

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS),**  
**Reaccredited with 'B++' Grade by NAAC**  
***(Affiliated to Periyar University) Fairlands,***  
**Salem – 636016.**



**PG & RESEARCH DEPARTMENT OF HISTORY**

**SYLLABUS**  
**B.A. HISTORY**  
**(Semester – I, II, III, IV, V, VI)**

**For the students admitted from 2022 – 2025**

# **B.A., HISTORY**

## **Programme Outcomes**

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

<b>PO No.</b>	<b>Characteristic Attributes</b>	<b>Programme Outcomes</b> <i>On completion of the B.A. History programme the students will be able to:</i>
<b>PO 1</b>	<b>Disciplinary Knowledge</b>	Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study.
<b>PO2</b>	<b>Communication Skills</b>	Communicate with clarity and fluency their knowledge of the subject of history and express ideas and views in writing and orally.
<b>PO3</b>	<b>Critical Thinking, Analytical Reasoning and Problem Solving</b>	Critically analyse, examine and evaluate various issues with a clear and analytical mind based on facts and evidences; apply one's learning to real life situations; analyse and synthesize data from a variety of sources; draw valid conclusions
<b>PO4</b>	<b>Information/digital literacy and Research-related skills</b>	Demonstrate ability to use ICT tools. Raise relevant questions, recognize cause and effect relationships, define problems, formulate hypotheses, ability to plan, execute and report the results.
<b>PO5</b>	<b>Multicultural Competence</b>	Understand various cultures, appreciate their values; acquire a global perspective to equip them to work in a multicultural environment.
<b>PO6</b>	<b>Moral and Ethical Awareness</b>	Approach and act on any issue from an ethical point of view, appreciate the multiple perspectives and respect human values.
<b>PO7</b>	<b>Leadership Qualities</b>	Exhibit leadership abilities in organizing the work by setting plans and execute them.
<b>PO8</b>	<b>Lifelong Learning</b>	Learn throughout life, adapting to changing times, technology and knowledge.

## Programme Specific Outcomes

S. No.	<b>Programme Specific Outcomes</b> <i>The students on completion of B.A. History programme will be able to:</i>
<b>PSO – 1</b> <b>Domain Knowledge</b>	Explain the Meaning of History, identify the sources, discuss the historical events and processes.
<b>PSO – 2</b> <b>Communication, Entrepreneurial and Employable Skills</b>	Communicate effectively, both oral and written, and use ICT tools. Acquisition of entrepreneurial and employability skills
<b>PSO – 3</b> <b>Critical Thinking, Analytical Reasoning and Problem Solving</b>	Approach various issues with a critical and analytical mind for viable solutions.
<b>PSO – 4</b> <b>Contribution to Higher Learning</b>	Acquire the knowledge to pursue higher studies in the domain and other allied disciplines.
<b>PSO – 5</b> <b>Contribution to Society</b>	Contribute to the development of society due to understanding of the historical roots and context of the various social, environmental, human rights, women's and other issues faced by humanity.

**SRI SARADA COLLEGE FOR WOMEN [AUTONOMOUS], SALEM-16.**  
**PG & RESEARCH DEPARTMENT OF HISTORY**  
**B.A HISTORY**  
**PROGRAMME STRUCTURE UNDER CBCS**  
**(For the students admitted in 2022-25 onwards)**  
**Total Credits: 140 + Extra Credit (Maximum 28)**  
**FIRST YEAR**

**SEMESTER - I**

Part	Course Title	Code	Hours	Credits
I	Tamil-I	22ULTC1	6	3
	Hindi-I	22ULHC1		
	Sanskrit-I	22ULSC1		
II	English-I	22ULEC1	6	3
III	History of Ancient India up to 1206 CE	22UHICC1	5	5
	History of Tamilnadu up to 1363 CE	22UHICC2	5	5
	Introduction to Archaeology	22UHIDSEC1	4	3
IV	NME : Introduction to Tourism	22UHISEC1	2	2
	Introduction to History	22UHISEFC	2	2
<b>Total</b>			<b>30</b>	<b>23</b>
V	<ul style="list-style-type: none"> <li>• Articulation and Idea Fixation skills</li> <li>• Physical Fitness Practice – 35 Hours per semester</li> <li>• Advanced diploma course in Tourism Management</li> <li>• Level- 1: Certificate Course 100 hours per year</li> </ul>			

**SEMESTER – II**

PART	COURSES	CODE	HOURS	CREDITS
Part I	Tamil - II	22ULTC2	6	3
	Hindi – II	22ULHC2		
	Sanskrit – II	22ULSC2		
Part II	English	22ULEC2	6	3
Part III	History of Medieval India 1206 – 1707 CE	22UHICC3	5	5
	History of Tamilnadu 1311 – 1801 CE	22UHICC4	5	5
	Western Political Thought	22UHDSEC2	4	3
Part IV	NME (IKS) Culture and Civilization	22UHISEC2	2	2
	Indian Constitution	22UHISEC3	2	2
Total			30	23
Part V	<ul style="list-style-type: none"> <li>Society Connect Activity</li> <li>Group Project based on Society Connect Activity</li> <li>Articulation and Idea Fixation Skills</li> <li>Physical Fitness Practice - 35 hours per Semester</li> <li>Advanced Diploma in Fundamentals of Tourism</li> <li>Level – 1: Certificate Course 100 hours per year</li> </ul>			
Extra credits are given for extra skills and courses qualified in MOOC/NPTEL				

### SEMESTER III

PART	COURSE TYPE	COURSES	COURSE CODE	HOURS	CREDITS
Part I	Language	Tamil -III Hindi -III Sanskrit -III	22ULTC3 22ULHC3 22ULSC3	6	3
Part II	Language	English-III	22ULEC3	6	3
Part III	Core Course 5	History of India from 1707 to 1857 CE	22UHICC5	5	5
	Core Course 6	History of Tamil Nadu since 1801 CE	22UHICC6	5	5
	DSE Course – 3	Evolution of Indian Constitution from 1773 to 1947 CE	22UHDSEC3	4	3
Part IV	Skill Enhancement Course SEC 4	Museology (Entrepreneurial Skill)	22UHISEC4	1	1
	Skill Enhancement Course SEC 5	Hotel Management-I	22UHISEC5	2	2
	EVS	EVS		1	
	<b>Total</b>			<b>30</b>	<b>22</b>
*Soft Skill II - 2 hours handled by English Teachers, Totally 4+2 = 6					
<ul style="list-style-type: none"> <li>• <i>Articulation and Idea Fixation Skills</i></li> <li>• <i>Physical Fitness Practice – 35 Hours per Semester</i></li> <li>• <i>Advanced Diploma in Tourism Management</i></li> <li>• <i>Level- 2: Diploma Course-110 Hours Per Year</i></li> <li>• <i>Extra credits are given for extra skills and courses qualified in MOOC/NPTEL</i></li> </ul>					

### SEMESTER – V

Part	Course	Course Title		Code	Hrs/ Week	Credits
III	Core Course – VIII	History of Tamil Nadu Upto 1565.		22UHIC8	5	4
III	Core Course– IX	History of Tamil Nadu from 1565 to 1990.		22UHIC9	6	4
III	Core Course – X	Intellectual History of India		22UHIC10	5	4
III	Core Course– XI	History of Modern World		22UHIC11	6	4
III	Elective – II	Paper – I – Journalism Paper – II – History of Kongu Nadu – I		22UHIEC2 22UHIESC2	5	4
IV	Non-Major Skill Based – I				2	2
IV	Value Education			22UVENC	1	–
		Total			30	22
VI		Extension Activity	Group Project based on Extension Activity			
		Life Skill Courses	Course III: Leadership Skills	2	2 (Extra)	
	<ul style="list-style-type: none"><li>● Articulation and Idea Fixation Skills</li><li>● Physical Fitness Practice – 35 Hours per Semester</li><li>● Internship Training – 1 Extra Credit</li><li>● Advanced Diploma in Tourism Management Level-3 Advance Diploma Course 110 Hours Per Year</li></ul>					
<ul style="list-style-type: none"><li>● Extra credits are given for extra skills and courses qualified in MOOC/NPTEL</li></ul>						

Non-Major Skill Based – I For III B.A./B.Sc./B.Com.	Growth of Press in India	22UHINSC1
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**SEMESTER – VI**

S. No.	Course	Course Title		Code	Hrs/ Week	Credits
III	Core Course – XII	History of China and Japan from 1800 to 1990.		22UHIC12	6	4
III	Core Course– XIII	History of Indian Art and Architecture		22UHIC13	5	4
III	Core Course– XIV	History of the U.S.A. upto 1865.		22UHIC14	5	4
III	Core Course– XV	History of the U.S.A. from 1865 to 1974.		22UHIC15	6	4
IV	Elective – III	Project / Paper – II – History of Kongu Nadu – II		22UHIEPC 22UHIESC3	5	4
IV	Non-Major Skill Based – II				2	2
IV	Value Education			22UHIVEC	1	2
		Total			30	22
VI		Extension Activity	Group Project based on Extension Activity			2 (Extra)
		Life Skill Courses	Course IV: Universal Human Values		2	2 (Extra)
	<ul style="list-style-type: none"><li>● Articulation and Idea Fixation Skills – 6 Hours per 1 Extra Credit</li><li>● Physical Fitness Practice – 35 Hours per Semester 1 Extra Credit</li><li>● Advanced Diploma in Tourism Management</li></ul> Level-3 Advance Diploma Course 110 Hours Per Year- 2 Extra Credits					
<ul style="list-style-type: none"><li>● Extra credits are given for extra skills and courses qualified in MOOC/NPTEL</li></ul>						
Non-Major Skill Based – II For III B.A./B.Sc./B.Com.		Heritage Tourism of India		22UHINSC2		



<b>Course Title</b>	<b>HISTORY OF ANCIENT INDIA UP TO 1206 CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	22UHCC1			
<b>Year</b>	I	<b>Semester</b>	I			
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			4	1	0	5

