

GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS), KUMBAKONAM
DEPARTMENT OF HISTORY
UG COURSE STRUCTURE - 2023—2024

SEMESTER – I								
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS		
						CIA	EXT	Total
I	Language	Tamil	6	3	3	25	75	100
II	English	English	6	3	3	25	75	100
III	Core Course 1	History of Ancient India up to 1206 CE	5	5	3	25	75	100
	Core Course 2	History of Tamil Nadu up to 1311 CE	5	5	3	25	75	100
	Generic Elective Course - 1	Modern Governments/ Women Legislation/Indian Political Thought	4	3	3	25	75	100
IV	Value Education	Value Education	2	2	3	25	75	100
	Skill Enhancement Course 1 - Foundation Course	Introduction to History	2	2	3	25	75	100
	Total		30	23				700

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H.O.D 31-8-25

SEMESTER – II								
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS		
						CIA	EXT	Total
I	Language	Tamil	6	3	3	25	75	100
II	Language	English	6	3	3	25	75	100
III	Core Course 3	History of Medieval India - 1206 - 1707 CE	5	5	3	25	75	100
	Core Course 4	History of Tamil Nadu - 1311 – 1801 CE	5	5	3	25	75	100
	Generic Elective Course – 2	Studies on States and Governments/ Geography of India/Western Political Thought	4	3	3	25	75	100
IV	Skill Enhancement Course SEC 1	Basic Journalism	2	2	3	25	75	100
	Environmental studies	Environmental studies	2	2	3	25	75	100
	Total		30	23				700

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H.O.D 31.7.25

SEMESTER – III								
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS		
						CIA	EXT	Total
I	Language	Tamil	6	3	3	25	75	100
II	Language	English	6	3	3	25	75	100
III	Core Course 5	History of India - 1707 - 1857 CE	6	5	3	25	75	100
	Core Course 6	History of Tamil Nadu since 1801 CE	5	5	3	25	75	100
	Generic Elective Course – 3	Principles of Public Administration – I/ Tourism and Hotel Management	4	3	3	25	75	100
IV	Skill Enhancement Course SEC 2	Introduction to Archaeology	2	2	3	25	75	100
	Value Added Course	Introduction to Tourism	1	1	3	25	75	100
	Total		30	22				700

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SEMESTER – IV								
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS		
						CIA	EXT	Total
I	Language	Tamil	6	3	3	25	75	100
II	Language	English	6	3	3	25	75	100
III	Core Course 7	Freedom Struggle in India	5	5	3	25	75	100
	Core Course 8	Contemporary History of India	5	5	3	25	75	100
	Generic Elective Course – 4	Principles of Public Administration - II / Freedom Movement in TamilNadu	4	3	3	25	75	100
IV	SEC3	Tourist Guide	2	1	3	25	75	100
	IDSEC	History of Freedom Movement in Tamilnadu	2	2	3	25	75	100
V	EA	Extension Activity		1				100
	Total		30	23				800
		Internship/Industrial Training						
		Social Studies for Competitive Examination		2				

23

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SEMESTER - V								
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS		
						CIA	EXT	Total
III	Core Course 9	History of World Civilizations –Ancient Period (Excluding India)	6	5	3	25	75	100
	Core Course 10	Selected Themes in History of U.S.A	6	4	3	25	75	100
	Core Course 11	Regional History - A Simple Study of Thanjavur	5	4	3	25	75	100
	Core Course 12	Project (with viva voce)	3	3		20	80	100
	Discipline Specific Elective -1	Elements of Human Rights/ Women Studies	4	3	3	25	75	100
	Discipline Specific Elective -2	Panchayat Raj with special Reference to Tamil Nadu/History of Dravidian Movement	4	3	3	25	75	100
IV	SEC	Front Office Management (Theory)	2	2	3	25	75	100
	AEC - I	Internship/Industrial Training	-	2				
	Total		30	26				700

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SEMESTER – VI								
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS		
						CIA	EXT	Total
III	Core Course 13	History of Europe – 1789-1919 CE	5	5	3	25	75	100
	Core Course 14	India and Her Neighbours	5	4	3	25	75	100
	Core Course 15	History of Science and Technology in India	6	5	3	25	75	100
	Discipline Specific Elective – 3	The Indian National Movement / History of China and Japan	5	3	3	25	75	100
	Discipline Specific Elective – 4	History of Revolutions/History of Latin America: From Discovery to Liberation	4	3	3	25	75	100
IV	SEC5	Digital Skills For Beginners (Practical)	2	2	3	40	60	100
	AEC - II Professional Competency Skill Enhancement Course	General History for Competitive Examinations	2	2	3	25	75	100
V	GS	Gender Studies	1	1	3	25	75	100
	Total		30	25				800

I - IV = 93
 V - 26
 VI - 25

 144
 Extra 2

 146

Total Credits: 144 + 1

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 = 145

PART – III - CC1

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

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

LEARNING RESOURCES

Recommended Books

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>

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

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2)

L-Low (1)

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 - CC2

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

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

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

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

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=jZY9lup2kZl6TuXGIZQdjZt9lJpd#book1/>

<http://www.historydiscussion.net>

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

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

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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Course Title	MODERN GOVERNMENTS					
Course Type	Generic Elective	Course Code	GEC1:1			
Year	I	Semester	I			
Credits	3	Hours	L	T	P	Total
			3	1	0	4

LEARNING OBJECTIVES

S. No.	<i>The learning objectives are to provide knowledge and understanding of:</i>
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>

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

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

S. No.	<i>The learning objectives are to provide knowledge and understanding of:</i>
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.
5. Susan Barnet – Feminist Experiences: The Women's Movement in Four Cultures, London, 1986.

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

S-Strong (3)

M-Medium (2)

L-Low (1)

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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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 -Ziyouddin 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

UNIT IV

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, 1999
Guha, 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 Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

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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

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

SheikAli, *History: Its Theory and Method*, Laxmi Publications, 2019

References

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

MarcBloch, *The Historian's Craft*, Aakar Books, Delhi, 2017

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

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

Web Resources

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

<http://d-nb.info>

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A

1(a & b) questions from each unit
5 X 15 = 75

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II Semester

PART – III - CC3

Course Title	HISTORY OF MEDIEVAL INDIA – 1206 – 1707 CE					
Course Type	Core Course	Course Code	CC 3			
Year	I	Semester	II			
Credits	5	Hours	L	T	P	Total
			4	1	0	5

Learning Objectives

S. No.	The learning objectives are to impart:
1	Understanding about the genesis of the Sultanate rule in India and its early rulers
2	Appreciation of the administration of Tuglaqs, Sayyids and Lodis and the impact of Bhakti Movement
3	Knowledge about the founding and conquests of the Mughal rulers
4	Art and architecture and administrative policies during the Mughals
5	The administration, art and architecture during Bahmini and Vijayanagar kingdoms

UNIT I

Establishment of Sultanate Rule in India – Slave Dynasty – Qutb-uddin-Aibak – Iltutmish–Sultana Raziya – Balban – Khilji Dynasty – Jalaluddin Khilji – Alauddin Khilji – 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 – Aurangzeb – Rise of the Marathas – Life and Career of Shivaji – Shivaji's Administration

UNIT V

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

LEARNING RESOURCES

Recommended Books

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/>

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

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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v.v.d.f.2
H.O.D. 31.7.25

PART –III - CC4

Course Title	HISTORY OF TAMIL NADU - 1311 – 1801 CE					
Course Type	Core Course	Course Code	CC 4			
Year	I	Semester	II			
Credits	5	Hours	L	T	P	Total
			4	1	0	5

Learning Objectives

S. No.	<i>The learning objectives are to impart:</i>
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, *Rise and Fall of the Poligars of Tamil Nadu*, University of Madras, 1974

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

Web Resources

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

www.nationalgeographic.org/threekingsintamilakam

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

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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v.v.s.p. 31.7.25

Course Title		STUDIES ON STATES AND GOVERNMENTS				
Course Type	Generic Elective	Course Code	GEC 2:1			
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	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 rd and 74 th 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 – 73rd Constitutional Amendment- Urban Local Government ; Corporations – Municipalities – Townships – Cantonments- Mayor – 74th 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

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

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

S-Strong (3)

M-Medium (2)

L-Low (1)

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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GEC -2

Course Title	GEOGRAPHY OF INDIA					
Course Type	Generic Elective	Course Code	GEC 2 :2			
Year	I	Semester	II			
Credits	3	Hours	L	T	P	Total
			3	1	0	4

Learning Objectives

S. No.	The learning objectives are to impart:
1	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. V.V.K. Subburaj - TNPSC Geography
8. School Atlas - By Prominent Authors
9. India Year Book, 2017
10. Manorama Year Book, 2017

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

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

S-Strong (3)

M-Medium (2)

L-Low (1)

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H.O.D 31-7-20

PART – III - GEC 2

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.	<i>The learning objectives are to impart:</i>
1	Knowledge about Greek philosophy of Plato and Aristotle
2	Knowledge about social contract theory.
3	The political ideas of Machiavelli and John Locke
4	Utilitarian philosophy of Jeremy Bentham
5	Ideas of Karl Marx and Antonio Gramsci

UNIT I

Socrates – Plato – Aristotle

UNIT II

Machiavelli – Thomas Hobbes – John Locke – Rousseau

UNIT III

Voltaire – Montesquieu – Thomas Paine – Mary Wollstonecraft

UNIT IV

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

UNIT V

Hegel - Richard Rorty – Martin Luther King Jr.

