – Select Modern Governments
3. Strong C .F – Comparative Governments
4. Appadurai, A – A Substance of Politics

Reference Books:

1. Appadurai, A – A Substance of Politics
2. Wheare, K. C – Modern Constitution

Web Resources:

1. [https://archive.org/details/ Select Constitutions Sources](https://archive.org/details/SelectConstitutionsSources)
2. [https://selfstudyhistory.com/ Comparative Governments /](https://selfstudyhistory.com/ComparativeGovernments/)

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Learns about the historical evolution of the Indian Constitution	K1
CO2	Understand the Constitution of India Apart from the above the constitution of India also has fundamental rights fundamental duties and directive principles of state policy	K2
CO3	Prepare the clear statement of the preamble outline the kind of society to constitution for and what the governments need to do in order to make that realty.	K3
CO4	Create a deep and intense knowledge about the development of constitution	K5
CO5	Socio-Economic and political impacts in India	K1
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

Mapping (COs vs POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	3	2	3	2	3
CO2	3	3	2	3	3	2	2	3
CO3	3	3	3	2	3	2	2	2
CO4	3	2	3	3	3	2	3	3
CO5	3	3	2	3	2	3	3	2

3 – Strong, 2 – Medium, 1 – Low

Semester: II	Course Code: 23UHISE02	Hours/Week: 2	Credit: 2
COURSE TITLE: SKILL ENHANCEMENT COURSE SEC II - INDIAN CONSTITUTION			

Course Overview:

1. Describe the salient features of the Indian Constitution
2. Elaborate the Structure and Functions of Union Government
3. Elaborate the Structure and Functions of Union Government
4. Explain the Structure and Functions of State Governments

Learning Objectives:

1. Understanding of the salient features of the Indian Constitution
2. Knowledge about fundamental rights and duties
3. Knowledge about the structure and functions of the Union Government
4. Knowledge about the structure and functions of the State Government
5. Understanding of the powers and functions of the local government

Unit - I	Sources of Indian Constitution	6 Hours
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Sources – Preamble – Salient Features – Citizenship – Amendments.

Unit - II	Fundamental Rights Duties	6 Hours
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Fundamental Rights – Directive Principles of State Policies – Fundamental Duties.

Unit - III	Union Government	6 Hours
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Union Government: President – Prime Minister and Council of Ministers – Parliament –

Supreme Court of India.

Unit - IV	State Government	6 Hours
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State Government: Chief Minister – Governor – State Legislature – High Courts.

Unit - V	Local Government	6 Hours
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Local Government: Urban and Rural.

Text Book(s):

1. B.N. Rao, India's Constitution in the Making, Orient Longmans, Madras, 1960
2. Durga Das Basu, Introduction to the Constitution of India, Lexis Nexis, Gurgaon, 2019
3. M.V. Pylee, Constitutional Government in India, S. Chand & Co. Ltd., New Delhi, 2012
4. Mahendra Pal Singh, V.N. Shukla's Constitution of India, (Thirteenth Edn.), Eastern Book Company, Lucknow, 2019
5. Subhash C. Kashyap, Our Constitution: An Introduction to India's Constitution and Constitutional Law, National Book Trust, New Delhi, 2021

Reference Books:

1. G. Balan and D. Dakshinamurthy, Constitutional Development and Freedom Movement, Vanathi Pathipagam, Chennai
2. Granville Austin, The Indian Constitution: Cornerstone of a Nation, Oxford University Press, New Delhi, 1999
3. Hari Hara Das, Indian Government and Politics, Himalaya Publishing House, New Delhi, 2001
4. Jagadish Swarup, Constitution of India, Dandewal Publishing House, Allahabad, 1984
5. M.V. Pylee, India's Constitution, S. Chand & Co., New Delhi, 2016
6. R.C. Agarwal and Mahesh Bhatnagar, Constitutional Development and National Movement of India, S. Chand & Co., New Delhi, 2006.
7. Sujit Choudhry, et. al., ed., The Oxford Handbook of the Indian Constitution, Oxford University Press, London, 2016
8. M. Lakshmikandh, Indian Polity,

