

## B.A. HISTORY

### Programme Outcomes

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

PO No.	Characteristic Attributes	Programme Outcomes
		<i>On completion of the B.A. History programme the students will be able to:</i>
PO 1	<b>Disciplinary Knowledge</b>	Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study.
PO2	<b>Communication Skills</b>	Communicate with clarity and fluency their knowledge of the subject of history and express ideas and views in writing and orally.
PO3	<b>Critical Thinking, Analytical Reasoning and Problem Solving</b>	Critically analyse, 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	<b>Information/digital literacy and Research-related skills</b>	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	<b>Multicultural Competence</b>	Understand various cultures, appreciate their values; acquire a global perspective to equip them to work in a multicultural environment.
PO6	<b>Moral and Ethical Awareness</b>	Approach and act on any issue from an ethical point of view, appreciate the multiple perspectives and respect human values.
PO7	<b>Leadership Qualities</b>	Exhibit leadership abilities in organizing the work by setting plans and execute them.
PO8	<b>Lifelong Learning</b>	Learn throughout life, adapting to changing times, technology and knowledge.

S. No.	Programme Specific Outcomes
	<i>The students on completion of B.A. History programme will be able to:</i>
PSO – 1  Domain Knowledge	Explain the Meaning of History, identify the sources, discuss the historical events and processes.

<p style="text-align: center;"><b>PSO – 2</b></p> <p style="text-align: center;"><b>Communication, Entrepreneurial and Employable Skills</b></p>	<p>Communicate effectively, both oral and written, and use ICT tools. Acquisition of entrepreneurial and employability skills</p>
<p style="text-align: center;"><b>PSO – 3</b></p> <p style="text-align: center;"><b>Critical Thinking, Analytical Reasoning and Problem Solving</b></p>	<p>Approach various issues with a critical and analytical mind for viable solutions.</p>
<p style="text-align: center;"><b>PSO – 4</b></p> <p style="text-align: center;"><b>Contribution to Higher Learning</b></p>	<p>Acquire the knowledge to pursue higher studies in the domain and other allied disciplines.</p>
<p style="text-align: center;"><b>PSO – 5</b></p> <p style="text-align: center;"><b>Contribution to Society</b></p>	<p>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.</p>

**GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS) KUMBAKONAM**  
**COURSE STRUCTURE- 2023 - 2024**

Department : History

Programme Code: UAHS

**SEMESTER – I**

Part	Course Type	Course Code	Title of the Course	Hrs	Credits	Exam Hrs	Marks		
							CIA	ESE	Total
I	LC – I	U231T1	தமிழியல் வள ஆதாரங்கள்	6	3	3	25	75	100
II	ELC - I	U231E1	General English - I	6	3	3	25	75	100
III	CC – I	U23HC101	History of Ancient India upto 1206CE	5	5	3	25	75	100
III	CC – II	U23HC102	History of TamilNadu upto 1311 CE	5	4	3	25	75	100
III	GEC – I			4	3	3	25	75	100
IV	VE	U231VE	Value education	2	2	3	25	75	100
IV	FC	U23H1FC	Introduction to History	2	2	3	25	75	100
			<b>Total</b>	<b>30</b>	<b>22</b>				

**SEMESTER – II**

Part	Course Type	Course Code	Title of the Course	Hrs/ Week	Credits	Exam Hrs	Marks		
							CIA	ESE	Total
I	LC – II	U232T2	தமிழ் மொழி அமைப்பு	6	3	3	25	75	100
II	ELC – II	U232E2	General English - II	6	3	3	25	75	100
III	CC – III	U23HC203	History of Medieval India – 1206 – 1707 CE	5	5	3	25	75	100
III	CC - IV	U23HC204	History of TamilNadu 1311 – 1800 CE	5	4	3	25	75	100
III	GEC - II			4	3	3	25	75	100
IV	SEC -I	U23H2SE1	Basic Journalism	2	2	3	25	75	100
IV	EVS	U232ES	Environmental Studies	2	2	3	25	75	100
			<b>Total</b>	<b>30</b>	<b>22</b>				