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

## **UNIT I**

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

## **UNIT II**

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

## **UNIT III**

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

## **UNIT IV**

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

## **UNIT V**

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

## LEARNING RESOURCES

### Recommended Books

- G. Venkatesan, *Cultural History of India*, VarthamananPathipagam, 2018 (inTamil)
- K.L. Khurana, *History of India: Earliest times to 1526 A.D.*, Lakshmi Narain Agarwal, Agra,
- L.P. Sharma, *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi, 2008
- R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974
- R.S. Sharma, *India's Ancient Past*, Oxford University Press, New Delhi, 2017
- RanabirChakravarti, *Exploring Early India up to c. AD 1300*, Primus Books, New Delhi, 2016
- Romila Thapar, *The Penguin History of Early India: From the origin to A.D. 1300*, Penguin Books, New Delhi, 2002
- Upinder Singh, *A History of Ancient and early Medieval India*, Pearson and Longman, Delhi, 2008

### References

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

### Web Resources

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

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

### CO Mapping with Programme Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

Course Title	HISTORY OF TAMIL NADU UP TO 1363 CE					
Course Type	Core Course	Course Code	22UHICC2			
Year	I	Semester	I			
Credits	5	Hours	L	T	P	Total
			4	1	0	5

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

### UNIT I

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

### UNIT II

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

### UNIT III

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

### UNIT IV

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

### UNIT V

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

### LEARNING RESOURCES

#### Recommended Books

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

B. Eraiyanarasan, *The History of Tamil Nadu (The Only Surviving Classical Civilization)*,

International Institute of Tamil Studies, Chennai, 2017

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

## References

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

## Web Resources

<https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/http://www.historydiscussion.net>

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

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

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>Course Title</b>	<b>INTRODUCTION TO ARCHAEOLOGY</b>					
<b>Course Type</b>	Generic Elective -1	<b>Course Code</b>	22UHIDSEC1			
<b>Year</b>	I	<b>Semester</b>	I			
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			3	1	0	4

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

### **UNIT I**

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

### **UNIT II**

Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West - Growth of Archaeology in India- Archaeological Survey of India.

### **UNIT III**

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

### **UNIT IV**

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

### **UNIT V**

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

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

## LEARNING RESOURCES

### Recommended Books

K. Rajan, *Archaeology: Principles and Methods*, ManooPathippakam, Thanjavur, 2002

K. Rajan, *Understanding Archaeology: Field Methods, Theories and Practices*, ManooPathippakam, Thanjavur, 2016

K.V. Raman, *Principles and Methods of Archaeology*, Parthajan Publications, Madras, 1986

### References

B.D. Dillon, ed., *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics*, Institute of Archaeology, University of California, Los Angeles, 1989

Stuart Fleming, *Dating in Archaeology: A Guide to Scientific Techniques*, J.M. Dent, London 1978

Robert F. Heizer, (ed.), *The Archaeologist at Work: A Source Book in Archaeological Method and Interpretation*, Harper & Row, New York, 1969

C. Renfrew & Paul Bahn, *Archaeology: Theories, Methods and Practice*, Thames & Hudson, London, 2012

Surendranath Roy, *The Story of Indian Archaeology 1784-1947*, Archaeological Survey of India, New Delhi, 2011

### Web Resources

<http://www.arch.cam.ac.uk><http://archaeology.org>

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

<https://radiocarbon.com>

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



### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

Course Title	NME : INTRODUCTION TO TOURISM					
Course Type	Skill Enhancement Course 5	Course Code	22UHISEC1			
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	Understanding of the basic components and elements of tourism
2	Knowledge of different types and forms of tourism
3	Knowledge of the role of Travel Agents
4	Understanding of the role of Tour Operators
5	Knowledge of the travel documents

### UNIT I

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

### UNIT II

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

### UNIT III

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

### UNIT IV

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

### UNIT V

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

## LEARNING RESOURCES

### Recommended Books

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

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

### References

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

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

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

### Web Resources

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

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

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

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

Course Title	INTRODUCTION TO HISTORY					
Course Type	SEC – Foundation Course	Course Code	22UHISEFC			
Year	I	Semester	I			
Credits	2	Hours	L	T	P	Total
			2	0	0	2

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

### UNIT I

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

### UNIT II

Kinds of History – History and Allied Disciplines – Debates on history: Science or an Art

### UNIT III

Herodotus – Thucydides – Livy – Tacitus – St. Augustine – IbnKhalidun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr

### UNIT IV

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

### UNIT V

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

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

**Field Report**

### LEARNING RESOURCES

#### Recommended Books

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

### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>Course Title</b>	<b>HISTORY OF MEDIEVAL INDIA 1206 – 1707 CE</b>		
<b>Course Type</b>	Core Course 3	<b>Course Code</b>	22UHICC3
<b>Year</b>	I	<b>Semester</b>	II
<b>Credits</b>	5	<b>Hours</b>	5

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

### **UNIT I**

Establishment of Sultanate Rule in India – Slave Dynasty – Qutb-uddin-Aibak – Iltutmish– Sultana Raziya – Balban – Khilji Dynasty – 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**

1. Ashirbadi Lal Srivastava, *History of India 1000 A.D. to 1707 A.D.*, Shiva Lal Agarwala, Agra, 1964
2. J.L. Mehta, *Advanced Study in the History of Medieval India, Vol II: Mughal Empire (1526 – 1707 A.D.)*, Sterling Pub., New Delhi, 2019
3. J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. I (1000 – 1526 A.D.)*, Sterling Pub., New Delhi, 2019
4. J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 2019



5. L.P. Sharma, History of Medieval India, 1000-1740 A.D., Konark Pub. Pvt. Ltd., New Delhi, 1997
6. Satish Chandra, *History of Medieval India*, Orient Blackswan, New Delhi, 2017

### References

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

### Web Resources

<https://archive.org/details/MedievalIndiaFromContemporarySources>  
[s https://selfstudyhistory.com/medieval-indian-history/](https://selfstudyhistory.com/medieval-indian-history/)

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

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>Course Title</b>	<b>HISTORY OF TAMIL NADU 1311 – 1801 CE</b>		
<b>Course Type</b>	Core Course 4	<b>Course Code</b>	22UHICC4
<b>Year</b>	I	<b>Semester</b>	II
<b>Credits</b>	5	<b>Hours</b>	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
1	Rise of the Madurai Sultanate and its contribution.
2	Knowledge about the impact of Vijayanagar rule in Tamilaham.
3	Contribution of the Nayaks of Madurai, Senji and Thanjavur.
4	Contribution of the Marathas to Tamil culture.
5	Understand the Poligar Rebellion as the early resistance against British imperialism.

### **UNIT I**

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

### **UNIT II**

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

### **UNIT III**

Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers – Poligari system – Administration – Social and Economic Conditions – Religion – Temple Art and Architecture

### **UNIT IV**

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

### **UNIT V**

Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations – Carnatic wars - Society – Economy and Religion and Culture -Poligar Rebellion – Puli Thevar – Khan Sahib – VeluNachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers Field Study to Historical Landmark site

## **LEARNING RESOURCES**

### **Recommended Books**

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

## References

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

## Web Resources

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

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

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

### CO Mapping with Programme Outcomes

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

### CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low

<b>Course Title</b>	<b>WESTERN POLITICAL THOUGHT</b>		
<b>Course Type</b>	Elective-II (DS)	<b>Course Code</b>	22UHIDSEC2
<b>Year</b>	I	<b>Semester</b>	II
<b>Credits</b>	3	<b>Hours</b>	4

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

### **UNIT I**

Socrates – Plato – Aristotle

### **UNIT II**

Machiavelli – Thomas Hobbes – John Locke – Rousseau

### **UNIT III**

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

### **UNIT IV**

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

### **UNIT V**

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

## **LEARNING RESOURCES**

### **Recommended Books**

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
6. Shefali Jha, *Western Political Thought: From Plato to Marx*, Pearson, Delhi, 2010
7. William Ebenstein, *Great Political Thinkers – Plato to the Present*, S. Chand (G/L) & Co. Ltd., New Delhi, 1999

### **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
3. George Catlin, *The Story of the Political Philosophers*, Kessinger Pub., 2010
4. J.S. McClelland, *A History of Western Political Thought*, Routledge, London, 1996
5. Will Durant, *The Story of Philosophy*, Simon & Schuster, New York, 1991

### Web Resources

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

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

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

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

### CO Mapping with Programme Outcomes

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

### CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

Course Title	Indian Culture and Civilization (IKS)		
Course Type	Skill Enhancement Course 3 NME-II	Course Code	22UHISEC2
Year	I	Semester	II
Credits	2	Hours	2

### Course Objectives

- To introduce fundamentals of Ancient Indian Education to understand the pattern and purpose of studying Vedas, vedangas, upangas, upveda, purana&Itihasa
- To help students to trace, identify and develop the ancient knowledge systems.
- To help to understand the apparently rational, verifiable and universal solution from ancient Indian knowledge system for the holistic development of physical, mental and spiritual wellbeing
- To build in the learners a deep rooted pride in Indian knowledge, committed to universal human right, well-being and sustainable development.

### **Module 1: Introduction to Indian Knowledge System**

Four Vedas, Vedāga, Yoga, Buddhist, Jain, PuranasMaha-puranas, Upa-Puranas and Sthala-Puranas , Itihasa :Ramayana, Mahabharata

### **Module 2: Foundation concept for Science & Technology**

Number System and Units of Measurement, concept of zero and its importance, Large numbers & their representation, Place Value of Numerals, Decimal System.

### **Module 3: Indian Mathematics & Astronomy in IKS**

Indian Mathematics, Indian Astronomy, celestial coordinate system, – The Indian Calendar System Astronomical Instruments .

### **Module 4: Indian Science & Technology in IKS**

Metals and Metalworking technology (Copper, Gold, Zinc, Mercury, Lead and Silver), Iron & Steel, Dyes and Painting Technology), Town & Planning Architecture in India, Temple Architecture, VastuSastra,

### **Module 5: Humanities & Social Sciences in IKS**

Ayurveda Sleep and Food, Role of water in wellbeing Yoga way of life Indian approach to Psychology, the Trigva System Body-Mind-Intellect- Consciousness Complex.