Web Resources:

1. <https://www.tn.gov.in/index.php>
2. <https://www.assembly.tn.gov.in/>
3. <https://legislative.gov.in/constitution-of-india>
4. <https://www.indianculture.gov.in/ebooks/indias-constitution-making>
5. <https://www.india.gov.in/>

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Describe the salient features of the Indian Constitution	K1
CO2	Elaborate the Structure and Functions of Union Government	K2
CO3	Elaborate the Structure and Functions of Union Government	K2
CO4	Explain the Structure and Functions of State Governments	K2
CO5	Discuss the powers of the local government	K2

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	3	2	3
CO2	3	3	3	3	3	3	2	3
CO3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	2	3
CO5	3	3	3	3	3	3	3	3

3 – Strong, 2 – Medium, 1 – Low

Semester: II	Course Code: 23UHISE03	Hours/Week: 2	Credit: 2
COURSE TITLE: SKILL ENHANCEMENT COURSE NMEC II - BASIC JOURNALISM			

Course Overview:

1. This course like research, reporting, compiling, writing, editing as well as presentation of information.
2. Be familiar with the history and development of the newspaper industry
3. The qualities that characterize news and the elements of news that interest the readers.
4. this course aspirants are taught about various aspects of the media industry

Learning Objectives:

1. Understanding the definition, types, and determinants of news
2. Knowledge about news paper organization structure
3. Knowledge about the role, qualities, and responsibilities of a reporter
4. Knowledge about reporting and writing
5. Understanding of the role, qualities, and responsibilities of an editor.

Unit - I	Definition of News	6 Hours
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Definition of News – Types of News – Determinants of News – News Evaluation

Unit - II	Newspaper Organization Structure	6 Hours
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Newspaper Organization Structure – News Sources and Agencies – Target audience

Unit - III	Qualities and Responsibilities of a Reporter	6 Hours
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Role, Qualities and Responsibilities of a Reporter – Lead Writing – News Pegs – Developing a News Story

Unit - IV	Interviews	6 Hours
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Interviews – Interpretative Reporting – Investigative Reporting – Reviews – Feature Writing – Travelogues – Web Writing

Unit - V	Qualities and Functions of an Editor	6 Hours
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Role, Qualities and Functions of an Editor – Headlines – Layout – Placement of Photographs – Caption Writing – Infographics

Text Book(s):

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

Reference Books:

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

Web Resources:

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

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom’s Level
CO1	Describe the types and determinants of news.	K1
CO2	Elaborate the newspaper organization structure.	K2
CO3	Elaborate the role, qualities, and responsibilities of a reporter.	K2
CO4	Explain the types of reporting.	K2
CO5	Discuss the role, qualities, and responsibilities of an editor.	K2

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	2	3	2	3
CO2	3	3	3	3	3	3	2	3
CO3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3

3 – Strong, 2 – Medium, 1 - Low

Semester: III	Course Code: 23UHI05	Hours/Week: 5	Credit: 5
COURSE TITLE: CORE V - HISTORY OF INDIA - 1707 - 1857 CE			

Course Overview:

1. Trace the causes for the advent of the Europeans to India
2. Discuss the outcome of the British-French rivalry
3. Describe the strategies used by the British to capture power like the Doctrine of Lapse, Subsidiary alliance etc.
4. Evaluate the administration and economic policies of British and its consequences like the Famine, Drain of wealth etc.

Learning Objectives:

1. Impart knowledge about the causes for the advent of the Europeans in India
2. Understand the consequences of the British-French rivalry and beginning of the British supremacy
3. Create awareness about the various strategies formulated by the British to capture power princely states
4. Understand about British state and revenue administration and its consequences
5. Acquire knowledge about Indian response to the British rule viz. peasant movements, Poligar rebellion, 1857 Revolt etc.