**SEMESTER – III**

<b>Part</b>	<b>Course Type</b>	<b>Title of the Course</b>	<b>Hrs</b>	<b>Credits</b>
I	LC – III	Tamil	6	3
II	ELC - III	English	6	3
III	CC – V	History of India 1707 – 1857 CE	6	6
III	CC – VI	History of TamilNadu since 1801 CE	5	4
III	GEC – III	1. Principles of Public Administration- I 2. Tourism and Hotel Management 3. History and Civil Service Examinations	4	3
IV	SEC - II	Indian History Timeline: Chronology of Ancient India to Modern India	1	1
IV	SEC - III	Epigraphy and Numismatics	2	2
		<b>Total</b>	<b>30</b>	<b>22</b>

**SEMESTER – IV**

<b>Part</b>	<b>Course Type</b>	<b>Title of the Course</b>	<b>Hrs</b>	<b>Credits</b>
I	LC – IV	Tamil	6	3
II	ELC - IV	English	6	3
III	CC – VII	Freedom Struggle in India	5	5
III	CC – VIII	Contemporary History of India	5	4
III	GEC – IV	1. Principles of Public Administration - II 2. Freedom Movement in Tamilnadu 3. Constitutional History of India from 1773 AD to 1947 AD	4	3
IV	SEC – IV	Tourist Guide	2	2
IV	SEC - V	Indian National Leaders for Competitive Examinations.	2	2
		<b>Total</b>	<b>30</b>	<b>22</b>
		Internship/Industrial training*	-	-

**SEMESTER – V**

<b>Part</b>	<b>Course Type</b>	<b>Title of the Course</b>	<b>Hrs</b>	<b>Credits</b>
III	CC – IX	History of World Civilizations – Ancient Period	6	5
III	CC – X	Selected Themes in History of USA	6	4
III	CC – XI	Regional History – A Simple Study of Thanjavur	5	4
III	CC – XII	Project ( With viva voce )	3	3
III	DSE – I	1.Elements of Human Rights 2. Women Studies 3. Panchayat Raj with Special Reference to Tamilnadu	4	3
III	DSE – II	1. Introduction to Archaeology 2. History of Dravidian Movement 3. Women Development in Tamilnadu ( AD 1900 -2000)	4	3
IV	SEC – IV	Front Office Management	2	2
IV	AEC - I	Internship/Industrial training	-	2
		<b>Total</b>	<b>30</b>	<b>26</b>

**SEMESTER – VI**

<b>Part</b>	<b>Course Type</b>	<b>Title of the Course</b>	<b>Hrs</b>	<b>Credits</b>
III	CC – XIII	History of Modern Europe – 1789 – 191 CE	6	5
III	CC – XIV	India and Her Neighbours	5	5
III	CC - XV	History of Science and Technology in India	5	4
III	DSE – III	1. International Relations since 1919 2. Tourism in Tamilnadu 3. Museology	5	3
III	DSE - IV	1. History of China and Japan 2. India and SAARC Countries 3. Social Reformers of Modern India	4	3
IV	SEC – V	Social Studies for Competitive Examinations.	2	2
IV	AEC - II	Professional competency skill – General awareness for competitive examinations	2	2
IV	GS	Gender studies	1	1
	EA	Extension Activity	-	1
		<b>Total</b>	<b>30</b>	<b>26</b>

**Method of Assessment**

Internal Marks	<b>25</b>
External Marks	<b>75</b>
Total Marks	<b>100</b>

**PART – III - CC1**

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

**Learning Objectives**

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

**LEARNING RESOURCES**

**Recommended Books**

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

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

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

**References**

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

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

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

**Web Resources**

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

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

**CO Mapping with Programme Specific**

**Outcomes**

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

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

S-Strong(3)

M-Medium (2) L-Low (1)

**QUESTION PAPER PATTERN**

SEC –A 2 qn from each unit ( One Mark) 1 qn from each unit ( two marks)	<b>SEC – B – 1</b> (a & b) qn from each unit	<b>SEC – C – 1qn</b> from each unit
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**PART –III - CC2**

<b>Course Title</b>	<b>HISTORY OF TAMIL NADU UP TO 1311 CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC 2			
<b>Year</b>	I	<b>Semester</b>	I			
<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>The learning objectives are to impart:</b>
1	Knowledge of geography and sources of Tamil Nadu.
2	Understanding of polity, society and economy of the Sangam period.
3	The contribution of Pallavas in the field of art and architecture.
4	Appreciation of the achievements and contribution of the Imperial Cholas.
5	Factors for the decline of the Pandyas.