LEARNING RESOURCES

Recommended Books

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

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

References

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

Web Resources

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

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

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

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

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PART – IV - SEC -2

Course Title	BASIC JOURNALISM					
Course Type	Skill Enhancement Course	Course Code	SEC			
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

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A
1(a & b) questions from each unit 5 X 15 = 75

v.v.d. 28
H.O.D 31-7-25

GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS), KUMBAKONAM
DEPARTMENT OF HISTORY

B.A

OUTCOME BASED EDUCATION CHOICE BASED CREDIT SYSTEM

SEMESTER – III

Paper CC5

Course Title	HISTORY OF INDIA – 1707 – 1857 CE					
Course Type	Core Course	Course Code	CC 5			
Year	II	Semester	III			
Credits	5	Hours	L	T	P	Total
			5	1	0	6

Learning Objectives

S. No.	The learning objectives are to impart:
1	Impart knowledge about the causes for the advent of the Europeans in India
2	Understand the consequences of the British-French rivalry and beginning of the British supremacy
3	Create awareness about the various strategies formulated by the British to capture power princely states
4	Understand about British state and revenue administration and its consequences
5	Acquire knowledge about Indian response to the British rule viz. peasant movements, Poligar rebellion, 1857 Revolt etc.

Course Contents

UNIT- I European Penetration into India: Early European Settlements - European Trading companies –The Portuguese, The Dutch, The English and the French trading companies--Trading concessions – <i>Golden Firman- Dastaks</i>
UNIT- II The Struggle for Supremacy: Anglo – French Rivalry- Carnatic Wars– Robert Clive –Dupleix - -Battle of Plassey – Battle of Buxar- Treaty of Allahabad-Later Mughals and their struggle for Survival
UNIT- III British Expansion and Paramountcy in India: Ring Fence policy (1765 – 1813) – Policy of Subordinate Alliance (1813-1823) – Policy of Lapse and Annexations by conquests (1823 -1858)-Anglo- Mysore wars (1767-1799) – Anglo Maratha wars (1775-1818)–First Anglo Afghan war (1839-1842) – Anglo-Burmese wars(1823-1885) – Anglo- Sikh conflicts (1844-1849)
UNIT- IV British Colonial Administration: Early Administrative Structure of the British Raj –Regulating Act- Pitt's India Act – Charter Acts -1813,1833,1853-Economic Impact of British colonial Rule – Land Revenue Administration –Permanent Land Revenue settlement- Ryotwari system- Mahalwari system - Commercialisation of Agriculture- Drain of Wealth – Economic Transformation of India- Railways –Roadways - Telegraph and Postal services – Famine Commissions.
UNIT- V Indian Response to British Rule: Early Peasant movement and Tribal Uprisings – KolUprising,(1820-1837) Moplah Uprisings (1841 -1920)–Bhil Uprisings (1818 -1831) – Santhal Uprisings – Poligar Uprisings – Puli Thevan – Velu Nachaiyar – Kattabomman – Maruthu Brothers -Vellore Mutiny (1806) –The Great Revolt of 1857 – Jhansi Rani

Text Books

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

References for Books

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

Web Reference:

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Outline the key events a developments related to the European settlements and the significant battles.	K1
CO 2	Discuss about the British expansion Policies and conflicts	K2
CO 3	Examine the British colonial administrative structure and economic policies of British and its impact	K3
CO 4	Analyse the Indian responses to British rule and significant events.	K4
CO 5	Apparise the role of notable freedom fighters.Highlight the long-term consequences of British rule on Modern India.	K5,K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25) Choice (3 x 10 =30)

v.v.d.p.
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Paper CC6

Course Title	HISTORY OF TAMIL NADU SINCE 1801 CE					
Course Type	Core Course	Course Code	CC 6			
Year	II	Semester	III			
Credits	5	Hours	L	T	P	Total
			4	1	0	5

Learning Objectives

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

Course Contents

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Text Books

1. K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982
2. K. Rajayyan, *Tamil Nadu: A Real History*, EthirVeliyedu, Pollachi, 2015
3. N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976

4. S. Narayan, *The Dravidian Years: Politics and Welfare in Tamil Nadu*, Oxford University Press, New Delhi, 2018

References for Books

1. A.R. Venkatachalapahty, *Tamil Characters: Personalities, Politics, Culture*, Pan MacMillan, 2019
2. A.S. Panneerselvam, *Karunanidhi: A Life*, Penguin Random House India Pvt. Ltd., 2021
3. K. NambiArooran, *Tamil Renaissance and Dravidian Nationalism 1905-1944*, Koodal
4. M. Naganathan, *Tamil Nadu Economy: Trends & Prospects*, University of Madras, Chennai, 2002
5. T. Stalin Gunasekaran, *The Role of Tamil Nadu in Freedom Struggle*, NivethithaPathippagam, 2000 (InTamil)

Web References:

1. <https://archive.org/details/aclcp100000795a1498>
2. www.britannica.com/tamilnadu-india

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall the key events and developments related to early resistance to British rule in Tamil Nadu	K1
CO 2	Discuss the significance of nationalist movements and leaders in Tamil Nadu,	K2
CO 3	Examine the effectiveness of various welfare schemes and developmental policies implemented by Tamilnadu Government	K3
CO 4	Identify the different political ideologies and strategies of different political parties and leaders in Tamil Nadu	K4
CO 5	Critically evaluate the contemporary issues facing TamilNadu and Highlight the achievements and challenges of Tamilnadu's governance and development.	K5,K

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	2	3	3	3	3	3
CO 2	3	2	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	13	15	15	15	15	15
Average	3	2.6	3	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A		Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

v.v.v.v.v.
H.O.D 31-7-24

GEC – 3:1

Course Title	PRINCIPLES OF PUBLIC ADMINISTRATION – I					
Course Type	Generic Elective	Course Code	GEC : 3:1			
Year	II	Semester	III			
Credits	3	Hours	L	T	P	Total
			3	1	0	4

Learning Objectives

S. No.	The learning objectives are to impart:
1	Understanding the Evolution of Public Administration
2	Knowledge about the classification of Organisation theories
3	Knowledge about the Principles of the Organisation
4	Understanding the staff and Management

Course Contents

UNIT-I: INTRODUCTION

1. Nature, Scope and Importance of Public Administration
2. Evolution of Public Administration
3. Methodology of Public Administration
4. Public Administration and Social Sciences
5. Art and Science of Public Administration

UNIT-II: ORGANISATION THEORIES

1. Classical Theory
2. Scientific Theory
3. Human Relation Theory
4. Bureaucratic Theory

UNIT-III: ORGANISATION- PRINCIPLES

1. Hierarchy
2. Span of Control
3. Unity of Command
4. Centralization and De-centralization
5. Coordination

UNIT- IV: LINE, STAFF AND AUXILIARY AGENCIES

1. Meaning and Difference between the agencies
2. Independent Regulatory Commission
3. Public Corporations
4. Departmental Organisation

UNIT- V: MANAGEMENT

1. Meaning, Scope and Task of Management
2. Motivation
3. Communication
4. Decision-Making
5. Leadership

Text Books

1. A.R.Tyagi: *Principles of Public Administration*, Atmaram & Co., New Delhi, 1990.
2. Avasthi and Maheswari: *Principles of Public Administration*, Lakshmi Narain Agrawal, New Delhi, 1990.