Unit - I	European Penetration into India	12 Hours
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Advent of Europeans and Settlements - European Trading companies The Portuguese, The Dutch, The English and The French trading companies Trading Networks – Golden Firman – Dastaks.

Unit - II	The Struggle for Supremacy	12 Hours
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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	12 Hours
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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 Wars (1844-1849).

Unit - IV	British Colonial Administration:	12 Hours
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Early Administrative Structure of the British Raj – Regulating Act - Pitt’s India Act – Charter Acts - 1813, 1833,1853 - Economic impact of British Rule – Land Revenue Administration Permanent Land Revenue settlement - Ryotwari system - Mahalwari - Commercialisation of Agriculture Drain of Wealth – Economic Transformation of India - Road and Transport Communications - Telegraph and Postal services – Famine in India.

Unit - V	Indian Response to British Rule	12 Hours
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Peasant movements and Tribal Uprisings – Kol Uprising, (1820-1837) Moplah Uprisings (1841 - 1920) – Bhil Uprisings (1818-1831) – Santhal Uprisings - Poligar Rebellion – Puli Thevan – Velunachaiyar – Kattabomman – Maruthu Brothers - Vellore Mutiny (1806) The Great Revolt of 1857.

Text Book(s):

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.

- Dutt. R.C, Indian Famines: Their Causes and Prevention, P.S. Kings & Son, London, 1901.

Reference Books:

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

Web Resources:

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

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Trace the causes for the advent of the Europeans to India	K1
CO2	Discuss the outcome of the British-French rivalry	K2
CO3	Describe the strategies used by the British to capture power like the Doctrine of Lapse, Subsidiary alliance etc.	K1
CO4	Evaluate the administration and economic policies of British and its consequences like the Famine, Drain of wealth etc.	K5
CO5	Elucidate the Indian response to the British especially the peasant and tribal uprisings, Poligar rebellion and 1857 revolt.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	2	3	2	3
CO2	3	3	3	3	2	3	2	3
CO3	3	3	3	3	2	2	3	3
CO4	3	3	3	3	2	2	3	3
CO5	3	3	3	2	2	3	3	3

3 – Strong, 2 – Medium, 1– Low

Semester: III	Course Code: 23UHI06	Hours/Week: 5	Credit: 5
COURSE TITLE: CORE VI - HISTORY OF TAMIL NADU SINCE 1801 CE			

Course Overview:

1. Elucidate the nature and importance of the social movements in India
2. Appreciate the contribution of Tamil Nadu towards Freedom movement
3. Describe the various welfare policies undertaken by the Governments in the State
4. Discuss and comprehend various issues in Tamil Nadu like the reservation, Sri Lankan Tamil issue etc.

Learning Objectives:

1. Understanding about the colonial administration and early resistance in Tamil Nadu
2. Appreciation of the social movements in Tamil Nadu like the Temple Entry movement and Self-Respect movement
3. Knowledge about contribution of Tamil Nadu towards Freedom movement
4. Ability to comprehend the contributions of the Congress, DMK and ADMK governments
5. Awareness about the various issues present in Tamil Nadu

Unit - I	Early Resistance to British Rule	12 Hours
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Early Resistance to British Rule: Formation of Madras Presidency

Tamil Nadu under the Europeans – Vellore Mutiny of 1806.

Unit - II	Nationalism in Tamil Nadu	12 Hours
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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	12 Hours
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Political and Social Awakening of Tamil Nadu: Dravidian Association – Non-Brahmin Movement Justice Party – Social Justice Measures – Periyar's Self Respect Movement – Formation of Dravida Kazhagam – Periyar's Self - Respect campaign for social equality and women empowerment.

Unit – IV	Government After Independence	12 Hours
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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 of 1938, 1965.