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

**LEARNING RESOURCES**

**Recommended Books**

A. Ramasamy, *A History of Ancient Tamil Civilization*, New Century Book House, Chennai  
 N. Subramanian, *History of Tamilnad*, Koodal Publishers, Madurai, 1977  
 V.T. Chellam, *Tamil Nadu: History and Culture* (in Tamil), Manivasagar Pathipakam, 2016

**References**

K.A. NilakantaSastri, *The Colas*, University of Madras, Madras, 1984  
 K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967

**Web Resources**

<https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZI6TuXGIZQdjZt9lJpd#book1/>  
<http://www.historydiscussion.net>  
<http://globalsecurities.org/military/world/india/history-chola.htm>

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
CO 1	Describe the various sources for the study of history of Tamil Nadu.	K1
CO 2	Examine the various aspects of Sangam Age.	K4
CO 3	Explain the rise of Pallavas and their cultural contribution.	K2
CO 4	Estimate the supremacy of the Chola power.	K5
CO 5	Outline the achievements of the Second Pandyan Empire.	K1
<b>Average</b>	3    3    2.4    2    3    2.6	2    3

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

**CO Mapping with Programme Specific Outcomes**

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

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

### **QUESTION PAPER PATTERN**

SEC –A 2 qn from each unit ( One Mark) 1 qn from each unit ( two marks)	<b>SEC – B – 1</b> (a & b) qn from each unit	<b>SEC – C – 1</b> qn from each unit
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**PART – III - GEC 1**

<b>Course Title</b>	<b>MODERN GOVERNMENTS</b>					
<b>Course Type</b>	Generic Elective	<b>Course Code</b>	GEC4			
<b>Year</b>	I	<b>Semester</b>	I			
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			3	1	0	4

**LEARNING OBJECTIVES**

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

**Unit I**

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

**Unit II**

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

**Unit III**

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

**Unit IV**

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

**Unit V**

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

**LEARNING RESOURCES**

**Recommended Books**

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

**References**

Alan R.Ball, *Modern Politics and Government*, Palgrave Macmillan, London, 1993  
 K.C.Wheare, *Modern Constitutions*, Oxford University Press, London, 1966  
 Norman P. Barry, *An Introduction to Modern Political Theory*, Palgrave, Hampshire, 2000  
 Rajeev Bhargava and Ashok Acharya, ed., *Political Theory: An Introduction*, Pearson Longman, New Delhi, 2008

**Web Resources**

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

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

**CO Mapping with Programme 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)**

### QUESTION PAPER PATTERN

SEC – A 2 qn from each unit ( One Mark) 1 qn from each unit ( two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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**PART – III - GEC 1:2**

Course Title	WOMEN LEGISLATION					
Course Type	Generic Elective	Course Code	GEC 1:2			
Year	I	Semester	I			
Credits	3	Hours	L	T	P	Total
			3	1	0	4

LEARNING OBJECTIVES	
<b>S. No.</b>	<b><i>The learning objectives are to provide knowledge and understanding of:</i></b>
1	Understand the Constitutional Law
2	Trace out the legislations for the Protection for Women
3	Overview the role of Women movements and Commission
4	Appreciate the role Women in various fields
5	Motivate the students to discuss on the current issues

**UNIT – I**

Colonial Legal System – Indian Constitution Fundamental Rights – Directive Principles of State Policy – Women and Personal Laws –Marriage Acts – Succession Act 1956, Property Rights Act 1989 ( Tamilnadu) and Succession Act 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 – Eve Teasing Act 1998 – Domestic Violence Act - 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 Tamilnadu

**LEARNING RESOURCES**

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.

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Focus on the Rights guaranteed by the Constitution	K1
CO 2	Describe the Women’s Movement in India	K1
CO 3	Analyse the role Women in Various field	K4
CO 4	Highlight the Laws protecting the Women	K4
CO 5	Evaluate the Women Empowerment Schemes	K5

**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	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**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5

<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)

**QUESTION PAPER PATTERN**

SEC –A 2 qn from each unit ( One Mark) 1 qn from each unit ( two marks)	SEC – B – 1 (a & b) qn from each unit	SEC – C – 1qn from each unit
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**PART III - GEC 1:3**

Course Title	INDIAN POLITICAL THOUGHT					
Course Type	Generic Elective	Course Code	GEC 1:3			
Year	I	Semester	I			
Credits	3	Hours	L	T	P	Total
			3	1	0	4