### **References:**

1. Textbook on IKS by Prof. B Mahadevan, IIM Bengaluru.
2. Kapur K and Singh A. K (Eds) 2005). Indian Knowledge Systems, Vol. 1. Indian Institute of Advanced Study, Shimla. Tatvabodh of sankaracharya, Central chinmay mission trust, Bombay, 1995.
3. Nair, Shantha N. Echoes of Ancient Indian Wisdom. New Delhi: Hindology Books, 2008.
4. SK Das, The education system of Ancient hindus, Gyan publication house, India
5. BL Gupta, Value and distribution system in india, Gyan publication house, India
6. Reshmiramdhoni, Ancient Indian Culture and Civilisation, star publication ,2018

7. Supriya Lakshmi Mishra, Culture and History of Ancient India (With Special Reference of Sudras), 2020.
8. Gambirananda, Swami, Tr. *Upanishads with the Commentary of Sankaracharya*. Kolkata: Advaita Ashrama publication Department, 2002.
9. Ranganathananda, Swami. *The Message of the Upanishads*. Bombay: Bharathya Vidya Bhavan, 1985.
10. Om Prakash, Religion and Society in Ancient India, Bhariya Vidhya Prakashan, 1985
11. J Auboyer, Daily Life in Ancient India from Approximately 200 BC to AD 700, Munshi ram Manoharlal publication, 1994.
12. DK Chakkrabarty, Makkhan Lal, History of Ancient India (Set of 5 Volumes), Aryan book International publication, 2014
13. Dr. Girish Nath Jha, Dr. Umesh Kumar Singh and Diwakar Mishra, Science and Technology in Ancient Indian Texts, DK Print World limited,
14. Swami BB Vishnu, Vedic Science and History - Ancient Indian's Contribution to the Modern World, gosai publication, 2015
15. Chatterjee, S.C. The Nyaya Theory of Knowledge. Calcutta: University of Calcutta Press, 1950.
16. Dasgupta, Surendra. A History of Indian Philosophy. Delhi: Motilal Banarsidass, 1991. Vols. III & IV.\*\*\*

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Understand the Indian knowledge system based on puranas and itihasa	K2
CO 2	Identify the concepts of science and technology	K2
CO 3	Analyse the Indian mathematics and astronomy	K4
CO 4	Discuss the metal working technology in India	K2
CO 5	Recognise the metal working technology in India	K2



Course Title	INDIAN CONSTITUTION		
Course Type	Skill Enhancement Course 2	Course Code	22UHISEC3
Year	I	Semester	II
Credits	2	Hours	2

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understanding of the salient features of the Indian Constitution
2	Knowledge about fundamental rights and duties
3	Knowledge about the structure and functions of the Union Government
4	Knowledge about the structure and functions of the State Government
5	Understanding of the powers and functions of the local government

### Unit I

Sources – Preamble – Salient Features – Citizenship – Amendments

### Unit II

Fundamental Rights – Directive Principles – Fundamental Duties.

### Unit III

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

Supreme Court of India

### Unit IV

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

### Unit V

Local Government: Urban – Rural

## LEARNING RESOURCES

### Recommended Books

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

## References

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

## Web Resources

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

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

[https://legislative.gov.in/constitution-of-](https://legislative.gov.in/constitution-of-india)

[india https://www.india.gov.in/](https://www.india.gov.in/)

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

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

## CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

Course Title	HISTORY OF INDIA – 1707 – 1857 CE						
Course Type	Core Course	Course Code	22UHICC5				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			4	1	0	0	5

### Learning Objectives

#### S. No. The learning objectives are to impart:

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

### Unit- I

**European Penetration into India:** Early European Settlements - European Trading companies -The Portuguese, The Dutch, The English and the French trading companies-- Trading concessions – *Golden Firman- Dastaks*

### Unit- II

**The Struggle for Supremacy:** Anglo – French Rivalry- Carnatic Wars– Robert Clive – Dupleix - -Battle of Plassey – Battle of Buxar- Treaty of Allahabad-Later Mughals and their struggle for Survival

### Unit- III

**British Expansion and Paramountcy in India:** Ring Fence policy (1765 – 1813) – Policy of Subordinate Alliance (1813-1822) – Policy of Lapse and Annexations by conquests (1822 - 1858)-Anglo- Mysore wars (1767-1799) - Anglo Maratha wars (1775-1818)–First Anglo Afghan war (1839-1842) – Anglo-Burmese wars(1822-1885) – Anglo- Sikh conflicts (1844-1849)

## **Unit- IV**

**British Colonial Administration:** Early Administrative Structure of the British Raj – Regulating Act- Pitt’s India Act – Charter Acts -1813,1833,1853-Economic Impact of British colonial Rule – Land Revenue Administration –Permanent Land Revenue settlement- Ryotwari system- Mahalwari system - Commercialisation of Agriculture- Drain of Wealth – Economic Transformation of India- Railways –Roadways - Telegraph and Postal services – Famine Commissions.

## **Unit- V**

**Indian Response to British Rule:** Early Peasant movement and Tribal Uprisings – Kol Uprising,(1820-1837) Moplah Uprisings (1841 -1920)–Bhil Uprisings (1818 -1831) – Santhal Uprisings - Poligar Uprisings – PuliThevan –VeluNachaiyar – Kattabomman – Maruthu Brothers -Vellore Mutiny (1806) –The Great Revolt of 1857 – Jhansi Rani.

## **LEARNING RESOURCES**

### **Recommended Books**

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

### **References**

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

## Web Resources

- [http://www.national archives.nic.in](http://www.nationalarchives.nic.in)

CO No.	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Recall the rise of British power in India.	K1
<b>CO 2</b>	Outline the European Settlement and their consolidation.	K6
<b>CO 3</b>	Analyse the various policies followed by the Britishers compare the administration of the Britishers with Indian Administration	K4
<b>CO 4</b>	Assess the constitutional development during the British period.	K2
<b>CO 5</b>	Understand the Indian responses to British rule and various uprisings against British	K2

Course Title	HISTORY OF TAMIL NADU SINCE 1801 CE					
Course Type	Core Course	Course Code	22UHICC6			
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

### 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 DravidarKazhagam – Periyar's Self-Respect campaign for social equality and women empowerment ‘

## Unit IV

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

## Unit V

Formation of 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

## LEARNING RESOURCES

### Recommended Books

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

### References

- A.R. Venkatachalapahty, *Tamil Characters: Personalities, Politics, Culture*, Pan MacMillan, 2019
- A.S. Panneerselvam, *Karunanidhi: A Life*, Penguin Random House India Pvt. Ltd., 2021



- Anita Diehl, *E.V. Ramaswami Naicker - Periyar: A Study of the Influence of a Personality in Contemporary South India*, B.I. Publications, Bombay, 1978
- Eugene F. Irschick, *Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929*, University of California Press, California, 1969
- K. Nambi Arooran, *Tamil Renaissance and Dravidian Nationalism 1905-1944*, Koodal
- M. Naganathan, *Tamil Nadu Economy: Trends & Prospects*, University of Madras, Chennai, 2002
- M.S.S. Pandian, (David E. Ludden and S. Ananthi, eds.), *The Strangeness of Tamil Nadu: Contemporary History and Political Culture in South India*, Permanent Black, 2019
- M.S.S. Pandian, *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, New Delhi, 2016
- M.S.S. Pandian, *The Image Trap: M.G. Ramachandran in Film and Politics*, Sage Pub., New Delhi, 1992
- Na. Velucami, *Dr. Kalaighnar M. Karunanidhi: A Study*, Tamizhcholai, 2006
- P. Rajaraman, *The Justice Party – A Historical Perspective, 1916-1937*, Poompozhi Publishers, Madras, 1988
- P.C. Ganesan, C.N. Annadurai, Publications Division, New Delhi, Publishers, Madurai, 1980
- Rajmohan Gandhi, *Rajaji: A Life*, Penguin India, New Delhi, 2010
- Robert L. Hardgrave Jr., *The Dravidian Movement*, Popular Prakashan, Bombay, 1965
- T. Stalin Gunasekaran, *The Role of Tamil Nadu in Freedom Struggle*, Nivethitha Pathippagam, 2000 (In Tamil)
- V. Gita and S.V. Rajdurai, *Towards a Non-Brahmin Millennium: From Iyothetta to Periyar*, Samya, 1998
- V.K. Narasimhan, *Kamaraj: A Study*, National Book Trust, New Delhi, 2007
- Vijaya Ramaswamy, *Historical Dictionary of the Tamils*, Rowman & Littlefield, Maryland, USA, 2017

#### Web Resources

- <https://archive.org/details/acldpl00000795a1498>
- [www.britannica.com/tamilnadu-india](http://www.britannica.com/tamilnadu-india)

CO No.	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Understand the formation of Madras Presidency and Vellore revolt	K2
<b>CO 2</b>	Analyse the importance of National Movement in Tamil Nadu and the contribution of various leaders	K4
<b>CO 3</b>	Examine the political and social awakening of Tamil Nadu	K4
<b>CO 4</b>	Examine the political and social awakening of Tamil Nadu	K2
<b>CO 5</b>	Explain the women welfare schemes agricultural and Industrial Development in Tamil Nadu	K2

**GENERIC ELECTIVE COURSE – III ALLIED PAPER – III**  
**EVOLUTION OF INDIAN CONSTITUTION 1773-1947 A.D. CODE : 22UHIDSEC3**

**1. Objectives:**

- 2. The course provides the learners to learn the Historical background of Regulating Act, Charter Acts and Council Acts.**
- 3. This study enables the students to know the Acts of 1909 and 1919**
- 4. Students learn the Government of India Act of 1935 and constitutional procedures.**

**Unit – I**

Historical Background: Regulating Act, 1773 – Pitt's India Act, 1784 - Charter Acts of 1793, 1813, 1833 and 1853.

**Unit – II**

Queen's Proclamation - Government of India Act 1858 – Indian Councils Act of 1861 – Indian Councils Act of 1892.