Unit - V	Formation of DMK and ADMK	12 Hours
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Formation of Dravida Munnetra Kazhagam (DMK) – C.N. Annadurai - women welfare – Agriculture and industrial development - renaming Madras state as Tamil Nadu – Karunanidhi and his Administration – Social Justice – Birth of ADMK- - M.G. Ramachandran – Nutritious Meal Scheme – J .Jayalalitha – Welfare Measures – Contemporary issues in Tamil Nadu Integration of Tamil Districts – River water disputes – Sri Lankan Tamil Refugee Crisis Reservation Policy – Relations with neighbouring States — Industrial and Educational Development

Text Book(s):

1. A. Ramaswamy, Tharkala Thamizhnattu Varalaru, 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, Ethir Veliyeedu, 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

Reference Books:

1. A.R. Venkatachalapahty, Tamil Characters: Personalities, Politics, Culture, Pan MacMillan, 2019
2. A.S. Panneerselvan, Karunanidhi: A Life, Penguin Random House India Pvt. Ltd., 2021
3. Anita Diehl, E.V. RamaswamiNaicker - Periyar: A Study of the Influence of a Personality in Contemporary South India, B.I. Publications, Bombay, 1978
4. Eugene F. Irschick, Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929, University of California Press, California 1969
5. K. Nambi Arooran, 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, Nivethitha Pathippagam, 2000 (In Tamil)
16. V. Gita and S.V. Rajdurai, Towards a Non-Brahmin Millennium: From Iyothee Thass 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

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Appreciate the contribution of early resistant movements in India	K1
CO2	Elucidate the nature and importance of the social movements in India	K2
CO3	Appreciate the contribution of Tamil Nadu towards Freedom movement	K4
CO4	Describe the various welfare policies undertaken by the Governments in the State	K2
CO5	Discuss and comprehend various issues in Tamil Nadu like the reservation, Sri Lankan Tamil issue etc.	K2

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	2	2	2	3
CO2	3	3	2	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3
CO5	3	3	2	3	3	3	3	3

3 – Strong, 2 – Medium, 1 – Low

Semester: III	Course Code: 23UECA06	Hours/Week: 5	Credit: 3
COURSE TITLE: GENERIC ELECTIVE COURSE III - ALLIED III INDIAN ECONOMY PROBLEMS AND POLICIES – I			

Course Overview:

1. Understand the key issues related to the Indian economy
2. Understand major policy debates especially in the Indian context
3. Understand the difference between growth and development and factors in development
4. Understand role of population in economic development and issue of unemployment

Learning Objectives:

1. To acquire sufficient knowledge about Indian Economy.
2. To teach major issues in Indian Economy.

Unit - I	Developing and Developed Countries	9 Hours
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Meaning of Developed and under developed Countries – Features, Determinants, Obstacle to Under Developed Countries – Distinction between Development and Growth – Basic Characteristics of Indian Economy – Major Issues of Indian Economic Development

Unit - II	Natural and Human Resources	9 Hours
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Natural resources – Sources - Various Natural resources in India – Water Resources of India – Reasons for growth of population in India – Consequences of growth of population in India – National population policy 2000 – Family Planning Programme – Census of India 2011

Unit - III	Physical and Human Capital Formation	9 Hours
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Meaning – Physical and Human capital Formation – Process of Physical capital formation – process of Human capital formation – Capital formation in India – Causes for low capital formation in India – Factors affecting capital formation in India – sources of saving in India – Causes of low saving in India - Importance of human capital – Human Development Index (HDI) – Meaning and measurement.

Unit - IV	Poverty, Inequality and Unemployment	9 Hours
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Meaning of Poverty – Causes of Poverty – Inequality of Income – reasons for inequality of Income – Methods of reducing inequality of Income – Measure undertaken by the government to remove poverty – Unemployment – Types – Causes for unemployment – remedial measure to unemployment – Various unemployment programme – National Income – Concepts –

measurement - problems of Measurement of National Income

Unit - V	Role of State and Planning Commission in India	9 Hours
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Role of State – Objectives of Modern State – Functions of modern welfare State –Need and Importance of Economic Planning - Achievements and failure of five Year Planning in India - NITI AYOK – Structure – Functions – weakness.