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

**UNIT I**

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

**UNIT II**

Medieval Thinkers -Ziyauddin Barani - Ideal Polity- Abul Fazl- Views on Governance and Administration

**UNIT III**

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

**UNITIV**

Radical Thinkers- Bal Gangadhar Tilak - Subramania Bharathi – V.O. Chidambaram –Aurobindo Ghosh

**UNIT V**

Egalitarian Thinkers- E.V.R. Periyar - B.R. Ambedkar - Socialist Thinkers: Ram Manohar Lohia - Jayaprakash Narayanan

**LEARNING RESOURCES**

**Recommended Books**

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

V.P. Varma, *Modern Indian Political Thought, Vol. II*, Laxmi Narain Agarwal, Agra, 2020

**References**

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

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

**Web Resources**

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

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

**CO Mapping with Programme Specific Outcomes**

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

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

**QUESTION PAPER PATTERN**

SEC –A 2 qn from each unit ( One Mark) 1 qn from each unit ( two marks)	<b>SEC – B – 1 (a &amp; b) qn from each unit</b>	<b>SEC – C – 1qn from each unit</b>
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**PART – IV – SEC – FC**

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

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

**UNIT I**

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

**UNIT II**

Kinds of History – History and Allied Disciplines – Science or an Art

**UNIT III**

Herodotus – Thucydides –St. Augustine –Marx – Antonio Gramsci

**UNIT IV**

Jadunath Sarkar – Romila Thapar – Ranajit Guha – K.A. NilakantaSastri

**UNIT V**

Use of Footnotes and Bibliography in writing assignments.

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

**Field Report**

**LEARNING RESOURCES**

**Recommended Books**

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

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

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

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

**References**

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

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

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

**Web Resources**

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

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

**CO Mapping with Programme Specific Outcomes**

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

<b>Average</b>	3	3	2.8	3	3
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S-Strong (3)

M-Medium (2) L-Low (1)

**QUESTION PAPER PATTERN**

**SEC – A – 5 x 15 = 75 (2 qns from each unit (a& b))**

**II Semester  
PART – III - CC3**

<b>Course Title</b>	<b>HISTORY OF MEDIEVAL INDIA – 1206 – 1707 CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC 3			
<b>Year</b>	I	<b>Semester</b>	II			
<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>The learning objectives are to impart:</b>
1	Understanding about the genesis of the Sultanate rule in India and its early rulers
2	Appreciation of the administration of Tuglaqs, Sayyids and Lodis and the impact of Bhakti Movement
3	Knowledge about the founding and conquests of the Mughal rulers
4	Art and architecture and administrative policies during the Mughals
5	The administration, art and architecture during Bahmini and Vijayanagar kingdoms

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

**LEARNING RESOURCES**

**Recommended Books**

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

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

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

**References**

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

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

**Web Resources**

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

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

**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)**

**QUESTION PAPER PATTERN**

SEC –A 2 qn from each unit ( One Mark) 1 qn from each unit ( two marks)	<b>SEC – B – 1 (a &amp; b) qn from each unit</b>	<b>SEC – C – 1qn from each unit</b>
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**PART –III - CC4**

<b>Course Title</b>	<b>HISTORY OF TAMIL NADU - 1311 – 1801 CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC 4			
<b>Year</b>	I	<b>Semester</b>	II			
<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>The learning objectives are to impart:</b>
1	Rise of the Madurai Sultanate and its contribution.
2	Knowledge about the impact of Vijayanagar rule in Tamilaham.
3	Contribution of the Nayaks of Madurai, Senji and Thanjavur.
4	Contribution of the Marathas to Tamil culture.
5	Understand the Poligar Rebellion as the early resistance against British imperialism.

**UNIT I**

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

**UNIT II**

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

**UNIT III**

Nayaks of Tanjore – Nayaks of Senji — Poligari system – Administration – Social and Economic Conditions – Religion – Temple Art and Architecture

**UNIT IV**

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

**UNIT V**

Nawabs of Carnatic – Carnatic wars - Society – Economy and Religion and Culture -Poligar Rebellion – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers.