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall the nature, scope, and significance of Public Administration in governance and society.	K1
CO 2	Understand the historical development and evolution of Public Administration theories and methodologies.	K2
CO 3	Apply the various methodologies of Public Administration in practical administrative contexts.	K3
CO 4	Analyze the interdisciplinary relationship between Public Administration and social sciences.	K4
CO 5	Evaluate the balance between art and science in the practice of Public Administration and Create innovative approaches to address contemporary challenges.	K5, K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	2	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	14	15	15	15	15	15
Average	3	2.8	3	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

v.v.d
H.O.D 21.7.25

Course Title	TOURISM AND HOTEL MANAGEMENT					
Course Type	Generic Elective	Course Code	GEC : 3:2			
Year	II	Semester	III			
Credits	3	Hours	L	T	P	Total
			3	1	0	4

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

Course Contents

UNIT I Introduction to hotels - History of Hotels – Types of Hotels– Traditional and Supplementary Accommodation- Classification - Grading and Categorization
UNIT II Major International Hotel Chains and Hotel chains of India - Federation of Hotel and Restaurant Association of India (FHRAI) International Hotel and Restaurant Association (IH and RA)
UNIT III Menu Patterns and Food Services -Types of Menus - Banquet – Transport catering – Industrial catering– Welfare catering -Beverage Services
UNIT IV Front Office - Definition -Functions and importance of Front Office- Lobby- Reception counter- Help Desk -Etiquette - Guest Handling - Guest Cycle- Reservation-Types - Methods - – Registration Procedure -Guest arrival – Pre - registration – Receiving Guests - Bell desk function – Departure Procedure - Night Auditing
UNIT V Computers in Hotels – Computer Reservation System – Global Distribution System Transformation of Hospitality Industry - Future of Hotel Industry

Text Books

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

References For Books

1. Andrews, Sudhir, Food and Beverage Service, New Delhi, 1991.
2. Chanda Ashik C, Hotel Tourism and Catering Management, New Delhi, 2009.
3. Graham Bruce, Hotel and Catering Management, New Delhi, 1991.
4. Zulfiker Mohammed., Tourism and Hotel Industry, New Delhi, 1998.

Web References

1. <https://www.uou.ac.in/sites/default/files/slm/HM-202.pdf>
2. <https://ihmshimla.org/wp-content/uploads/2020/03/Unit-1-TARIFF-STRUCTURE-FO-Not-By-Priya-Sharma-March-2020.pdf>
3. <https://setupmyhotel.com/train-my-hotel-staff/front-office-training/76-classification-of-hotels.html>
4. <https://setupmyhotel.com/train-my-hotel-staff/front-office-training/131-the-guest-cycle-hotel.html>
5. <https://www.hotelmanagementtips.com/types-of-food-service-styles/>

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall the introductory concepts of hotels, including their history, types, and classification.	K1
CO 2	Understand the significance of major international hotel chains.	K2
CO 3	Apply knowledge of menu patterns, food services, and beverage services to various catering contexts.	K3
CO 4	Analyze the functions and importance of the Front Office in hotel operations.	K4
CO 5	Evaluate the role of computers, reservation systems, and global distribution systems in modern hotel management and Create innovative strategies for the transformation and future development	K5,K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

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H-OD 31-7-20

SEC II

INTRODUCTION TO ARCHAEOLOGY

Course Title	INTRODUCTION TO ARCHAEOLOGY					
Course Type	Skill Enhancement	Course Code	SEC2			
Year	II	Semester	III			
Credits	2	Hours	L	T	P	Total
			2	0	0	2

Learning Objectives

S. No.	The course objectives are to impart:
1	Meaning of archaeology, kinds of archaeology and its relations with allied disciplines.
2	Archaeological developments in the world and India.
3	Knowledge of early archaeologists and the status of archaeological studies.
4	Understanding of the methods and techniques of archaeology.
5	Interpretation of excavated materials

Course Contents

UNIT I

Definition, Nature, Aim and Scope of Archaeology - Archaeology as a Source of Cultural Studies- Different kinds of Archaeology - Archaeology and its relations with allied disciplines

UNIT II

Growth of Archaeology in India- Archaeological Survey of India.

UNIT III

Early Archaeologists in India –Robert Bruce Foote – Alexander Rae – Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, Jean Mariacastle, H.D.Sankalia.

UNIT IV

Exploration- Aims –Methods - Manual and Scientific Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method, Underwater Archaeology; Dating Methods: Absolute Dating Methods: Radio Carbon– Dendrochronology – Relative Dating: Historical Dating

UNIT V

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

Text Books

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

References for Books

1. B.D. Dillon, ed., *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics*, Institute of Archaeology, University of California, Los Angeles, 1989
2. Stuart Fleming, *Dating in Archaeology: A Guide to Scientific Techniques*, J.M. Dent, London 1978
3. Robert F. Heizer, (ed.), *The Archaeologist at Work: A Source Book in Archaeological Method and Interpretation*, Harper & Row, New York, 1969

4. C. Renfrew & Paul Bahn, *Archaeology: Theories, Methods and Practice*, Thames & Hudson, London, 2012
5. Surendranath Roy, *The Story of Indian Archaeology 1784-1947*, Archaeological Survey of India, New Delhi, 2011

Web References

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes The students on completion of the course will be able to:	Cognitive Level
CO 1	Define archaeology and different kinds of archaeology.	K1
CO 2	Explain the archaeological developments from its beginnings.	K2
CO 3	Illustrate the contribution of early archaeologists in India	K3
CO 4	Analyse the different methods and techniques of archaeology.	K4
CO 5	Critically evaluate the description and analysis of Excavated materials and Develop a systematic classification system for the materials	K5, K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	2	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	14	15
Average	3	3	3	3	3	2.8	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A
1(a & b) questions from each unit 5 X 15 = 75

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H-O-D

Course Title	INTRODUCTION TO TOURISM					
Course Type	Skill Enhancement Course III /VAC	Course Code	SEC			
Year	II	Semester	III			
Credits	1	Hours	L	T	P	Total
			1	0	0	1

Travel Insurance – Role of Information Technology in Tourism related Services – Computerized Reservation System (CRS) and Global Distribution System (GDS)

Text Books:

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

References for 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 References

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	List out the various components and elements of tourism	K1
CO 2	Understanding the types and forms of tourism.	K2
CO 3	Illustrate the role of Travel Agencies	K3
CO 4	Analyse the role of Tour Operators	K4
CO 5	Evaluate and Highlight the importance of travel documents	K5,

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	2	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	14	15	15
Average	3	3	3	3	2.8	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

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H-o D 31.7.20

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understanding of the basic components and elements of tourism
2	Knowledge of different types and forms of tourism
3	Knowledge of the role of Travel Agents
4	Understanding of the role of Tour Operators
5	Knowledge of the travel documents

Course Contents

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency –

Semester - IV**Paper CC 7**

Course Title	FREEDOM STRUGGLE IN INDIA						
Course Type	Core Course	Course Code	CC 7				
Year	II	Semester	IV				
Credits	5	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives

S. No.	The learning objectives are to impart:
1	Understanding the National Awakening in the 19 th Century
2	Compare and contrast between the moderates and extremists
3	Knowledge of Gandhi's leadership and transforming India's freedom struggle based on mass movements
4	To impart knowledge about the Social Reform Movements in the Twentieth Century
5	Knowledge of the causes and consequences of the Partition of India

Course Contents**UNIT- I**

Poliger revolt- South Indian Revolution – Vellore Mutiny- 1857 Mutiny, Queen's Proclamation – Transition from Company to Crown –Socio-Religious Reform Movements and National Awakening in the 19th Century

UNIT- II

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

UNIT- III

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

UNIT- IV

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

UNIT- V

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

Text Books

Bipan Chandra, *History of Modern India*, Orient Black Swan Publications, New Delhi, 2012
Kenneth W. Jones (eds), *The New Cambridge History of India: III.1 Socio Religious reform Movements in British India*, Cambridge University Press, 1989
Ranjan Chakrabarti., *A New History of Modern India: An Outline*, Surjeeth Publications, 2019
Sumit Sarkar., *Modern India 1885-1947*, Macmillan India Limited, New Delhi, 2000
M.P. Sivagananam – Viduthali Poratathil Tamilagam – 2 Volumes (in Tamil).

G. Venkatesan, *History of Freedom Struggle*, V.C. Publications, 2018.

References for Books

Aparna Basu, *Essays in the History of Indian Education*, Concept Publishing Co., New Delhi, 1982

BalaJeyaraman, *Periyar: A Political Biography of EV Ramasamy*, Rupa and Co., 2013

JudithMargaret Brown, *Gandhi's Rise to Power*, Cambridge University Press, Cambridge, 1972.

Web References:

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the key events and movements in the Indian National Movement	K1
CO 2	Understand the evolution and dynamics of the Indian National Movement	K2
CO 3	Examine the role of different political parties, leaders, and ideologies in shaping the movement.	K3
CO 4	Compare the contributions of leaders to the social changes.	K4
CO 5	Assess the successes and failures of different movements and Create essays that explore different aspects of the Indian National Movement	K5, K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	2	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	14	15
Average	3	3	3	3	3	2.8	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

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H-o D 31.7.25

Course Title	CONTEMPORARY HISTORY OF INDIA						
Course Type	Core Course	Course Code	CC VIII				
Year	II	Semester	IV				
Credits	5	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives

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

Course Contents

UNIT I

The Nehruvian Era, 1947-64 – Democratic Socialism – Economic Policy – Five-Year Plans – Foreign Policy – Panchsheel – Non-Aligned Movement – Lal Bahadur Shastri – Domestic and Foreign Policies.