**Unit – III**

Minto-Morley Reforms Act of 1909 – Montague-Chelmsford Act of 1919: Main Provisions – Dyarchy – Simon Commission – Nehru Report – Communal Award.

**Unit – IV**

Government of India Act, 1935 A.D. – Demand for a Constitution framed by a Constituent Assembly – Cripps Mission – Cabinet Mission Plan – Formation of Constituent Assembly – Mountbatten Plan.

**Unit – V**

Indian Independence Act of 1947 – Constituent Assembly of the Dominion India – Functions of the various committees of the Assembly – Passing and Commencement of the Indian Constitution.

**Reference Books:**

1. Agarwal, R.C. and Bhatnagar, Constitutional Development and National Movement of India.
2. Basu, D.D., Introduction to the Constitution of India, Lexis Nexis, 2015.
3. PonThangamani, Indian Constitutional History – 1773-1950 A.D. Ponnaiah Pathipakam Pylee, M.V., Constitutional Government in India, S.Chand & Company Ltd., New Delhi, 2006.
4. Banerjee, A.C Constitutional History of India, Vol.1, Mukherjee & Co. Calcutta, 1948.

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Understand the Historical background of the various constitutional Acts.	K2
<b>CO 2</b>	Analyse the Queens proclamation and various council Acts.	K4
<b>CO 3</b>	To assess the provisions of constitutional Acts and understand Dyarchy.	K2
<b>CO 4</b>	To examine the framing of the constitution.	K4
<b>CO 5</b>	To outline the passing of commencement of Indian constitution.	K6

## **SKILL ENHANCEMENT COURSE SEC 3 (ENTREPRENEURIAL SKILL)**

### **MUSEOLOGY**

#### **CODE : 22UHISEC4**

**Unit : I** Museology Definition - Objectives - History of Museum - Museum Architecture and Buildings.

**Unit : II**

Kinds of Museum - Classification - National - Regional State - District - Site - Private Museums.

**Unit : III**

Functions of Museum - Storage - Conservation - Preservation Techniques - Education - Research.

**Unit : IV**

Museum - Administration - Security - Museum Library - Legislative measures – Reproduction of Museum objects.

**Unit : V**

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

#### **Reference Books**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO 1	To understand the history and objective of Museum.	K2
CO 2	To analyse the kind of Museum.	K4
CO 3	To assess the various function of Museum.	K2
CO 4	To outline the administration and legislative measures of museum.	K6
CO 5	To identify museum related organisation and national museum.	K2

<b>Programme Title</b>	<b>:</b>	<b>II B.A. History</b>		
<b>Course Title</b>	<b>:</b>	<b>Skill Based – III : Hotel Management - I</b>		
<b>Course Code</b>	<b>:</b>	<b>22UHISEC5</b>	<b>Hours / Week: 2</b>	<b>Credit: 2</b>
<b>Semester</b>	<b>:</b>	<b>III</b>		
<b>Course Objectives</b>	<b>:</b>	<b>The course aims</b>		

- To provide knowledge on vocational education and to empower students with skills to a job opportunity.
- To give information to the students about Hotel Management.
- To empower them to be employable
- To study on the different Departments of Hotel.

## **SYLLABUS**

### **Unit – I** **No. of Hours: 6**

Hotel – Motel – Definition – Concept – Features.

### **Unit – II** **No. of Hours: 6**

Origin of Hotels – Hotel Management – Uses of Hotels.

### **Unit – III** **No. of Hours: 6**

Classification of Hotels: – Nature – Star Status – Motel Value – Business Character.

### **Unit – IV** **No. of Hours: 6**

Different Departments of a Hotel: – House Keeping - Stores – Kitchen – Food and Beverage – Telephone Exchange.

### **Unit – V** **No. of Hours: 6**

Growth and Development of Hotel - Palace Hotels - ITC Hotels - Holiday Inns - State Owned Hotels - Hotel Chains in India.

## **BOOKS FOR STUDY**

1. Andrews, Sudhir - Hotel Front office: Training Manual, Tata MC Graw Hill Publication, Delhi, 2010.

## BOOKS FOR REFERENCE

1. Atul Shrivastava, Modern Hospitality and Tourism Management, Centrum Press, New Delhi, 2010.
2. MirdulaMirajkar, Hotel Management Marketing, Sales and Accounting, Kanishka Publishers, New Delhi, 2008.
3. Singh S.K., Fundamental of Hotel Management and Operations Centrum press, New Delhi, 2010.
4. Yogendra K. Sharma, Hotel Management Educational and Environmental Aspects, Kanishka Publishers, New Delhi, 2005.

## Web Sources

*<http://www.indiatoursandtravel.com/hotel-chains-in-india/index.html>*

**Course outcomes (CO):** On completion of the course, students should be able to

CO Number	CO Statement	Knowledge Level
CO 1	Define the concept and origin of hotels.	K1
CO 2	Understand about Food Service Management.	K2
CO 3	Analyse the Business motive of hotels.	K4
CO 4	Explain the process of tourism accommodation.	K5
CO 5	Construct the functions of different departments of hotels.	K6

## Mapping of COs with POs



<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	M	S	M	M	S	S	S
<b>CO2</b>	M	M	M	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	S
<b>CO4</b>	S	L	S	S	S	S	S
<b>CO5</b>	L	M	S	S	S	S	M
<b>S - Strong, M - Medium, L - Low</b>							

### **Pedagogy**

Lecture Method, Power Point Presentation, Group Discussion, Assignment and Quiz Programme.

**Programme Title : III B.A. History**  
**Course Title : History of Tamil Nadu Upto 1565**  
**Course Code : 22UHIC8 Hours / Week: 5 Credit: 4**  
**Semester : V Batch: 2021-2022**  
**Course Objectives : The course aims**

- To analyse the sources and conditions of Sangam Age.
- To study on the contribution of Pallavas to Art and Architecture.
- To assess the development of Tamil Nadu under Cholas.

### **SYLLABUS**

#### **UNIT - I No. of Hours: 15**

Sources for the history of Tamil Nadu - Ancient and Medieval periods.

#### **UNIT - II No. of Hours: 15**

Physical features of Tamil Nadu - Ancient Tamil Civilization - The Sangam Age - Sangam polity – Socio - Economic and Cultural Conditions under the Kalabras.

#### **UNIT - III No. of Hours: 10**

The Pallavas of Kanchi - Political and Social life under Pallavas - Contribution of the Pallavas to art and architecture - First Pandyan Empire - Political, Social and cultural life under the Pandyas.

#### **UNIT - IV No. of Hours: 15**

Rise of the Imperial Cholas - Vijayalaya and his successor - Relations with the eastern Chalukyas of Vengi-Kulottunga – Decline of the Imperial Cholas Administration and Social life - Development of Architecture and Literature.

#### **UNIT - V No. of Hours: 15**

Sources for the history of Tamil Nadu - Modern period - The second Pandyan Empire - Muslim invasions - Decline of the Pandyan Empire - Madurai Sultanate - Tamil Nadu under the Vijayanagar Rule.

### **BOOKS FOR STUDY**

- 1 Dr.C.Manoranjithamoni - History of Tamil Nadu Deva-Deryl Publications,  
Thirunelveli-5 2012.
- 2 Dr.Devanesan. A. - History of Tamil Nadu, Renu Publications,  
Marthandam, 1997. (V-Unit)

### **BOOKS FOR REFERENCE**

- 1 Chellam (VT) - Short Survey of the History of Tamilnadu,  
Madurai Publication, 1980.
- 2 Dr.Devanesan. A. - History of Tamil Nadu, Renu Publications,  
Marthandam, (1997).
- 3 Kalidas. R. Dr. - History and Culture of The Tamils, Viajaya  
Publications Dindigul, 1976.
- 4 Krishnamoorthy. V.M. - History of Tamil Nadu Volume-I, June 16,  
Vijayalakshmi Publications, 1983.
- 5 NillakandaSastri. K.A. - History of South India, Chand and Company  
Ltd.,  
Ram Nagar, New Delhi, 1970.
- 6 Rajayyan. K - History of Tamil Nadu upto 1565 A.D, Madurai  
Publication, 1975.
- 7 Rajukalidas. R - History and culture of the Tamils, Vijaya  
Publications, 1988.
- 8 Subramaniam. N - Social and Cultural History of Tamil Nadu,  
(A.D. 1336 - A.D - 1984, NSENNES  
Publications, Udumalpet, 1991.
9. Dr. Swaminathan. A. - History of Tamil Nadu upto 1997,  
Deepa Publications, Perungudi, Madras, 1970.

### **Web Sources**

<https://www.importantindia.com/483/pallava-dynasty-pallavas-of-kanchi/>

**Course Outcomes (CO):** On completion of the course, students should be able to

CO Number	CO Statement	Knowledge Level
CO 1	Understand the sources for the history of Tamil Nadu.	K2
CO 2	Outline the rise and decline of imperial Cholas.	K2
CO 3	Illustrate the conditions of Tamil Nadu under Second Pandyan Empire & the Nayaks.	K2
CO 4	Analyse the Socio - Economic and Cultural Conditions of Sangam Age.	K4
CO 5	Explain the social & political life under Pallavas & Pandyas.	K5

### Mapping of COs with POs

PO		PO					
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	M	S	S	M	S
CO2	M	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S
S - Strong, M - Medium, L - Low							

### Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment and Quiz Programme.

**Course Designer: Mrs. M.Mangalam.**

<b>Programme Title</b>	:	<b>III B.A. History</b>		
<b>Course Title</b>	:	<b>History of Tamil Nadu from 1565 to 1990</b>		
<b>Course Code</b>	:	<b>22UHIC9</b>	<b>Hours / Week: 6</b>	<b>Credit: 4</b>
<b>Semester</b>	:	<b>V</b>	<b>Batch: 2021-2022</b>	
<b>Course Objectives</b>	:	<b>The course aims</b>		

- To study the political and social background of the Nayaks and their contribution to art and architecture.
- To know about the Dravidian movement.
- To evaluate the works of the freedom fighters of Tamil Nadu.
- To assess the industrial development of Tamil Nadu.