Text Book(s):

1. Dutt R. & K.P.M. Sundharam, Indian Economy.
2. Mishra & Puri, Indian Economy.
3. Sankaran, S, Indian Economy.
4. Agarwal, A.N., Indian Economy.
5. Garg, V.K., Indian Economic Problems. Dhingra I. C, Indian Economy.

Reference Books:

1. Dutt R. & K.P.M. Sundharam, Indian Economy.
1. Mishra & Puri, Indian Economy.
2. Sankaran, S, Indian Economy.
3. Agarwal, A. N., Indian Economy.
4. Garg, V.K., Indian Economic Problems. Dhingra I. C ,Indian Economy

Web Resources:

1. [https://archive.org/details/ Select Indian Economy Problems And Policies](https://archive.org/details/Select%20Indian%20Economy%20Problems%20And%20Policies)

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Understand the key issues related to the Indian economy	K1
CO2	Understand major policy debates especially in the Indian context	K2
CO3	Understand the difference between growth and development and factors in development	K3
CO4	Understand role of population in economic development and issue of unemployment	K5
CO5	students will gain knowledge on methodology of econometric research.	K1

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	2	3	3	2	2
CO2	3	3	2	3	3	2	2	3
CO3	3	3	3	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	3	3	3	2	3

3 – Strong, 2 – Medium, 1 – Low

Semester: III	Course Code: 23UHISE04	Hours/Week: 2	Credit: 1
COURSE TITLE: SKILL ENHANCEMENT COURSE SEC III - MUSEOLOGY			

Course Overview:

1. This course introduces the students to the technical knowledge needed in the field of museology.
2. It deals with collection, documentation, and display of museum objects.
3. They will understand the basic principles of organizing an exhibition or display.
4. the students will gain comprehensive knowledge of the process of caring and conserving museum objects

Learning Objectives:

1. The students will understand the concept of the museum
2. To learn the basic principles of museology
3. Understand the museum management and administration.

Unit - I	Museology Definition	3 Hours
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Museology Definition - Objectives - History of Museum - Museum Architecture and Buildings.
Development of Museums in india.

Unit - II	Kinds of Museum	3 Hours
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Kinds of Museum - Classification - National - Regional State - District - Site - Private Museums.

Unit - III	Functions of Museum	3 Hours
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Functions of Museum – Storage – Conservation – Preservation Techniques – Education –Research.

Unit – IV	Museum Administration	3 Hours
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Museum – Administration – Security – Museum Library – Legislative measures – Reproduction of Museum objects - Digitized documentation

Unit – V	Museum Related Organizations	3 Hours
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Museum related organizations - International and India ICOM, UNESCO Museums in the promotion of Tourism - Select Museums in India - National Museum Delhi, Government Museum Chennai – Salar Jung Museum Hyderabad-Local Museum, Salem.

Text Book(s):

1. Agarwal. V.S. - Museum studies, Prithivi Prakashan, Varanashi, 1978
2. Grace "Morley - "Museum today, Lucknow, 1981
3. Agarwal. O.P. - Care and Preservations of Museum Objects, 1980
4. H. Sarkar - Museum and Museology, Sundeep Prakashan, New Delhi, 1981
5. Dr. V. Jayaraj - Museology - Heritage Management – Seawaves Printers, Chennai - 86, 2005
6. M.L Nigam - Fundamentals of Museology, Deva Publications, Hyderabad, 1985
7. Grace Morley - The Museum and arts functions, Ed. Saifur Rahmandar, Lahore Museum, Lahore, 1981

Reference Books:

1. Agarwal. V.S. - Museum studies, Prithivi Prakashan, Varanashi, 1978 Grace "Morley - "Museum today, Lucknow, 1981 Agarwal. O.P. - Care and Preservations of Museum Objects, 1980 H. Sarkar - Museum and Museology, Sundeep Prakashan, New Delhi, 1981 Dr. V. Jayaraj - Museology - Heritage Management – Seawaves Printers, Chennai - 86, 2005 M.L Nigam - Fundamentals of Museology, Deva Publications, Hyderabad, 1985 Grace Morley - The Museum and arts functions, Ed. Saifur Rahmandar, Lahore Museum, Lahore, 1981