UNIT II

India during Indira Gandhi's First Ministry – Administrative Reforms – Indo-Pakistan War – National Emergency, 1976– Twenty Point Programmes – Janata Government – Morarji Desai.

UNIT III

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

UNIT IV

National Front Rule – V.P. Singh - Mandal Commission – Coalition Governments – DMK – Communist Parties – P.V. Narasimha Rao – New Economic Policy –

UNIT V

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

Text Books

1. Bipan Chandra., Aditya Mukherjee & Mridula Mukherjee, *India After Independence 1947-2000*, (2nd edn.), Penguin Books, New Delhi, 2008
2. Dube, S., *India Since Independence - Social Report on India 1947-1972*, Vikas Publication House, New Delhi, 1977
3. Grover B.L. and Grover. S, *A New Look on Modern Indian History*, Chand. S and

Company, New Delhi, 2007

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

References for Books

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

Web References

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall the key features of the Foreign policy of India	K1
CO 2	Describe the administration of Various Government and Indira's Twenty Programme.	K2
CO 3	Discuss the New Economic Policy and Mandal Commission	K3
CO 4	Analyse th Panchayat Raj reforms and The Quadilateral Project	K4
CO 5	Evaluate the achievements and Organize the various economic reforms and development schemes of different Governments	K5, K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

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H.O.D 31.7.20

Course Title	PRINCIPLES OF PUBLIC ADMINISTRATION – II					
Course Type	Generic Elective	Course Code	GEC -4:1			
Year	II	Semester	IV			
Credits	3	Hours	L	T	P	Total
			4	0	0	4

S. No.	The learning objectives are to impart:
1	Understanding of the various Administrative system
2	To know about the Union and State Administration
3	Understanding the District Administrative structure in India
4	Understanding the All India Services

Course Contents**UNIT-I: INTRODUCTION**

1. Kautilya's Administrative State
2. Mughal Administration
3. Administration under British Rule

UNIT-II: UNION ADMINISTRATION

1. President
2. Prime Minister's office
3. Cabinet Secretariat
4. Central Secretariat
5. Organisation of Ministries

UNIT-III: STATE ADMINISTRATION

1. Governor
2. Chief Minister's office
3. Office of the Chief Secretary
4. State Secretariat
5. Organization of Ministries

UNIT-IV: DISTRICT ADMINISTRATION

1. Collector
2. District Collectorate
3. District Superintendent of Police
4. Tahsildar
5. Block Development Officer

UNIT-V: ALL INDIA SERVICES

1. Indian Administrative Service

2. Indian Police Service
3. Indian Forest Service
4. Central Services
5. State Services

Text Books

1. Arora and Rajni Goyal: *Indian Public Administration*, Wishwa Prakashan, New Delhi, 2006.
2. S.R. Maheswari : *Indian Administration*, Orient Longman, New Delhi, 2005.
3. Vishnoolal Bhagwan and Vidya Bhushan: *Indian Administration*, S.Chand & Co., New Delhi, 2005

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall the administrative principles outlined in Kautilya's Administrative State.	K1
CO 2	Understand the administrative structure and practices of the Mughal Empire.	K2
CO 3	Apply knowledge of administrative systems during British rule to analyze their impact on Indian governance.	K3
CO 4	Analyze the roles and functions of key institutions	K4
CO 5	Evaluate the organizational structure and functions of state-level institutions and Create comparative analyses of district-level administrative positions	K5, K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

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H.O.D 31.7.25

Course Title	FREEDOM MOVEMENT IN TAMILNADU					
Course Type	Generic Elective	Course Code	GEC -4:2			
Year	II	Semester	IV			
Credits	3	Hours	L	T	P	Total
			4	0	0	4

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understanding the early revolts in Tamil Nadu
2	Knowledge about the Pre-Congress Political Associations in Tamilnadu
3	Knowledge about the Various movements
4	Understanding the role of Various leaders in the Freedom Movement in Tamilnadu

Course Contents

UNIT – I : Origin of the Freedom movement – Poligar Rebellion – South Indian Rebellion, Vellore Rebellion
UNIT – II : Indian National Congress – Socio-Economic – religious factors – Role of Press – Pre-Congress Political Associations – Tamilnadu in the Congress sessions – Moderates and Extremists.
UNIT – III : Swadeshi Movement – Surat Split –Extremist activities – Vanchinathan – Senbagaraman –Home Rule Movement –Madras Presidency Association – Role of Justice Party – Consequences of Jallian Wala Bagh Massacre.
UNIT – IV : Emergence of Gandhiji – Non – Cooperation Movement – Civil Disobedience Movement –Swarajya Party – Neil Statue szathyagraha- Vedaranyam salt Sathyagraha –II World War – Quit India Movement – INA trails –Independent India.
UNIT – V : Tamil Nationalists – Thillaiyadivalliyammai – Subramaniya Siva – Bharathiyar – Dr.P.Varadarajalu Naidu – S.Sathyamurthy – Rukmani Lakshmipathi – Rajaji – E.V.Ramasamy- Sathyamurthy – Kamaraj.

Book for References

1. Baker,C.J ,The Politics of South India 1920, 37,Cambridge University Press,1976
2. Baker,C.J and Wash Book,D.A.,South India-Political Macmillan Company Ltd., New Delhi,1975
3. Copley,ARH ,The Political Career of C.Rajagopalachari 1937-54, The Macmillan Company of India
- 4.Rajayyan,K, History of Tamilnadu,1565-1982,Raj Publishers, Madurai,1982
5. Sivagnanam,M.P.,Viduthalaipporil Tamizhagam,(Tamil),Vol.I and II, Poongodi

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the origins of the Freedom movement in India,.	K1
CO 2	Understand the socio-economic, religious, and political factors that contributed to the emergence of the Indian National Congress	K2
CO 3	Apply knowledge of the significant events to analyze the progression of India's struggle for independence.	K3
CO 4	Analyze the roles of key figures and organizations in the Freedom movement.	K4
CO 5	Evaluate the effectiveness of various movements and strategies employed during the Freedom struggle and . Create biographical profiles of notable Tamil nationalist leaders	K5,K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3
CO 2	3	2	3	3	3	3
CO 3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3
CO 5	3	3	3	3	3	3
Total	15	14	14	15	15	15
Average	3	2.8	2.8	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A		Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

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H.O.D 31.7.25

SEC

Course Title	TOURIST GUIDE					
Course Type	SEC/VAC	Course Code	SEC			
Year	II	Semester	IV			
Credits	1	Hours	L	T	P	Total
			2	0	0	2
Learning Objectives						
S. No.	The learning objectives are to impart:					
1	Understanding the meaning of Tourism and Tourists					
2	Knowledge about the types of Tourist Guides					
3	Knowledge about the Qualities and Responsibilities of Tour Guide					
4	To impart knowledge on the Presentation Skills					

Course Contents

UNIT – I Definition – Tourism – Tourists – Tour Operators – Tourist Guide .
UNIT – II Types of Tourist Guide : On site Guides – City Guides – Specialized Guides – Heritage – Culture – Adventure – Forest – Business.
UNIT – III Qualities of the Tour Guide – Responsibilities of Tour Guide- Role of Tour Guide in the development of Tourism .
UNIT – IV Presentation skills- Tour Commentaries – Paraphrasing - Health safety and security procedures.
UNIT – V Legal Requirements in Tour Guiding – Registration – Road Transportation Permit – Public Driving permit – Code of Guiding practice

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Define Tourism and recall the types of Tourists and Tour Guide	K1
CO 2	Understand of qualities and skills of the Tourist Guide.	K2
CO 3	Examine the role of Tour Guide in the development of Tourism	K3
CO 4	Analyse the skills and Legal requirements of Tour Guide	K4
CO 5	Evaluate the role of Tour operators and Prepare a Code of Guiding Practice.	K5,K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong(3)

M-Medium (2)

L-Low (1)

Question pattern

Section A
1(a & b) questions from each unit 5 X 15 = 75

v.v.s. 28
H.O.D 31.7.25

INTER DISCIPLINARY SPECIFIC ELECTIVE COURSE

Course Title	HISTORY OF FREEDOM MOVEMENT IN TAMILNADU					
Course Type	IDSEC	Course Code	IDSEC			
Year	II	Semester	IV			
Credits	1	Hours	L	T	P	Total
			2	0	0	2

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understanding the early revolts in Tamil Nadu
2	Knowledge about the Pre-Congress Political Associations in Tamilnadu
3	Knowledge about the Various movements
4	Understanding the role of Various leaders in the Freedom Movement in Tamilnadu

Course Contents

UNIT – I : Origin of the Freedom movement – Poligar Rebellion – South Indian Rebellion,Vellore Rebellion
UNIT – II : Indian National Congress – Socio-Economic – religious factors – Role of Press – Pre-Congress Political Associations – Tamilnadu in the Congress sessions – Moderates and Extremists.
UNIT – III : Swadeshi Movement in Tamilnadu – Surat Split –Extremist activities – Vanchinathan –Senbagaraman –Home Rule Movement –Madras Presidency Association– Consequences of Jallian Wala Bagh Massacre.
UNIT – IV : Emergence of Gandhiji – Non – Cooperation Movement – Civil Disobedience Movement –Swarajya Party – Neil Statue Sathyagraha- Vedaranyam Salt Sathyagraha –II World War – Quit India Movement – INA trails –Independent India
UNIT – V : Tamil Nationalists – Thillaiyadivalliyammai – Subramaniya Siva – VOC-Bharathiyar – Dr.P.Varadarajalu Naidu – S.Sathyamurthy – Rukmani Lakshmipathi – Rajaji – E.V.Ramasamy- Kamaraj.