## **SYLLABUS**

### **UNIT - I** **No. of Hours: 15**

Nayaks regime - Madurai, Ginji, Tanjore - Maratha rule in Tamil Nadu.

### **UNIT - II** **No. of Hours: 15**

Coming of the Europeans - The Carnatic wars - Poligars rebellion - The revenue settlement of Thomas Munroe.

### **UNIT - III** **No. of Hours: 15**

Part played by Tamil Nadu in the freedom struggle - Great freedom fighters of Tamil Nadu - V.O.Chidambaram Pillai – Subramanya Bharathiyar C. Rajagopalachari - Sathyamoorthy - K. Kamaraj.

### **UNIT - IV** **No. of Hours: 10**

Tamil Nadu in the 19<sup>th</sup> and 20<sup>th</sup> centuries - Justice Party and the Non-Brahmin Movement - Rise of the DMK - Chief Ministership of C.N Annadurai - AIADMK rule.

### **UNIT - V** **No. of Hours: 15**

Development of industries - Plantations - Progress of education - Literary development and the press-Social reform movements - Women's movements.

**BOOKS FOR STUDY**

- 1 Dr. Swaminathan. A. - History of Tamil Nadu up to 1997, Deepa,  
.  
Madras, First Edition 1997, (Unit- I, II & IV).
- 2 Dr.Devanesan. A. - History of Tamil Nadu, Renu Marthandam, 1997.  
.  
(Unit – III, IV & V).

**BOOKS FOR REFERENCE**

- 1 Chellam V.T. - History of Tamil Nadu, Thirumalai Book Hours,  
.  
Madras, 1985.
- 2 Dr. Kalidas. R. - History and Culture of the Tamils  
.  
Vijaya Publications, Dindigul, 1976.
- 3 Krishnamoorthy. V.M. - History of Tamil Nadu Volume – I.  
.  
Vijayalakshmi Publications, 1983.
- 4 Pillai K.K. - The Social History of Tamils, -its People and  
.  
Culture, University of Madras, Madras, 1975.
- 5 Rajendran. N - National Movement in Tamil Nadu 1905-1914,  
.  
OUP, 1994, Delhi.
- 6 Subramaniam. N - Social and Cultural History of Tamil Nadu,  
.  
(A.D. 1336 - A. D - 1984, NS.Ennes  
Publications, Udumalpet, 1991.

**Web Sources**

[https://en.wikipedia.org/wiki/Justice\\_Party\\_\(India\)](https://en.wikipedia.org/wiki/Justice_Party_(India))

**Course Outcomes (CO):** On completion of the course, students should be able to

CO Number	CO Statement	Knowledge Level
CO 1	Recall the Nayaks rule in Tamil Nadu.	K1
CO 2	Summarise the changes after the British Acquisition of Tamil Nadu.	K2
CO 3	Analyse the various political parties in Tamil Nadu.	K4
CO 4	Examine the development of Tamil Nadu in the 19 <sup>th</sup> and 20 <sup>th</sup> Centuries.	K4
CO 5	Explain the Services of Freedom Fighters of Tamil Nadu.	K5

### Mapping of COs with POs

<div>PO</div> <div>CO</div>	PO						
	P O 1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	M	S	S	S
CO2	S	S	S	M	S	S	S
CO3	S	S	S	M	S	S	S
CO4	S	S	S	S	S	S	S

CO5      S              S              S              S              S              S              S

**S - Strong, M - Medium, L - Low**

### Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment and Quiz Programme.

**Course Designer: Dr. (Selvi) A. Subha**

<b>Programme Title</b>	:	<b>III B.A History</b>		
<b>Course Title</b>	:	<b>Intellectual History of India</b>		
<b>Course Code</b>	:	<b>22UHIC10</b>	<b>Hours / Week: 6</b>	<b>Credit : 4</b>
<b>Semester</b>	:	<b>V</b>	<b>Batch: 2021-2022</b>	
<b>Course Objectives</b>	:	<b>The Course aims</b>		

- To appreciate the efforts taken by the social reformers to eradicate the rusting social evils.
- To know about the emergence of the concept of communism and it's spread in India.
- To analyse the cultural factors like the growth of modern Literature, Music etc.

### **SYLLABUS**

#### **UNIT – I** **No. of Hours: 15**

Rajaram Mohan Roy - Sir Saiyed Ahmed Khan – Veerasalingam Panthalu – Muthulakshmi Reddi - E.V. Ramasamy - B.R. Ambedkar.

#### **UNIT – II** **No. of Hours: 15**

Dayananda Saraswathi - Swami Vivekananda - St. Ramalinga Adigal - Sankara - Ramanuja.

#### **UNIT – III** **No. of Hours: 15**

Mohammed Iqbal - Rabindranath Tagore – Rukmani Arundale – Subramaniya Bharathi.

#### **UNIT – IV** **No. of Hours: 10**

Thiru.V. Kalayana Sundaranar - Bharathidasan - M.S. Subbulakshmi.

#### **UNIT - V** **No. of Hours: 15**

Gopala Krishna Gokhale – – Moraji Balagangadar Tilak- C.R.Das – Sardarvallabai Desai. Petel

### **TEXT BOOK**

1. R.C. Agarwal - Constitutional Development and National Movement of India. S.Chand& Company LTD - Ram Nagar, New Delhi-110055, 1976.



## BOOKS FOR REFERENCE

- 1 Mahajan. V.D. - Advanced History of India, Cosmos Book Hine  
. Publication, New Delhi, 1997.
- 2 Majumdar. R.C. - Main Currents of Indian History, Struggle for  
. Freedom, Chand and Company, New Delhi, 1970.
- 3 Sen. S.P. (ED.) - Dictionary of National Biography Volume I to IV,  
. Institute of Historical Studies, Calcutta, 1972.
- 4 Jayapalan N. - History of the Freedom Movement (1857-1947),  
. Ashish Publishing House, New Delhi, 1988.
- 5.Syed Jafar Mohammad - Pillars of Modern India 1757 to 1947 A.D.,  
Sterling Publication, Bangalore, 1980.

**Course Outcomes (CO):** On the successful completion of the course, students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Understand the services of Communist Leaders.	K2
CO2	Assess the role played by Religious Leaders.	K5
CO3	Explain the services rendered by Women leaders.	K5
CO4	Estimate the contribution of social reformers.	K6
CO5	Discuss the cultural contribution of leaders.	K6

## Mapping of COs with POs

PO CO	PO						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	M	M
CO2	S	S	S	S	S	M	M
CO3	S	S	S	S	S	M	M
CO4	S	S	S	S	S	M	M
CO5	S	S	S	S	S	M	M

**S - Strong, M - Medium, L - Low**

## Pedagogy:

Lecture Method, Power Point Presentation, Group Discussion, Assignments and Quiz Programme.

**Course Designer: Mrs. M.Mangalam.**

**Programme Title** : **III B.A  
History**  
**Course Title** : **History of Modern World**  
**Course Code** : **22UHIC11**      **Hours / Week: 5**      **Credit : 4**  
**Semester** : **V**      **Batch: 2021-2022**  
**Course Objectives** : **The Course aims**

- To relate the age of reason and its importance to the present-day life.
- To analyse the concept of Enlightened Despotism and its impact on Europe.
- To understand the condition of France before and after the Revolution of 1799.

### **SYLLABUS**

#### **UNIT - I** **No.of Hours: 15**

Renaissance – Age of discovery and invention – Reformation – Counter Reformation – English Reformation of 1688 – The American Revolution.

#### **UNIT – II** **No.of Hours: 15**

Age of Despotism – French Revolution – Its Permanent results – Napoleonic Era – Industrial and Agrarian Revolutions – Meiji Restoration: Emergence of Modern Japan.

#### **UNIT – III** **No.of Hours: 15**

Rise and growth of nationalism in Europe: Unification of Italy – Unification of Germany – Balkan Revolts – Chinese nationalism and Revolution of 1911.

#### **UNIT - I V** **No.of Hours: 10**

I World War – Russian Revolution and Communism – League of Nations – II World War – Cold War – UNO.

#### **UNIT - V** **No.of Hours: 15**

Development of Science and Technology in 19th and 20th Centuries –  
Development of arts, Philosophy and literature in the 20th Century Europe.

#### **TEXT BOOKS**

- |                |   |  |
|----------------|---|--|
| 1. B.K.Gokhale | - | History of Modern World                            |
| 2. B.V.Rao     | - | World History, Sterling Publishers Pvt. Ltd, 19191 |

- 3 H.S.Baghela - History of World Civilization, Published by  
. Lakshmi Narayan Agarwal, Agra
- 4.R.K.Majumdar & - World History (500 – 1950)  
A.V.Srivastva
- 5.Gautak Adhikari - Conflict and Civilization, Vikas Publishing House,  
1981.
- 6 Dr.A.Devanesan - World History (Tamil) Renu Publications,  
. Marthandam,  
2002

### REFERENCE BOOKS

- 1.C.D.M.Ketelby - A History of Modern Times.
- 2.H.A.L.Fisher - History of Europe.
- 3.A.J.Grant and - Europe in the 19<sup>th</sup> and 20<sup>th</sup> centuries.  
Temperly
- 4.Somendralal Roy - History of Modern China and Japan.
- 5.N.Subramanian - History of Russia, Ennes Publications,  
Udumalpet,  
1983.
- 6.Shivkumar and Jain - History of Modern China and Japan, S.Chand &  
Company Ltd, New Delhi, 1982.

**Course Outcomes (CO):** On the successful completion of the course, students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Relate contemporary problems to their historical antecedents.	K1
CO2	Relate world history for their future goals.	K1
CO3	Examine the global approaches to history.	K4
CO4	Compare the Revolutions of the world.	K4
CO5	Evaluate Cultural exchanges of modern world.	K5
CO6	Evaluate the impact of world Revolutions.	K5

### Mapping of COs with POs

<b>PO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO 3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	S	S	S	S	M	M	S
<b>CO2</b>	S	S	S	S	M	M	S
<b>CO3</b>	S	S	S	S	M	M	S
<b>CO4</b>	S	S	S	S	M	M	S
<b>CO5</b>	S	S	S	S	M	M	S

**S - Strong, M - Medium, L - Low**

### **Pedagogy:**

Lecture Method, Power Point Presentation, Group Discussion, Assignments and Quiz Programme.