**Field Study to Historical Landmark site**

**LEARNING RESOURCES**

**Recommended Books**

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

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

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

**References**

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

**Web Resources**

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

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

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

**CO Mapping with Programme 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	2	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	13	15	15
<b>Average</b>	3	3	2.6	3	3

**S-Strong (3)**

**M-Medium (2) L-Low (1)**

**QUESTION PAPER PATTERN**

SEC –A 2 qn from each unit ( One Mark) 1 qn from each unit ( two marks)	<b>SEC – B – 1 (a &amp; b) qn</b> from each unit	<b>SEC – C – 1qn</b> from each unit
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**PART III - GEC 2 : 1**

<b>Course Title</b>	<b>STUDIES ON STATES AND GOVERNMENTS</b>					
<b>Course Type</b>	Generic Elective	<b>Course Code</b>	GEC 2 : 1			
<b>Year</b>	I	<b>Semester</b>	I			
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			3	1	0	

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Give an introduction to Indian Constitution
2	To know about the Fundamental Rights and nature of Directive Principles
3	Explain the structure of the Government at Union and State level
4	Acquire knowledge on local Government at Rural and Urban
5	To know the importance of the 73 <sup>rd</sup> and 74 <sup>th</sup> Amendments

**UNIT – I**

Introduction : Philosophical foundations of the Indian Constitution- Salient features of the Indian Constitution – Citizenship in India – Constitutional Amendments in India

**UNIT – II**

Fundamental Rights and Directive Principles of State Policy : Nature and Scope of Fundamental Rights – Nature and Scope of Directive Principles of State Policy

**UNIT – III**

Union Government : The President – The Vice-President – The Prime Minister- Cabinet – Council of Ministers – Lok Sabha – Rajya Sabha – Supreme Court of India – Judicial Review – Collegium - Centre-State Relations

**UNIT – IV**

State Government :The Governor – The Chief Minister – Cabinet – Council of Ministers – Legislative Assembly-legislative Councils-High Courts

**UNIT – V**

Local Government : Rural Government : Balvanth Rai Metha and Ashok Metha Committees – District Panchayats – Panchayat Samiti – Village Panchayat – District Collector – 73<sup>rd</sup> Constitutional Amendment- Urban Local Government ;

Corporations – Municipalities – Townships – Cantonments- Mayor – 74<sup>th</sup> Constitutional Amendments.

**LEARNING RESOURCES :**

1. U.R.Ghai : Indian Political System, Academic Publishing House,Jalandhar,2000
2. Harihara Das : Political system of India, Anmol Publications, New Delhi,2000
3. Kihore Sharma : Introduction to the Constitution of India, Prentice Hall of India,New Delhi,2005
4. S.R.Maheswari: Local Government in India , Lakshmi Narain Aggrawal,Meerut,2005
5. J.R.Siwach: Dynamics of Indian Government and Politics, Sterling Publications,New Delhi,2005

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
CO 1	Describe the Constitution of India	K1
CO 2	Explain the structure of the Union Government	K2
CO 3	Analyse and compare the structure of State Governments and Union Government	K2
CO 4	Analyse the importance of the local institutions at Urban level	K4
CO 5	Evaluate the role of Rural institutions for the development of Local self Government	K5

**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)**

**QUESTION PAPER PATTERN**

SEC –A 2 qn from each unit ( One Mark) 1 qn from each unit ( two marks)	<b>SEC – B – 1 (a &amp; b) qn</b> from each unit	<b>SEC – C – 1qn</b> from each unit
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**PART III - GEC 2 : 2**

<b>Course Title</b>	<b>GEOGRAPHY OF INDIA</b>					
<b>Course Type</b>	Generic Elective	<b>Course Code</b>	GEC 2 :2			
<b>Year</b>	I	<b>Semester</b>	II			
<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	To know the Geography and Climate of India
2	Understand the races and tribes of India
3	Acquire the knowledge about Soils and Cropping Pattern
4	Trace out the resources of India
5	Knowledge about the Transport and Communication

**UNIT I**

Introduction to Indian Geography – Geological Development – Political Geography – Physiographic Regions – Climate – Rainfall – Rivers – Flora and Fauna.

**UNIT II**

Indian People – Races – Castes and Tribes – Religions – Fairs and Festivals – Languages – Unity in Diversity.

**UNIT III**

Indian Agriculture: Soils – Irrigation – Cropping Pattern – Horticulture – Animal Husbandry – Dairy Development – Fisheries.