Book Reference

- 1 Baker,C.J ,The Politics of South India 1920, 37,Cambridge University Press,1976
2. Baker,C.J and Wash Book,D.A., South India-Political Macmillan Company Ltd., New Delhi,1975
3. Copley,ARH,The Political Career of C.Rajagopalachari 1937-54, The Macmillan Company of India Ltd,Madras,1978
4. Sivagnanam,M.P., Viduthalaipporil Tamizhagam,(Tamil),Vol.I and II, Poongodi Pathipagam, Chennai 2005
5. Rajayyan,K ,History of Tamilnadu,1565-1982,Raj Publishers, Madurai,1982

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall the names and Roles of Prominent leaders	K1
CO 2	Understand the significance of the Indian National Congress as a Platform of nationalist activities.	K2
CO 3	Examine the role of Moderates and Extremists within the Congress and their approaches to achieve Independence.	K3
CO 4	Analyse the role of Tamilnadu in the Freedom Struggle	K4
CO 5	Assess the Contributions of Tamil Nationalist Leaders.Create a comprehensive plans for the legacy of Freedom fighters and movements in Tamilnadu.	K5,K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong(3)

M-Medium (2)

L-Low (1)

Question pattern

Section A
1(a & b) questions from each unit 5 X 15 = 75

v.v.s. 25
H.O.D 31-7-25

Course Title	HISTORY OF WORLD CIVILIZATIONS – ANCIENT PERIOD (EXCLUDING INDIA)					
Course Type	Core Course	Course Code	CC 9			
Year	III	Semester	V			
Credits	5	Hours	L	T	P	Total
			5	1	0	6

Learning Objectives

S. No.	The learning objectives are to impart:
1	Understanding the Origin and Growth of Civilization
2	Factors that led to the emergence of River valley Civilizations .
3	To impart the knowledge about the Persian and Hebrew Civilization
4	To know about the Classical Civilizations of Greece and Rome.
5	Understanding the American Civilization.

Course Contents

Unit I Introduction - Definition of Civilization - Origin and Growth of Civilization - Pre-Historic Culture - Paleolithic and Neolithic Culture.
Unit II River valley Civilizations - Egyptian Civilization - Mesopotamian Civilization - Sumerian , Babylonian, Assyrian and Chaldean Cultures
Unit III Persian Civilization - Hebrew Civilization.
Unit IV Classical Civilization - Ancient Greece - Legacy of Greece - Hellenistic Civilization - Ancient Rome - Roman Civilization.
Unit V Chinese Civilization - Maya, Aztec and Inca Civilizations.

LEARNING RESOURCES

Recommended Books

Judd, G.P : History of Civilization
Phul, R.K. : World Civilization.
Swain, J.E : A History of World Civilization, Eurasia Publishing House. Pvt. Ltd, New Delhi, 1994.
Toynbee, A.J : A study of History (12 Volumes)
Wall Blank, T.W. : Civilization - Past and Present Bailey, N.M
Will Durant : The story of Civilization (Vol. I & II)
Wesley Roehm, A, Morris, : The Record of Mankind, Webster & Edgar B,

Wesley, D.C. Edgar,
B.Health and Company, Boston, 1952

References

Burns, Ralph et al : Western Civilizations.
Brinton, Christopher, Wolf : A History of Civilization , Vol I & II, Prentice - Hall , Inc, Engle Winks. Wood, New Jersey, 1984.
Edward d'Cruz, S.J : A survey of world civilization, Lalvani Publishing House, Bombay, 1970.
Edward Macnall Burns : Western Civilization - Their History and their Culture.
Gokhale, B.K. : Introduction to Western Civilization, S.Chand & Co, Pvt.Ltd, New Delhi, 1973.
Israel Smith Clare : The Standard History of the World (10 Volumes), Standard Historical Society, Cincinnati, 1931.

Web Resources

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall the meaning, origin and growth of the civilization	K1
CO 2	Illustrate the various river valley civilizations and its legacy	K3
CO 3	Explain the contributions of Persian and Hebrew Civilizations to the world	K2
CO 4	Examine the legacy of the ancient classical civilizations	K4
CO 5	Evaluate the Chinese and American Civilization	K5

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong(3)

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

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25) 1 question from each unit built in Choice (3 x 10 =30)

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Course Title		SELECTED THEMES IN HISTORY OF USA					
Course Type	Core Course	Course Code	CC 10				
Year	III	Semester	V				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6
Learning Objectives							
S. No.	The learning objectives are to impart:						
1	Impart knowledge about the issue of slavery, its abolition, the Civil War and reconstruction.						
2	Create awareness of the westward movement and industrialization and their consequences						
3	Understand the USA's efforts to become an imperialist and joining First World War						
4	Understand the transformation of USA as a world power and the setting of a bio-polar world						
5	Impart knowledge about America's multi-culturalism and the war on terrorism						

Course Contents

Unit- I

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

Unit- II

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

Unit- III

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

Unit- IV

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

Unit- V

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

References for Books

Arnold S. Rice and John A Krout, *United States History From 1865*, Harper Collins College, New York, 1991.
Henry B. Parkes, *The United States of America*, Scientific Book Agency, Calcutta, 1968.
Jack Lane, Maurice O' Sullivan., *A Twentieth-Century American Reader*, USIA, Washington DC, 1999.

Howard Cincotta., (Ed.) *An Outline of American History*, USIS Publication, United States Information Agency, 1994.
Subramanian, N., *A History of the USA*, Ennes Publications, Udumalpet, 1995.
Thomas S. Kidd., *American History 1877 to Present* - B&H Academic, 2019.
Douglas K. Stevenson, *American life and Constitution*, USIA, Washington D.C. 1998.
George Brown Tindall with David E. Shi., *'America, A Narrative History, Vol. I& II*,
Howard Zinn., *A People's History of The United States*, Harper and Row, Harper Collins, U.S.A., 1990.

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

Web Resources

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

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

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

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit built in Choice (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

v.v 2
H.O.D 31-7-22

Course Title	(REGIONAL HISTORY) – A SIMPLE STUDY OF THANJAVUR					
Course Type	Core Course	Course Code	CC 11			
Year	III	Semester	V			
Credits	5	Hours	L	T	P	Total
			4	1	0	5

Learning Objectives

S. No.	The learning objectives are to impart:
1	Understand the topographical features of Thanjavur and their influence on its historical development.
2	Impart the knowledge on the socio-economic conditions in Thanjavur under Nayak rule.
3	Understand the contributions of the Marathas to art and architecture in Thanjavur, including structures like Manora and Chathrams.
4	Impart the knowledge on the legacy of Chola rule in Thanjavur, focusing on governance and administration.
5	Comprehend the developments in Thanjavur during the 20th century.

Course Contents

UNIT – I

Sources – Topography – Early History of Thanjavur – Kumbakonam – Thanjavur in the Pre – Chola Period.

UNIT – II

Thanjavur under Imperial Cholas: Vijayalaya I to Kulothanga I – Legacy of the Chola rule – Religion – Art and Architecture.

UNIT – III

Thanjavur under the Nayaks rule – Administration – Socio – Economic and Cultural History – Art and Architecture- Nayaks Contribution to Tamil Culture.

UNIT – IV

Thanjavur under the Marathas – political History – Socio- Economic and Cultural Conditions – Art and Architecture – Manora – Chathrams, Saraswathi Mahal Library, Thanjavur Paintings – Legacy of the Marathas.

UNIT – V

Thanjavur in the Modern Period: Thanjavur under the British – Lord Wellesley – Treaty of Thanjavur- Thanjavur British Residency – Role of Thanjavur in National Movement – Thanjavur in the 20th Century.

Reference Books :

1. William Hicky : Thanjavur Marathas , Principality in south India
2. R. Balasubramanian : The Four Great Chola Temples.
3. Kudavayil Balasubramanian : History of Nayaks (Tamil)
4. Kudavayil Balasubramanian : Traditional of Copuram Art in Tamilnadu
5. Kudavayil Balasubramanian : Thanjavur (Tamil)
6. Nilakanta sastri . K. A : The Cholas : Foreign Notices of south India
7. Subramanian . V : History of tamilnadu
8. Venkataswamirao : Manual of Thanjavur
9. Jaya Appasamy : Thanjavur Paintings of the Maratha Periods
10. Venkata Ramayyah. K.M : Administration and social life under the Maratha ruler of thanjavur
11. S. Rasu : Copper Plates of Thanjavur Marathas
12. S. Rasu : Inscriptions of Thanjavur Marathas.