**Course Designer: Mrs. R. Anuradha**

- To understand the dynamic nature of journalism.
- To study on the main features of journalism.
- To make the students to appreciate the link between the news agencies and their effective communication system.

1. GopalK.Puri - Journalism, New Delhi, IIMS Publication, New Delhi, 1998.

## BOOKS FOR REFERENCE

- 1 Aggarwal H.M. - Journalism in Practice, IIMS Publications, New Delhi, 1954.
- 2 Anurag Singh - Journalism and Democracy, Pratesksha Publications, Jaipur, 1994.
- 3 Kamath M.P - Journalism, OUP Publisher, New Delhi, 1990.
- 4 Rajiv Saxena - Journalism the Evolving Perspective, Centrum Press, New Delhi - 110 002, 1972.
- 5 Rangasamy & Parthasarathy - Journalism in India, Sterling Publishers, New Delhi, 2002.
- 6 Srivatsava - Reporting & Editing, Sterling Publications, Chennai, 1989.
- 7 Ahuja B.N. & Chhabra S.S - Principles and Techniques of Journalism, Surjeet Publications, Delhi, 2006.

## Web Sources

[http://www.zeepedia.com/read.php?conducting\\_and\\_writing\\_of\\_interviews\\_kinds\\_of\\_interviews\\_feature\\_and\\_column\\_writing&b=74&c=6](http://www.zeepedia.com/read.php?conducting_and_writing_of_interviews_kinds_of_interviews_feature_and_column_writing&b=74&c=6)

**Course Outcomes (CO):** On completion of the course, students should be able to

CO Number	CO Statement	Knowledge Level
CO 1	Understand the history of press, functions of press and role of reporter and reporting.	K2
CO 2	Articulate the designing papers, article writings, short story writings and uses of abbreviations and functions of leads.	K2
CO 3	Sketch the page make up, proof reading and magazine writings.	K2
CO 4	Analyse the function of components of newspaper organisation.	K4
CO 5	Assess the role of editor, editing the news and Column writings.	K5

### Mapping of COs with POs

<b>PO</b>  <b>CO</b>	<b>PO</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO 7</b>
CO1	M	M	S	M	M	S	S
CO2	S	M	S	S	M	S	S
CO3	M	M	S	M	S	S	S
CO4	M	M	S	M	S	S	S
CO5	M	S	S	M	M	S	S

**S - Strong, M - Medium, L - Low**

### Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment and Quiz Programme.

**Course Designer: Mrs. M. Nala**

<b>Programme Title</b>	:	<b>III B.A. History</b>		
<b>Course Title</b>	:	<b>Elective – II: History of Kongu Nadu - I</b>		
<b>Course Code</b>	:	<b>22UHIESC2</b>	<b>Hours / Week: 4</b>	<b>Credit : 4</b>
<b>Semester</b>	:	<b>V</b>	<b>Batch: 2021-2022</b>	
<b>Course Objectives</b>	:	<b>The course aims</b>		

- a) To analyse the physical boundary of Kongu Nadu.
- b) To study on the different races and their contact with the western countries.
- c) To know about the impact of Telugu on Kongu Nadu.

#### **UNIT - I (15 HOURS)**

Sources for the study of Kongu Nadu - Geographical position and Geographical features of Kongu Nadu and their influence of Kongu History.

#### **UNIT – II (15 HOURS)**

Different races and Political condition of Kongu Nadu in ancient times - Contact with Romans and Mauryans.

#### **UNIT – III (15 HOURS)**

History of Kongu Nadu during the Sangam Age - Under the Kalabharas, Pallavas.

#### **UNIT - IV (15 HOURS)**

Cheras, Cholas, Hoysalas and Gangas control over Kongu Nadu.

#### **UNIT - V (15 HOURS)**

Kongu Nadu under Vijayanagar rule - Under the Nayaks - Emergence of Thalavais - Kongu Nadu under Hyder Ali and Tipu Sultan.

#### **EVALUATION**

By giving tests, assignments and encouraging the students to have group discussion and quiz programmes.



## BOOKS RECOMMENDED

- 1 Dr. Arokiasami. M. - The Kongu Country
- .
- 2 Manickam. V - Political History of the Kongu Nadu
- .
- 3 Mayilai Seeni Kongu Nattu Varalaru
- . Venkatasami-
- 4 Ramachandran Chettiar - Kongu Nattu Varalaru
- .
- 5 Ramamoorthi. V. - History of Kongu Nadu (Part I and II)
- .
- 6 Subramaniam Jyer. V. - History of Kongu Country
- .
- 7 Vaithyanathan. S. - Ancient Geographical History of Kongu Nadu.
- .

**Course Outcomes (CO):** On completion of the course, students should be able to

CO Number	CO Statement	Knowledge Level
CO 1	Understand the early stages of Kongu History.	K2
CO 2	Construct History of Kongu Nadu during the Sangam Age.	K3
CO 3	Analyse the condition of Kongu Nadu during Vijayanagar rule and Muslim rule.	K4
CO 4	Interpret the relationship of Kongu Nadu with Mauryans & Romans.	K5
CO 5	Assess the condition of Kongu Nadu during Vijayanagar rule and Muslim rule.	K5

### Mapping of COs with POs

<b>PO</b>  <b>CO</b>	<b>PO</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	S	S	S	M	S	S	S
CO2	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S
CO4	S	M	S	S	S	S	S
CO5	S	S	S	S	M	S	S

**S - Strong, M - Medium, L - Low**

### Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment and Quiz Programme.

**Course Designer: Dr. N. Uma Maheshwari.**

**Programme Title** : **III B.A. / B.Sc. / B.Com.**  
**Course Title** : **NMSB - I : Growth of Press in India**  
**Course Code** : **22UHINSC1**      **Hours / Week: 2**      **Credit: 2**  
**Semester** : **V**      **Batch: 2021-2022**  
**Course Objectives** : **The course aims**

- To understand the Dynamic nature of Press.
- To identify Journalism as an effective field for Mass Communication.
- To analyse on the Freedom of Press.

### **SYLLABUS**

**UNIT - I** **No. of Hours: 6**

Introduction – Definition – Scope – History of Indian Press – Functions of the Press.

**UNIT - II** **No. of Hours: 5**

Freedom of Press – Vernacular Press Act of 1872 – Indian Press Council Act of 1910.

**UNIT - III** **No. of Hours: 6**

Role of Journalist – Training and Qualification – Reporter – Types of Reporters.

**UNIT - IV** **No. of Hours: 7**

News Agencies – Reporting - Kinds of Reporting – Sports Reporting – Investigative Reporting – Election Reporting – Court Reporting.

**UNIT - V** **No. of Hours: 6**

Types of News – Editorial Board – The Editor – Sub-Editor – Column Writings.

### **BOOKS FOR STUDY**

1. GopalK.Puri - Journalism, IIMS Publication, New Delhi, 1998.

### **BOOKS FOR REFERENCE**

1. Arul Aram. I Nirmaladasa - Understanding News Media, Vijay Nicole Imprints Pvt. Ltd., Chennai 2006
2. Kamath, M.V. - Publishing Professional Journalism, VIKA House Pvt. L

- 3 Rangasamy&Parthasarathy  
y - The Hundred Years of Hindu, Chand & Company Pvt. Ltd, New Delhi, 2000.
- 4 Shaivastava K.M.  
. - News Reporting and Editing, Sterling Publishers Pvt. Ltd. New Delhi, 1987.
- 5 Ahuja B.N. &  
. - Principles and Techniques of Journalism, Chhabra S.S. Surjeet Publications, Delhi, 2006.

### Web Sources

[https://en.wikipedia.org/wiki/Freedom\\_of\\_the\\_press](https://en.wikipedia.org/wiki/Freedom_of_the_press)

**Course Outcomes (CO):** On completion of the course, students should be able to

CO Number	CO Statement	Knowledge Level
CO 1	Identify the role of journalist in reporting facts and interviewing personalities.	K3
CO 2	Examine the Nature of Press.	K4
CO 3	Analyse the significance of Freedom of Press.	K4
CO 4	Classify the various kinds of reporting.	K4
CO 5	Explain the types of news and the role of editor.	K5

### Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment and Quiz Programme.

**Course Designer: Dr. A. Subha.**

**Programme Title** : **III B.A. History**  
**Course Title** : **History of China and Japan 1800 to 1990 A.D**  
**Course Code** : **22UHIC12**      **Hours / Week: 6**      **Credit: 4**  
**Semester** : **VI**      **Batch: 2021-2022**  
**Course Objectives** : **The course aims**

- To understand the condition of China in the 19<sup>th</sup> century.
- To analyse the exploitation of China by the western powers and its effect.
- To recognise the growing power of the hand of rising sun.

## **SYLLABUS**

### **UNIT - I** **No. of Hours: 15**

Political, Social and Economic condition of China during the first half of the 19<sup>th</sup> Century-I Anglo Chinese War or Opium War- Taiping Rebellion.

### **UNIT-II** **No. of Hours: 15**

Perry Mission and opening of Japan - Meiji Restoration - Political, Social and Economic Development.

### **UNIT-III** **No. of Hours: 15**

Second Anglo - Chinese War - Cheffo Convention-Spheres of influence of Western Imperialism and the loot of China- Open Door Policy.

### **UNIT-IV** **No. of Hours: 15**

Relations with Korea - First Sino-Japanese War - Triple Intervention- Anglo-Japanese Alliance of 1902- Russo-Japanes War of 1904.

### **UNIT-V** **No. of Hours: 10**

Empress Dowager - Hundred Days Reform - Boxer uprising - Manchu Reform Programme (1902-1910).

## **EVALUATION**

By making the students to participate in the seminar classes, quiz programme and group discussion conducting the Internal tests with regular intervals and asking them to submit assignments and taking part in the active interaction between the teachers and taught.