Web Resources:

1. [https://archive.org/details/ Select Museology](https://archive.org/details/Select Museology)

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	This course introduces the students to the technical knowledge needed in the field of museology.	K1
CO2	It deals with collection, documentation, and display of museum objects.	K2
CO3	They will understand the basic principles of organizing an exhibition or display.	K3
CO4	The students will gain comprehensive knowledge of the process of caring and conserving museum objects	K5
CO5	The students are expected to undertake projects and case studies related to the functioning of the museum.	K1
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

Mapping (COs vs POs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	2	3	3	2	2
CO2	3	3	2	3	3	2	2	3
CO3	3	3	3	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	2	3	3	3	2	3

3 – Strong, 2 – Medium, 1 – Low

Semester: III	Course Code: 23UHISE05	Hours/Week: 2	Credit: 2
COURSE TITLE: SKILL ENHANCEMENT COURSE SEC IV - DEFENCE STUDIES			

Course Overview:

1. Defense Studies or Military Studies are also be known as Strategic Studies
2. To provide sound theoretical knowledge on strategic affairs.
3. Develop their Understanding on International Relations.
4. Enables to manage any crisis situation.

Learning Objectives:

1. To provide the concepts related to international relations and security.
2. To create awareness on India's contribution to strategic thought.
3. To make student to understand India's Strategic relationship with neighbors
4. To facilitate a thorough knowledge on the internal security issues.
5. To enable critical thinking on issues related to strategic affairs

Unit - I	Introduction to Defense Studies	06 Hours
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Introduction and Conceptual Formulations - Introduction the discipline of Defence and Strategic Studies - Subject contents - contemporary relevance and significance - Basic concepts of war, battle, campaign etc.- Definition of security, Defence, Strategy, Peace etc.

Unit - II	History of Warfare	06 Hours
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History of Warfare - Historical evolution of warfare - features and significance - Principles of war, Causes of war, functions of war - Types of war - and scope.

Unit - III	International Relations	06 Hours
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Basics of International Relations - Nature and scope of international Relations; features of international Political system - structure of international political system - Actors in international political system - state and non - state actors; world government (UNO).- Security features in International political system - collective security. Balance of power, hegemony, Regionalism, etc.

Unit - IV	International Relations	06 Hours
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Introduction to Peace - Meaning and Definition of peace, typology of peace;- Approaches to peace - Disarmament, international law;- Peace movement, peace Research, Peace - making, peace building, peace keeping.

Unit - V	Mechanics of Peace	06 Hours
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Mechanics of Peace - Role and functions of International organizations - League of Nations, United Nations Organizations;- Amicable means to settle inter - state conflicts - Diplomacy scope and function; types of diplomacy - its features.

Text Book(s):

1. Bajpai Kanti (ed) - Securing India: Strategic Thought and Practice (New Delhi: Manohar, 1996)
2. Garnett John (ed) Theories of Peace and Security
3. A Reader in Contemporary Strategy (Bristol: McMillan, 1970)
4. Goldstein Joshua, International Relations (New York: Harper Collins College Publications 1994)
5. Jasjeet Singh - Nuclear Deterrence and Diplomacy (New Delhi: Knowledge World, 2004)

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Knowledge about Defence Studies of the nation.	K1
CO2	Study of national and international Defence Policies	K2
CO3	Preparing them for competitive exams.	K3
CO4	To provide a theoretical foundation and Strategic affairs.	K5
CO5	Creating awareness about changing policies and theories.	K6

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	2	3	3	2	3
CO2	3	3	2	2	2	3	2	2
CO3	3	2	2	2	3	2	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	2	2	2	3	3	2	2

3 – Strong, 2 – Medium, 1 – Low