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall the primary sources and topographical features of Thanjavur.	K1
CO 2	Discuss the socio-economic and cultural developments during the Chola period	K2
CO 3	Illustrate the Nayaks Contribution to Tamil Culture.	K3
CO 4	Analyze the impact of the architectural contributions of the Marathas, including Manora and the Saraswathi Mahal Library.	K4
CO 5	Assess the developments in Thanjavur during the 20th century and their impact on modern India.	K5

CO Mapping with Programme Outcomes

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

S-Strong (3)

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

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

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H.O.D 21-7-25

Paper CC XII Project with viva voce

Course Title	Project with viva voce					
Course Type	Core Course	Course Code	CC 12			
Year	III	Semester	V			
Credits	3	Hours	L	T	P	Total
			0	0	0	3

Marks: 20+80=100

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H.O.D 31.7.25

Course Title	Elements of Human Rights						
Course Type	Core Course	Course Code	DSE 1 :1				
Year	III	Semester	V				
Credits	3	Hours	L	T	P	FS	
			3	1	0	0	

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

Course Contents

UNIT I

Origin and Development of Human Rights: Magna Carta (1215) – Peace of Westphalia (1648) – Declaration of the Rights of Man and Citizen (1789) – Bill of Rights in USA (1791)

of Human Rights: Civil – Political – Religious

UNIT II

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

UNIT III

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

UNIT IV

Human Rights in India: Constitutional Guarantees – Fundamental Rights – Directive Principles
Human Rights Commission (NHRC) – State Human Rights Commission (SHRC) – Human Rights

UNIT V

Women's Rights: Right to Inheritance – Divorce – Remarriage – Child Rights: Right to
Workers' Rights: Right to form Associations – Rights of Refugees and Migrants

References For Books

C.J. Nirmal, *Human Rights in India: Historical, Social and Political Perspectives*, OUP, 2000
Debarati Halder. et. al., *Advancement of Human Rights in India: Contemporary and Emerging*

Challenges, Sage Publications, 2021

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

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

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

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

Web References

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

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

⁴<https://nhrc.nic.in/>

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

Note : Latest edition of the books may be used

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A		Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

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Course Title	WOMEN STUDIES						
Course Type	Discipline Specific Elective	Course Code	DSE 1 : 2				
Year	III	Semester	V				
Credits	3	Hours	L	T	P	FS	Total
			3	1	0	0	4
Learning Objectives							
S. No.	The course objectives are to impart:						
1	Understand the gender perspective in all domains of knowledge in India						
2	Realization of the role of education for women empowerment.						
3	Knowledge about the economic participation of women.						
4	Awareness about the Constitutional provisions and legislations for Women.						
5	Motivation among women students to be active stakeholders in the process of nation building						

Course Contents

UNIT I

Women Empowerment – Meaning – Nature- Concept and Strategies– Classification and dimensions of Women Empowerment.- Role of women in freedom struggle

UNIT II

Social Empowerment – Women's Education –Women and Health - Contribution of Periyar, Bharathiar, Bharathidhasan, Periyar- Annadurai, Karunanidhi, MGR, Jayalalitha towards women empowerment

UNIT III

Economic Empowerment – Participation of Women– Organised and Unorganised sectors – Women Self-Help Groups – ICT and Women.

UNIT IV

Political Empowerment of Women in India – Women Leaders–Constitutional and Legal Provisions for Women Empowerment – Impact of Legislations.

UNIT V

Women education- Women legislators-Developmental Schemes and Programmes for Women Empowerment – - Developmental schemes for women by Government of Tamil Nadu

Text Books

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

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

Neera Desai, Women in Modern India, Asia Book Corporation, Amer, 1977

Promilla Kapur, Empowering Indian Women, Ministry of Information and

Broadcasting, Government of India, New Delhi, 2001

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

Thara Bhai L., Women's Studies in India, APH Publishing Corporation, New Delhi, 2000

References for Books

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

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

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

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

Shailaja Nagendra, Women's role in Modern World, ABD Publishers, Jaipur, 2008

Web References

<http://www.archives.gov>

Note : Latest edition of the books may be used

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

V.V.H.2
H.O.D 31.7.25

Course Title	PANCHAYAT RAJ WITH SPECIAL REFERENCE TO TAMILNADU						
Course Type	Discipline Specific Elective	Course Code	DSE 2 : 1				
Year	III	Semester	V				
Credits	3	Hours	L	T	P	FS	Total
			3	1	0	0	4

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understand the Evolution of Panchayat Raj in India
2	Importance of Gramdhan and Boodhan
3	Impart the knowledge about the changes in the Panchayat Raj
4	Understand the Budget Allocation for the Panchayat
5	Impart the knowledge on Community Development Schemes

Course Contents

UNIT – I

Concept of Panchayat Raj – Evolution of Panchayat in India – Local Self Government under Cholas – Local Self – Government under the British – Ripon's Experiment.

UNIT – II

Mahatma Gandhi's Concept on Panchayat Raj – Vinobhaji's Views on Gramodhan and Boodhan Movements – Committees on Panchayat Raj after Independence.

UNIT III

Panchayat Raj development from 1920 – 1947 under the British rule – Subsequent Changes from 1947 to 2001 – Two – tier System under Kamaraj, Constitutional Assembly debates on Panchayat Raj and direct election under M.G.R.

UNIT IV

Panchayat Finance – Sources of income- State Finance Commission and their recommendations – Budget Allocation – Financial Management in the local bodies

UNIT V

Panchayat Administration – Community Development Schemes – Programmes : Jawahar Yojna, IRDP – Public Participation in Panchayat Raj – Role of NGO's

Books for Study :

1. Sachadheva and Durga - Simple Study of Local Self Government in India
2. S.R. Maheswari and Sriram Maheswari – Local Government in India
3. Status of Panchayat Raj in the States and Union Territories of India 2000 , New Delhi institute of Social Science 2000.

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Examine the concept of Panchayat Raj	K3
CO 2	Explain the Gandhi and Vinobha's idea about Panchayat Raj	K2
CO 3	Trace the Panchayat Raj development from 1920 – 1947 under the British rule	K1
CO 4	Assess the Sources of income and Financial Management in the local bodies .	K5
CO 5	Compare the Local Self Government under Cholas and the British	K4

CO Mapping with Programme Outcomes

CO 1	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	2	3	2	3	3
CO 4	3	3	3	2	3	2	3	3
CO 5	3	3	3	2	3	2	3	3
Total	3	3	3	3	3	3	3	3
Average	15	15	15	13	15	13	15	15

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25) Choice built in (3 x 10 =30)

v.v. 2/2
H.O.D 31-7-25

Course Title		History of Dravidian Movement					
Course Type	Discipline Specific Elective	Course Code	DSE 2 :2				
Year	III	Semester	V				
Credits	3	Hours	L	T	P	FS	Total
			3	1	0	0	4
Learning Objectives							
S. No.	The learning objectives are to impart:						
1	Understanding the Growth of Socio-Political Movements of the 20 th Centur						
2	Comprehend the Dravidian Movement and its growth in Tamil Nadu						
3	Knowledge about Justice Party and its administration and Periyar'sidealogy						
4	Comprehend the evolution of DK and DMK						
5	Awareness about the impact of the Dravidian Movement In Tamil Nadu						

Course Contents

UNIT- I

Madras Mahajana Sabha – Dravida Sangam – foundation of the South Indian Liberal Federation- Dr. Natesan - Dr T.M. Nair- Sir Pitty Theagaraya Chetty

UNIT- II

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

UNIT- III

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

UNIT- IV

Dawn of Dravida Munnetra Khazagam – Anti-Hindi Agitations and - C.N Annadurai's Ministry – naming Madras State as Tamilnadu – two language formula - self respect marriages Act - Kalaignar M.Karunanidhi's Administration - Social Welfare measures-education, agriculture and industrial development- women empowerment schemes.