### BOOKS RECOMMENDED

- 1 Vinacke .A - History of the Far East in Modern Times.
- 2 Clyde & Beers - The Far East.
- 3 Arthur E.Tiedmann - Modern Japan: A Brief History.
- 4 Shiv kumar & Jain - History of Modern China.
- 5.Shiv kumar & Jain - History of Modern Japan.
- 6 Prof.S.L.Roy - A Short History of the Far East.
- 7 Paramasivam.M & Sethuraman.G - History of China and Japan.
- 8 Immanuel C.y.Hsu - The Rise of Modern China.

### Web Sources

[https://en.wikipedia.org/wiki/First\\_Opium\\_War](https://en.wikipedia.org/wiki/First_Opium_War)

**Course Outcomes (CO):** On completion of the course, students should be able to

CO Number	CO Statement	Knowledge Level
CO 1	Outline the political condition of China in the 19 <sup>th</sup> century.	K2
CO 2	Compare the relationship between China and Japan.	K4
CO 3	Analyse the reform movements in China.	K4
CO 4	Evaluate the Second Sino-Japanese war and foreign policy of China.	K5
CO 5	Assess the political contributions of Dr. Sun-yat-sen.	K5

### Mapping of COs with POs

<div>PO</div> <div>CO</div>	PO						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M	M	S	M	M	S	S
CO2	M	M	S	M	M	S	S
CO3	M	M	S	M	M	S	S
CO4	M	S	S	M	M	S	S
CO5	S	S	S	M	M	S	S

**S - Strong, M - Medium, L - Low**

### Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment and Quiz Programme.

**Course Designer: N. Uma Maheshwari**

**Programme Title** : **III B.A History**  
**Course Title** : **History of Indian Art and Architecture**  
**Course Code** : **22UHIC13**      **Hours / Week: 6**      **Credit : 4**  
**Semester** : **VI**      **Batch: History**  
**Course Objectives** : **The course aims**

- To introduce Indian art, from ancient to contemporary times.
- To understand and appreciate Indian art diversity and its aesthetic richness
- To understand art as a medium of cultural expression.
- To get direct exposure to Indian Architecture.
- To visits to sites and museums

## **SYLLABUS**

### **UNIT-I**

**No. of Hours: 15**

Rock Art - Definition - Types and characteristics - Oldest Rock art - Harappan art and crafts.

### **UNIT-II**

**No. of Hours: 15**

UNESCO World Heritage sites in India - Ajantha, Ellora caves - Taj Mahal - Agra Fort- Sun Temple - Qutub Minar - Sundarban National Park.

### **UNIT-III**

**No. of Hours: 15**

Sthupas and Caves - Development of Stupa architecture and Cave architecture - Types of caves - Buddhist Cave - Hindu Caves - Jain Caves- Major Caves in India.

### **UNIT-IV**

**No. of Hours: 15**

Temple Architecture - Design - Site - Layout- Different Styles- Nagra style, Vesar Style and Dravidian Style.

### **UNIT-V**

**No. of Hours: 15**

Architecture of Tamilnadu- Sangam Age - Athichanallur and Kaviripoom Pattinam- Pallavas - Mamallapuram and Kanchipuram- Pandiyas - Nellaiyapper Temple Kalugumalai Temples- Cholas - Tanjore and Gangaikonda Cholapuram.



## EVALUATION

By giving tests, assignments and encouraging the students to have group discussion and quiz programmes.

## TEXT BOOKS

1. Majumdar R.C., Ray Chaudhuri H.C & Kalikinkar - An Advanced History of India  
Tata-Macmillian Indian Ltd,  
Madras, 4th edition, 1946.
2. Neelakanta Sastri .K.A - A History of South India, Sai  
printo pack pvt Ltd., Delhi,4th  
edition,1955.

## BOOKS RECOMMENDED

1. Prasad. L - Studies in Ancient and Medieval India, Cosmos  
Bookhive (P)Ltd.,New Delhi, 4th edition,1997.
2. Roychoudhary S.C.- Social, Cultural and Economic  
History of India, Sujeet Publications, Delhi,Seventh  
Reprint,2005.
- 3 Nath . R - History of Decorative art Mughal Architecture,  
Motilal Banarsi Das Delhi,1<sup>st</sup> edition,1976.
- 4 Romila Thapar - A History of India, Volume one, penguin Books  
India(P)Ltd., Delhi, 1<sup>st</sup> edition,1996.
- 5 Varma. S.K - Indian Architecture though the Ages,Mangalam  
publishers and distributors, Delhi, 1<sup>st</sup> edition,2002.
- 6 Chaudhuri. K.C - History of Modern India, New central book agency  
(P) Ltd., Kolkata,1<sup>st</sup> edition,1983.
- 7 Aravamuthan. T.G - Portrait Sculpture in South India, Asian  
Educational  
services, Delhi, Reprint,1992.
- 8 Havell E.B - Indian Architecture, S.Chand& co (P) Ltd., Delhi,  
1913.

## Skills



Visiting World Heritage Sites.

- Acquire Knowledge by attending Certificate Course, Internship Course.
- Visiting Museums.

**Course Outcomes (CO):** On completion of the course, students should be able to

CO Number	CO Statement	Knowledge Level
CO 1	Understand the styles of Temple Architecture.	K2
CO 2	Identify the types and characteristics of Rock Art in India.	K3
CO 3	List out the UNESCO World Heritage Sites in India.	K4
CO 4	Examine the features of Tamil Nadu Architecture.	K4
CO 5	Explain the types of caves in India.	K5

#### Mapping of COs with POs

CO \ PO	PO						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	M	S	S	S
CO2	S	S	S	M	S	S	S
CO3	S	S	S	M	S	S	S
CO4	S	S	S	M	S	S	S
CO5	S	S	S	M	S	S	S

**S - Strong, M - Medium, L – Low**

#### Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment and Quiz Programme.

**Course Designer: Dr. (Selvi). A. Subha.**

**Programme Title** : **III B.A. History**  
**Course Title** : **History of the U.S.A. Upto 1865 A.D.**  
**Course Code** : **22UHIC14**      **Hours / Week: 5**      **Credit : 4**  
**Semester** : **VI**      **Batch: 2021-2022**  
**Course Objectives** : **The course aims**

- To know about the rise of the Americans and formation of American Confederation.
- To analyse the establishment of democracy.
- To study the contribution of Abraham Lincoln for the American democracy.

## **SYLLABUS**

### **UNIT - I** **No. of Hours: 15**

Discovery of America - The European colonisation - The Later Colonial Period - The American Revolution: The Causes, Course and Results of the war - The confederation and the Constitution: The confederation period - The Movement for a New Government - The making of the Constitution.

### **UNIT - II** **No. of Hours: 15**

Federalists and Republicans: George Washington's Administration - Washington's Foreign Policy - The John Adams Administration - The Republican Revolution of 1800 A.D - Thomas Jeffersonian Democracy and his administration - The War of 1812 - The End of Federalism.

### **UNIT - III** **No. of Hours: 10**

Monroe's Administration - Era of Good Feelings - John Quincy Adams - Monroe Doctrine - Nationalism and Sectionalism - Sir John Marshall - Westward Movement - Manifest Destiny.

### **UNIT - IV** **No. of Hours: 15**

The Rise of Jacksonian Democracy - Jackson's Two administration - Spoil System - Van Buren - Harrison and Tyler - The Sectional Conflict - The Missouri Compromise of 1850 - The Buchanan Administration.

### **UNIT - V** **No. of Hours: 15**

The Civil War: Causes, Course and Results - Abraham Lincoln - Presidential Plan - Reconstruction of United States.

### **Books for Study**

- 1 Jayapalan. N. - History of the United States of America. From  
. Colonisation, Aravind Publications, Madras, 1990.

### **Books for Reference**

- 1 Alalasundarn. R - A History of the U.S.A. PothigaiPathipaham,  
. Pondichery, 1978.
- 2 Edmund S. Morgan - The American Revolution, Prentice-Hall,  
. (ed) In Englewood Cliffs, New Jersey, 1965.
- 3 Henry Bamford Parks - The United States of America: A History,  
. Scientific Book Agency, Calcutta, 1975.
- 4 John.W.Caughey and - History of the United States, Rand Mc  
. Ernest R. May Nally and Company, Chicago, 1964.
- 5 Majumdar. R.K. - History of the United States of America From  
. Srivastva A.N. 1845 to Present day, SBD Publisher's Distributors, Delhi, 2009.
- 6 Subramanian. N - A History of the U.S.A., Ennes Publications,  
. Madurai, 1982.

### **Web Sources**

[https://en.wikipedia.org/wiki/European\\_colonization\\_of\\_the\\_Americas](https://en.wikipedia.org/wiki/European_colonization_of_the_Americas)

**Course Outcomes (CO):** On completion of the course, students should be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO 1	Outline the discovery of America and the making of constitution for the USA.	K2
CO 2	Understand nationalism, sectionalism and the causes for the expansion of territories in the USA.	K2
CO 3	Examine the causes for sectional conflict and to find the administration of Jackson and Buchanan.	K4
CO 4	Explain the administration of federalists and republicans of USA.	K5
CO 5	Assess the causes and results of the civil war and the reconstruction of the United States.	K5

#### Mapping of COs with POs

<div>PO</div> <div>CO</div>	PO						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	M	M
CO2	S	S	S	S	S	M	S
CO3	S	S	S	S	S	M	S
CO4	S	S	S	S	S	M	S
CO5	S	S	S	S	S	M	S

**S - Strong, M - Medium, L - Low**

#### Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment and Quiz Programme.

**Course Designer: Dr. A.Subha.**

**Programme Title** : **III B.A. History**  
**Course Title** : **History of the U.S.A. from 1865 TO 1974 A.D.**  
**Course Code** : **22UHIC15**      **Hours / Week: 6**      **Credit: 4**  
**Semester** : **VI**      **Batch: 2021-2022**  
**Course Objectives** : **The course aims**

- To trace the effects of Civil War.
- To construct the History of the U.S.A. in its real perspectives.
- To recognise on the progressive era and the development of the U.S.A.