**UNIT IV**

Natural Resources: Mineral Resources – Industries – Locational Factors – Distribution of Iron and Steel, Cement, Paper, Aluminium, Engineering – Thermal, Atomic and Hydel Power Stations – Ship building, Aircraft – Electrical Equipments.

**UNIT V**

Infrastructure: Transport and Communication – Modes of

Transportation – Communication, Postal Services, Telecommunications, Communication Satellite- Remote Sensing GIS – GPS.

**BOOKS FOR REFERENCE**

1. K. Siddhartha - Geography through Maps
2. Majid Hussain - Geography of India
3. S.M. Mathur - Indian Geographical Facts
4. Surendar Singh - Geography of India
5. D.R. Khuller - India: A Comprehensive Geography
6. Rajiv Ahin - Geography
7. School Atlas - By Prominent Authors
8. India Year Book, 2017
9. Manorama Year Book, 2017

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
CO 1	Understand the Geography of India and its features	K2
CO 2	Analyse the various caste, religion and Languages in India	K3
CO 3	Enable them to analyse the crops according to the soils	K4
CO 4	Evaluate the resources for the Economic development	K5
CO 5	To create the better infrastructure through new technology	K6

**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)**

**QUESTION PAPER PATTERN**

SEC – A 2 qn from each unit ( One Mark) 1 qn from each unit ( two marks)	<b>SEC – B – 1 (a &amp; b) qn</b> from each unit	<b>SEC – C – 1qn</b> from each unit
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**PART – III - GEC 2:3**

Course Title	WESTERN POLITICAL THOUGHT					
Course Type	Generic Elective	Course Code	GEC 2 :3			
Year	I	Semester	II			
Credits	3	Hours	L	T	P	Total
			3	1	0	4

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

**UNIT I**

Socrates – Plato – Aristotle

**UNIT II**

Machiavelli – Thomas Hobbes – John Locke – Rousseau

**UNIT III**

Voltaire – Montesquieu – Thomas Paine – Mary Wollstonecraft

**UNIT IV**

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

**UNIT V**

Hegel - Richard Rorty – Martin Luther King Jr.

**LEARNING RESOURCES**

**Recommended Books**

- George H. Sabine, *A History of Political Theory*, Oxford and IBH Pub. Co. Ltd., New Delhi, 2019
- Phyllis Doyle, *A History of Political Thought*, Jonathan Cape, London, 1963
- R.C. Gupta, *Western Political Thought*, Lakshmi Narain Agarwal, Agra, 2012
- R.P. Sharma, *Western Political Thought: Plato to Hugo*, Sterling Pub. Pvt. Ltd., New Delhi, 1984

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

**References**

- Brian R. Nelson, *Western Political Thought: From Socrates to the Age of Ideology*, Waveland Press Inc., Long Grove, Illinois, 1996
- Des Raj Bhandari, *History of European Political Philosophy*, Bangalore Print & Pub. Co., Bangalore, 1963

**Web Resources**

- <https://archive.org/details/dli.ernet.260180/page/n5/mode/2up>  
<https://archive.org/details/in.ernet.dli.2015.260320/page/n1/mode/2up>  
<https://archive.org/details/dli.ernet.13555/page/n13/mode/2up>

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

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

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

### QUESTION PAPER PATTERN

SEC –A 2 qn from each unit ( One Mark) 1 qn from each unit ( two marks)	<b>SEC – B</b> – 1 (a & b) qn from each unit	<b>SEC – C</b> – 1qn from each unit
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**PART – IV - SEC -2**

Course Title	BASIC JOURNALISM					
Course Type	Skill Enhancement Course 2	Course Code	SEC 3			
Year	I	Semester	II			
Credits	2	Hours	L	T	P	Total
			2	0	0	2

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

**Unit I**

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

**Unit II**

Newspaper Organization Structure – News Sources and Agencies – Target audience

**Unit III**

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

**Unit IV**

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

**Unit V**

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

**LEARNING RESOURCES**

**Recommended Books**

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

**References**

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

**Web Resources**

<https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/>  
[https://owl.purdue.edu/owl/subject\\_specific\\_writing/journalism\\_and\\_journalistic\\_writing/index.html](https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/index.html)

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

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong (3)**

**M-Medium (2) L-Low (1)**

**SEC – A –  $5 \times 15 = 75$  (2 qns from each unit (a& b))**