UNIT- V

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

LEARNING RESOURCES

Recommended Books

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

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

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

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

References

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

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

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

Web References:

https://www.mids.ac.in/assets/doc/WP_120.pdf

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes The students on completion of the course will be able to:	Cognitive Level
CO 1	Examine the Growth Dravida Sangam	K3
CO 2	Explain the Rise of Justice Party	K2
CO 3	Trace the Emergence of the Self-Respect Movement and the Formation of Dravidar Khazagam	K1
CO 4	Assess the Social Welfare measures and Women empowerment Schemes introduced by DMK	K5
CO 5	Analyse the socio-economic educational and cultural developments of Tamil Nadu under AIADMK regime	K4

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

v.v. 2/2
H.O.D. 21.7.25

Course Title	FRONT OFFICE MANAGEMENT (THEORY)						
Course Type	Professional Competency Skill Enhancement Course	Course Code	SEC				
Year	III	Semester	V				
Credits	2	Hours	L	T	P	FS	Total
			2	0	0	0	2

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understand the types and role of Communication
2	General Awareness about the Capitals and Currencies of various Countries
3	To impart knowledge about Hygiene
4	Understand about the qualities and importance of the Front Office Staff
5	To impart knowledge on the Front office Organizations

Course Contents

UNIT I

Communication – Basic components – types of Communication – role of communication in Hospitality and Hotel Industry.

UNIT II

General Awareness : Importance of reading Newspaper – International and National airlines and their codes – Countries , Capitals and Currencies –Indian states and their capitals

UNIT III

Grooming and Hygiene : Personal Hygiene – Basic grooming standards for men and women – Importance of good hygiene

UNIT IV

Qualities of front office staff – physical ability – Honesty – confidence – Punctuality – Memorizing skill- positive – attitude –Teamwork – Patience.

UNIT V

Front office organization – sections – functions – Role of Computer in the Hotel Industry.

Reference:

1. Front office operations – Michel Kasanove
2. Front office Management – Bhatnagar A.K

References for Books

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

Web References

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes The students on completion of the course will be able to:	Cognitive Level
CO 1	Remember the concept of Communication	K1
CO 2	Understand the benefits of Newspaper reading for the front office personnel.	K2
CO 3	Illustrate the positive effects of Good grooming	K3
CO 4	Analyse the functions of the various department.	K4
CO 5	Evaluate the staff organization in front office department.	K5

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A

1(a & b) questions from each unit
5 X 15 = 75

v.v.22
H.O.D 31.7.22

Course Title	HISTORY OF EUROPE – 1789 – 1919 CE					
Course Type	Core Course	Course Code	CC XIII			
Year	II	Semester	VI			
Credits	4	Hours	L	T	P	FS Total
			4	1	0	0 5

S. No.	The learning objectives are to impart:
1	Impart an Understanding of the stages of the French Revolution and the Life and contribution of Napoleon Bonaparte
2	Create awareness about Napoleon's achievements
3	Gain Knowledge of the unification of Italy and Germany
4	Understand about the Eastern Question and disruption of peace in Europe
5	Analyse the causes, course and consequences of the First World War

Course Contents

UNIT- I

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

UNIT- II

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

UNIT- III

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

UNIT- IV

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

UNIT- V

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

Recommended Books

Blanning, T.C.W., *The Oxford Illustrated History of Modern Europe (1789-2022)*, Oxford University Press, New York, 1996
 Carlton, J.H. Hayes., *Modern Europe to 1870*, Macmillan, London, 1953.
 Carr, E.H., *International Relations between the Two World Wars (1919-1939)*, Palgrave Macmillan, 1990

References

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

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

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

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

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

Web Resources

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

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

Note : Latest edition of the books may be used

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

v.v.v.v.v.v.
H.O.D 31.7.25

02.01.26

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

Learning Objectives

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

Course Contents**UNIT I**

Historical and Geographical Setting – Geo Strategic location of India – India's position in South Asia – India's Neighbourhood Policy: Panchsheel to Gujral Doctrine

UNIT II

India's relations with Pakistan: Legacy of the colonial policy – Partition of India – Kashmir Issue – Indo -Pak Wars of 1948, 1965, 1971 – Impact of Cold War on Indo-Pak Relations – Nuclear Tests and Missile Race – Kargil War – Surgical Strike at Balakot – Cross Border Terrorism – Indus River Water Sharing – Chinese Factor in Indo-Pak relations – Economic and other issues.

UNIT III

India's relations with China: Early Years – Indo-China War of 1962 – Border Dispute and Negotiations – Tibetan Issue – Recognition of Sikkim as an integral part of India – Chinese interest in the Indian Ocean region – Economic relations

UNIT IV

India's relations with Bangladesh: Creation of Bangladesh in 1971 – Farakka Barrage – Rohingya Refugee crisis
India's relations with Sri Lanka: Dispute in the Palk Straits – Katchatheevu Issue – Sri Lankan Tamil Issue – IPKF – Gwadar Port

UNIT V

India's relations with smaller neighbours: Nepal – Afghanistan – Bhutan – Maldives
SAARC: Origin – Contribution to cooperation and development in South Asia

Recommended Books

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

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

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

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

References

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

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

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

Note : Latest edition of the books may be used

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

V.V.J.P. 31.7.25
H.O.D.

2-01-26

Course Title	HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA						
Course Type	Core Course	Course Code	CC- XV				
Year	III	Semester	VI				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6
Learning Objectives							
S. No.	The learning objectives are to impart:						
1	Impart an Understanding of the Development of Science and Technology in Colonial India						
2	Impart Knowledge about Post-Independent Scientific Policies						
3	Appraise the role of Technology in the Growth of Agriculture						
4	Comprehend the progress of Space Technology in India						
5	Create awareness about Pioneers of Modern Science in India						

Course Contents**Unit- I**

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

Unit- II

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

Unit- III

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

Unit- IV

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

Unit- V

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

Recommended Books

David Arnold., *Everyday Technology: Machines and the Making of India's Modernity*, Chicago: The University of Chicago Press, 2013
Kamlesh Mohan., *Science and Technology in Colonial India*, Routledge, 2022.

Navaneethan, S., *Science and Technology in the Development of India*, Tamizhi Books, Chennai, 2022,
Sangwan, Satpal., *Science, Technology and Colonisation: Indian Experience*, Delhi: Anamika Prakashan, 1990.

References

Anderson, Robert., *Building Scientific Institutions in India: Saha and Bhabha*, Montreal:Centre for Developing-Area Studies, McGill University, 1975.
Baber, Zaheer., *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*, Albany: State University of New York Press, 1996.
Gaillard, Jacques., Roland Waast and V. V. Krishna ed., *Scientific Communities in the Developing World*, Delhi: Sage Publications, 1997.

Web Resources

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

Note : Latest edition of the books may be used

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

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSP8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	3	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	3	2	3	3	3	3
Total	15	15	15	14	13	12	14	15
Average	3	3	3	2.8	2.6	2.4	2.8	3

S-Strong(3)

M-Medium (2)

L-Low (1)

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

v.v.H.2
H.O.D 21-7-25

02.01.26

Course Title	THE INDIAN NATIONAL MOVEMENT						
Course Type	Discipline Specific Elective Course	Course Code	DSE -3:1				
Year	III	Semester	VI				
Credits	5	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understanding the Early attempts for freedom Movement
2	Knowledge on the Origin and growth of Nationalism
3	Understanding the role Moderates and Extremists in the Congress
4	Understanding about the Gandhian era.
5	Appreciation of the Key leaders of the Nationalist Movement

Course Contents

UNIT I Early attempts for freedom Movement - South Indian Rebellion - Poligars and the British - The Vellore Mutiny of 1806, Causes, Course and Results.
UNIT II The Revolt of 1857: Social, Religious and Political Cause - Course and Results - Role of Native Indian Rulers - Impact of the Revolt- Origin and growth of Nationalism.
UNIT III Indian National Congress - Moderates and Extremists - Partition of Bengal - Muslim League - Swadeshi Movement - Revolutionaries - Home Rule Movement - Role of Nationalist Press and Literature in the Indian National Movement.
UNIT IV Gandhian Era - Satyagraha - Jallianwala Bagh - Non-Cooperation Movement - Swarajists - Salt Satyagraha - Round Table Conferences - Quit India Movement - British Missions - Partition and Independence.
UNIT V Nationalist Leaders- Jawaharlal Nehru- Subash Chandra Bose- Sardar Vallabhai Patel- Maulana Abul Kalam Azad - Rajaji – Satyamurthy- Role of Tamilnadu in National Movement.

Books for References

Bipin Chandra, Amales Tripathi and Barun De, *Freedom Struggle*, National Book Trust, 1994.