## **SYLLABUS**

### **UNIT - I** **No. of Hours: 15**

Building a New Nation: - Presidential Reconstruction - Lincoln's Plan - Johnson Plan - Radical Reconstruction - Congressional Reconstruction - Impeachment of President Johnson.

### **UNIT - II** **No. of Hours: 15**

The Growth of Economy - Expansion of Rail Roads - The Rise of Big Business - Populism - Granger Movement - The Age of Reform: Social, Economic and Cultural Trends - The End of the Frontier - The United States becomes a World Power: The Spanish - American War, 1898 - Open Door Policy of the United States in China.

### **UNIT - III** **No. of Hours: 10**

The Progressive Era: Theodore Roosevelt - Big Stick Policy - W.H. Taft - Dollar Diplomacy - Woodrow Wilson and New Diplomacy - America and the First World War - The Peace Conference of Paris (1919) - Wilson's Fourteen Points - The Treaty of Versailles and the League of Nations - America between the Wars: The Great Crash - F.D. Roosevelt and His New Deal Policy - Foreign Policy of Roosevelt.

### **UNIT - IV** **No. of Hours: 15**

U.S.A. and World War II - United states of America and Founding of the U.N.O - Truman - Fair Deal - Foreign Policy - Eisenhower's Era - His Domestic and Foreign Affairs - the 1960's - John F. Kennedy - Domestic and Foreign Policies.

### **UNIT - V** **No. of Hours: 15**

LB. Johnson - Domestic Affairs - Vietnam War - R.M. Nixon - Watergate Scandal - America Presence in Asia - Cold War - The Civil Rights Movement from 1865 - 1974 A.D.

### **BOOKS FOR STUDY**

- 1 Jayapalan. N. - History of The United States of America (From  
. 1865 to 1992), Aravind publications, Madras –  
600005, 1990.

### **BOOKS FOR REFERENCE**

- 1 Alalasundaram.R. - History of the U.S.A, Pothigai Pathipaham,  
. Pondicherry, 1978.
- 2 John.W.Caughey and - A History of the United States, Rand MC Nally  
. and Ernest R.May Company, Chicago, 1994
- 3 Majumdar R.K. - History of the United States of America From  
. SrivastvaA.N 1845 to Present day, SBD Publisher's  
Distributors,  
Madras 2000.
- 4 Subramanian. N - A History of the U.S.A., Ennes Publications,  
. Madurai, 1982.
- 5 Dr. Krishnamoorthy - History of the U.S.A., SBD Publications,  
. Distributors, Delhi, 1999.
- 6 Rajayyan - A History of the U.S.A. Rathna Publishers, Delhi,  
. 1997.

### **Web Sources**

*[https://en.wikipedia.org/wiki/Reconstruction\\_era](https://en.wikipedia.org/wiki/Reconstruction_era)*

**Course Outcomes (CO):** On completion of the course, students should be able to

CO Number	CO Statement	Knowledge Level
CO 1	Describe the overall development of the USA from 1865 to 1947.	K1
CO 2	Explain the Political, Social, and Cultural changes of the U.S.A. Economic	K2
CO 3	Examine the causes and consequences of the World Wars and Vietnam War.	K4
CO 4	Evaluate the constitutional developments in the U.S.A .	K5
CO 5	Estimate the causes and consequences of Social & political conflicts and reforms.	K6

#### Mapping of COs with POs

PO CO	PO						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	M	M	S
CO2	S	S	S	S	M	M	S
CO3	S	S	S	S	M	M	S
CO4	M	S	S	S	M	M	S
CO5	S	S	S	S	M	M	S

**S - Strong, M - Medium, L – Low**

#### Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment and Quiz Programme.

**Course Designer: Mrs. R. Anuradha.**



<b>Programme Title</b>	:	<b>III B.A. History</b>		
<b>Course Title</b>	:	<b>Elective Paper-II History of Kongu Nadu-II</b>		
<b>Course Code</b>	:	<b>22UHIESC3</b>	<b>Hours / Week: 4</b>	<b>Credit : 4</b>
<b>Semester</b>	:	<b>VI</b>	<b>Batch: 2021-2022</b>	
<b>Course Objectives</b>	:	<b>The course aims</b>		

- a) To make the students to know about the role of Kongu Nadu in the freedom movement.
- b) To understand on the economic development in the modern period.
- c) To analyse the significant place of Kongu Nadu.

#### **UNIT - I (15 HOURS)**

Under the British Rule - The Role of Kongu Nadu in Indian Freedom Movement - Freedom Fighters.

#### **UNIT - II (15 HOURS)**

Social, Cultural and Religious Life of the People of Kongu Nadu Through Ages - Trade and Economic Activities.

#### **UNIT – III (15 HOURS)**

Growth of Industries - Conditions of Peasants and Agriculture.

#### **UNIT - IV (15 HOURS)**

Contribution of the Kongus for the Development of art and architecture - Growth of Literature.

#### **UNIT - V (15 HOURS)**

Important Places and Towns of Kongu Nadu and their Significance – Kongu Nadu in the 20th Century.

#### **EVALUATION**

By giving tests, assignments and encouraging the students to have group discussion and quiz programmes.

### BOOKS RECOMMENDED

- 1 Dr. Arokiasami M. - The Kongu Country.  
.
- 2 Manickam V. - Political History of the Kongu Nadu.  
.
- 3 Mayilai Seeni - Kongu Nadu Varalaru.  
.
- 4 Ramachandran Chettiar - Kongu Nattu Varalaru.  
.
- 5 Ramamoorthi V. - History of Kongu Nadu (Part I and II).  
.
- 6 Subramaniam Iyer V. - History of Kongu Country.  
.
- 7 Vaithyanathan S. - Ancient Geographical History of Kongu Nadu.  
.

**Course Outcomes (CO):** On completion of the course, students should be able to

CO Number	CO Statement	Knowledge Level
CO 1	Summarise the role of Kongu Nadu under the British rule.	K2
CO 2	Outline the condition of Kongu Nadu in the 20 <sup>th</sup> Century.	K2
CO 3	Assess the life of people of Kongu Nadu throughout the Ages.	K5
CO 4	Value the contribution of Kongus in the field of Arts	K5
CO 5	Elaborate the growth of economy in Kongu Nadu.	K6

### Mapping of COs with POs

CO \ PO	PO						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S
CO3	S	S	S	S	S	M	S
CO4	S	S	S	S	S	M	S
CO5	S	S	S	S	S	S	S
S - Strong, M - Medium, L - Low							

### Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment and Quiz Programme.

**Course Designer: Dr. N. Uma Maheshwari.**

<b>Programme Title</b>	:	<b>III B.A History</b>		
<b>Course Title</b>	:	<b>NMSB – II - Heritage Tourism of India</b>		
<b>Course Code</b>	:	<b>22UHINSC2</b>	<b>Hours / week: 2</b>	<b>Credit : 2</b>
<b>Semester</b>	:	<b>VI</b>	<b>Batch: 2021-2022</b>	

**Course Objectives: The Course aims**

1. To make the students know about the heritage of India
2. To analyse about the significant places of different religions
3. To appreciate the artistic excellence of tourist centres

**SYLLABUS**

**UNIT – I** **No. of Hours: 6**

Heritage Tourism: - Meaning – Richness of Indian Heritage – UNESCO – Wonders of the World.

**UNIT – II** **No. of Hours: 6**

Religious Centres: -Sanchi – Saranath – Bodhgaya – Ayodhya – Kasi

**UNIT – III** **No. of Hours: 6**

Centres of Artistic Excellence: - Jaipur – Gwalior – Qutub Minar – Agra Fort – Fatehpur Sikri – Red Fort – Taj Mahal.

**UNIT – IV** **No. of Hours: 6**

Nature Tourist Centres: Beach Resort: - Mamalla Beach Resort, Summer Sands Beach Resort – Mangalore – Hill Resorts: - The Himalayan Hill Resort, Kodaikanal – Wild Life Sanctuaries: - Mudumalai Wild Life Sanctuary, Periyar Wild Life Sanctuary – Kerala.

**UNIT – V** **No. of Hours: 6**

Fine Arts and Performing Arts: - Classical Dance – Bharatham – Kathakali – Classical Music: - Hindustani – Carnatic – Folk Music – Handicrafts.

## **TEXT BOOKS**

- 1 Dr. Kulwant Singh  
. Pathania &  
Dr. Arun Kumar - Tourism in India, Regal Publications,  
New Delhi, 2008.
- 2 Prem Nath Dhar - Cultural and Heritage Tourism – An  
. Over view, Kanishka Publishers,  
New Delhi, 2008.

## **BOOKS RECOMMENDED**

- 1 Alexander Rao - Indian Book Gallery, Regal Publications,  
. New Delhi, 1980.
- 2 Basham A.L. - A Cultural History of India, Clarendon Press,  
. Oxford, 1975.
- 3 Francis Brunel - Jewellery of India, Ennes Publications,  
. Madras, 1972.
- 4 Krishna Chaitanya - A History of Indian Painting, SBD  
. Publications,  
New Delhi, 1979.
- 5 Rao P.R. - Indian Heritage and Culture, Sterling  
. Publishers,  
Bangalore, 1988.

**Course Outcomes (CO):** On the successful completion of the course, students will be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Explain the importance of religion, culture, art and architecture in the history of India.	K2
<b>CO2</b>	Identify the significant historical, cultural and heritage changes that took place within society and culture.	K3
<b>CO3</b>	Examine the importance of travel and tourism.	K4
<b>CO4</b>	Access the importance of artistic and nature tourist centres of India.	K5
<b>CO5</b>	Estimate the importance of Tourism Industries for the growth of Indian Economy.	K5
<b>CO 6</b>	Discuss the concept of Heritage tourism and its economic importance.	K6

**Pedagogy:**

Lecture Method, Power Point Presentation, Group Discussion, Assignments and Quiz Programme.

**Course Designer: Mrs. R. Anuradha.**