Bipin Chandra et al, India's Struggle for Independence, Penguin, 1989.
Sumit Sarkar, Modern India, Penguin, 1990.
V.D. Mahajan, Indian National Movement, S. Chand & Co, 1995.
S. Gopal, Jawaharlal Nehru - A Biography, New Delhi.
Bipin Chandra, editor, The Indian Left.
B.R. Nanda, Mahatma Gandhi - A Biography.
Chinnaiyan, The Vellore Mutiny.
S.N. Sen, Eighteen Fifty Seven, New Delhi, 1957.
J. Natarajan, History of Indian Journalism, New Delhi, 1955

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess the early attempts for the Freedom Struggle	K5
CO 2	Evaluate the achievements of the National Leaders	K5
CO 3	Discuss the role of Gandhi in the Freedom Movement	K3
CO 4	Evaluate the role of Moderates and Extremists	K5
CO 5	Discuss the role of Tamilnadu in National Movement.	K3

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	2	2	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	3	2	3	3	3	3
Total	15	15	15	14	15	12	14	15
Average	3	3	3	2.8	3	2.4	2.8	3

S-Strong(3)

M-Medium (2)

L-Low (1)

Question pattern

Section A		Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

V-VH2
H.O.D 31-7-28

Course Title	HISTORY OF CHINA AND JAPAN						
Course Type	Discipline Specific Elective Course	Course Code	DSE 3:2				
Year	III	Semester	VI				
Credits	5	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives

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

Course Contents**UNIT I**

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

China under Deng Xiaoping -Economic reforms – 1976- 1989 – Jiang Zemin – Hu-Jintao - Foreign Policy 1949-1990.
McArthur Constitution – Changes in Economy – Hirohito – Mutusihito - Japan and World's affairs between 1951-2000.

Recommended Books

Beasley, W.G., *The Modern History of Japan*, Frederick A. Praeger, 1963
Franz H Michael and George Edward Taylor, *Far East in the Modern*

World, Holt, 1956

Immanuel Hsu, *The Rise of Modern China*, Oxford University Press, 2000

Mikiso Hane., *Modern Japan: A Historical Survey*, Routledge, 2018

Paul Hilbert Clyde and Burton F Beers, *The Far East: A History of Western Impacts and Eastern Responses, 1830-1975*, Waveland Pr Inc, 1991

Vinacke, H.M., *History of Far East in Modern Times*, Surjeet Publications, Delhi, 1959

Reference Books

Khurana, K.L., *History of China and Japan 1839-1949*, Lakshmi

Narain Agarwal Educational Publishers, Agra, 2018

Jean Chesneaux, Françoise Le Barbier, Marie Claire Berger., *China from 1911 to Liberation*, Pantheon books, 1977

Note : Latest edition of the books may be used

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

CO Mapping with Programme Outcomes

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

S-Strong(3)

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

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

V.V.H.2
H.O.D 21.7.23

02-01-26.

Course Title	HISTORY OF REVOLUTIONS						
Course Type	Core Course	Course Code	DSE 4 : 1				
Year	III	Semester	VI				
Credits	3	Hours	L	T	P	FS	Total
			3	1	0	0	4

Learning Objectives

S. No.	The learning objectives are to impart:
1	Understanding of the causes and consequences of the American Revolution
2	Knowledge of the causes and impact of the French Revolution
3	Understanding of the impact of Marxism and role of Lenin in the Russian Revolution
4	Understanding of the Chinese Revolution
5	Knowledge of the Iranian Revolution

Course Contents

UNIT I

American Revolution: Causes: Political – Social – Economic – Intellectual – Course – Impact.

UNIT II

French Revolution: Causes: Political – Social – Economic – Intellectual – National Assembly and its work – National Convention – Directory – Impact of French Revolution

UNIT III

Russian Revolution: Causes: Political – Social – Economic – First World War – February Revolution – Provisional Government – October Revolution – Civil War – Impact.

UNIT IV

Chinese Revolution: Causes: Role of Sun Yat Sen – Kuo Min Tang(KMT) – Tung Meng Hui – End of Monarchy, 1911– Impact

UNIT V

Revolutions in Cuba and Indonesia - Social Revolution in India – Buddha – Ambedkar - Periyar - Narayana Guru - Jyotiba Phule - their contributions

Recommended Books

Bailyn Bernard, Davis David Brion et.al, *The Great Republic A History of the American People*, Massachusetts: DC Heath and Company 2000
Fairbank J.K & Goldman Merle, *China: A New History*, Cambridge:

Harvard University Press, 2006

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

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

References

Barrington, M. Jr. "The American Civil War: The Last Capitalist Revolution." In *Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World* by M. Barrington Moore Jr. Boston: Beacon Press, 2015.

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

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

Note : Latest edition of the books may be used

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

CO Mapping with Programme Outcomes

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

S-Strong(3)

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

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

V.V.2
H.O.D 31.7.25

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02.01.26

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

Learning Objectives

S. No. The learning objectives are to impart:

1	Knowledge on the continents other than Asia
2	Learning on the Colonization of Latin America
3	the Causes of Liberation Movement
4	the importance of diplomatic relations
5	Understanding on Latin America on Cold war and World Politics.

Course Contents**UNIT I**

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Recommended Books**Recommended Books**

Bushnell and Macaulay, *The emergence of Latin America in the nineteenth-*

century, (Oxford University Press, Oxford, 1994, 2nd edition

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

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

References

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

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

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

Note : Latest edition of the books may be used

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

CO Mapping with Programme Outcomes

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

S-Strong(3)

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

Question pattern

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

v.v.d.2
H.O-D 21.7.25

Paper SEC

Course Title		Digital skills for Beginners(Practical)				
Course Type	Skill Enhancement Course	Course Code	SEC			
Year	III	Semester	VI			
Credits	1	Hours	L	T	P	Total
			0	0	2	2
Learning Objectives						
S. No.	The learning objectives are to impart:					
1	Understand to create Mail and Google forms					
2	To impart the smart use of Mobile to make PPT etc.					
3	Understand the basics of Photo and Video editing					
4	To impart knowledge to use the Canva ,Pictochart App					

Course Contents

Module 1

Email creation and sending , Google forms with Mobile

Module 2

MS Word, MS Excel and PPT Making with Mobile app

Module 3

Basics of Photo editing and Video editing with Mobile app (Inshot,Kinemaster,Youcut- AI Video Editor)

Module 4

E- Brochure, E- Certificate and Poster Making with Mobile app (Canva, Pictochart App)

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Understand to create and send mail through Mobile	K2
CO 2	Using mobile to create MS word, Excel and PPT	K3
CO 3	Operate the various Photo Editing App in the Mobile	K3
CO 4	Compare the various video editing App and how to use through mobile	K4
CO 5	Evaluate the various poster making App and create E-brochure etc	K5,K6

CO Mapping with Programme Outcomes

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

S-Strong(3)

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

Question pattern

Section A

1(a & b) questions from each unit
5 X 15 = 75

v.v. 2/2/25
H-O-D 31-7-25
02.01.26

Course Title		GENERAL HISTORY FOR COMPETITIVE EXAMINATIONS					
Course Type	Professional Competency Skill Enhancement Course	Course Code	PCSEC				
Year	III	Semester	VI				
Credits	2	Hours	L	T	P	FS	Total
			2	0	0	0	2
Learning Objectives							
S. No.	The learning objectives are to impart:						
1	Awareness about competitive examination and method of the preparation of competitive exams						
2	Knowledge about historical facts and key events of Indian History						
3	Understanding of the salient features of Indian Constitution.						
4	Knowledge about the salient features of Indian and world geography						
5	Gain knowledge about current events						

Course Contents

UNIT I Competitive Examinations at the National and State UPSC and TNPC-qualifications - Plan and nature of competitive examinations- Indian Heritage and Indian Culture
UNIT II Indian History from the middle of the 18th century to the present- significant events, personalities, issues - The Freedom struggle - its various stages- issues
UNIT III Indian Constitution: Salient Features – Important Articles-Amendments-Important Acts -Political system, Panchayat Raj, Economic and social development
UNIT IV Geography of India –Physical,Social, Economic–General issues on Environmental ecology, Biodiversity, and Climate Change - effects of Globalization
UNIT V Current Events of National and international importance- Role of women and women organisations-Ethics, Attitude, Aptitude, Awareness

Recommended Books

Bipan Chandra, *India Since Independence*, Penguin Random House, India,2008
 Bipan Chandra, *Modern India: A History Text Book for Class XII*,NCERT, Delhi,1990
India YearBook, Publications Division, Government of India
 Laxmikanth, M., *Indian Polity*, McGraw Hill, Noida, 2021
 Leong, G.C., *Certificate Physical and Human Geography*, Oxford University Press, New Delhi,2021
 Nitin Singhania, *Indian Economy*, McGraw Hill, Noida,2022
Reference
 Bipan Chandra., *India's Struggle for Independence*, Penguin Random House, India,2016
 Ram Ahuja., *Social problems in India*, (3rd edn,) Rawat Publications 2014
 Ram Sharan Sharma, *Ancient India:A History Text book for class XI*, NCERT, 1999
 Satish Chandra, *Medieval India: Text book in History for Class XI*, NCERT,2005
 Sonali Bansal, Snehil Tripathi, *Modern Indian History, For Civil Services Preliminary and Main Examinations*, McGraw Hill, 2021

Note : Latest edition of the books may be used

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

CO Mapping with Programme Outcomes

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

S-Strong(3)

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

Question pattern

Section A
1(a & b) questions from each unit 5 X 15 = 75

V.V.H. 25
H.O.D 31.7.25