# GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM-7

# PG AND RESEARCH DEPARTMENT OF HISTORY

**B.A. DEGREE IN HISTORY** 

## COURSE STRUCTURE, REGULATIONS AND SYLLABUS

For the candidates admitted from the academic year 2022-2023

#### ABOUT THE DEPARTMENT

Government Arts College (Autonomous), Salem-7, is one of the few century old prime institutions of Tamil Nadu. It is offering wider range of courses from tradition to modern in outlook and spirit. The department of history was created in 1967-68 and offering under graduation since then. In course of time, the department has expanded and offering post- graduation and research programmes since the years1973-74 and 2004-05 respectively.

#### VISION

- To educate and elevate the social awareness among the students to mould them as good citizens and leaders of future generation.
- Committed to create and sustain the learner –centric environ and to make them to understand the present by revisiting the past in order to realise the social and intellectual transformations in the future arena.

#### MISSION

- To cater the needs of the socially and economically backward rural students to pursue higher education.
- To disseminate the legacy and the treasure of the past to quench their intellectual curiosity and employable competency.
- Committed to lay foundation for the transformation of society by imparting ethos and values through history.

#### **PROGRAM EDUCATIONAL OBJECTIVES:**

The educational objectives for the program of B.A History are as follows

- To Study and Construct the Events of Past in A Proper Chronological and Genealogical Order Based on Strong Historical Evidences.
- To Acquire Knowledge and Understanding the Diversity of Human Experiences in the Political, Socio-Economic, Cultural and intellectual Processes
- Commitment to Provide Program That Allow and Guide the Learners to Gain Knowledge and Skill to Meet The Demands of Both Traditional and Modern Career Prospects in The Fields of Education Civil Service, Archaeology, Journalism, Tourism Etc
- To think speak and write critically the historical events of milestones and to have independent of thought and expression
- To instill the confidence in the minds of youth by inculcating the values and knowledge of history to shape the present day social order.
- To understand the nature of contemporary issues to formulate a future agenda for action from local to global level.

PO No.	Program Specific Outcomes Upon completion of the B.A Degree Programme, the graduate will be able to
PSO-1	Orient towards historical, political, socio-economic and cultural perspectives at local, regional, national and global level so as to become socially responsible citizens
PSO-2	Learning skills needed for civil service and state service aspirants (UPSC, TNPSC,SSC etc.,)
PSO-3	Know the essentials of art of teaching and fundamentals of research so as to become well equipped and qualified teachers and researchers
PSO-4	Understand the essentials of administration and indispensible role of human resources and relations to get placements in public and private sectors.
PSO-5	Gain Knowledge on the basic features of law to pursue Law courses.
PSO-6	Evolve the skills in the allied field of history to blossom as skill experts .

PSO No.	Program Outcomes Upon completion of these courses the student would
PO-1	Acquaint with the basics of history and course of historical development
	at regional and national level.
PO-2	Able to understand the current and prospective political, socio –
	economic and cultural changes across globe through the learning of
	past and contemporary history.
PO-3	Learn to identify the contributions of great men and women through
	movements and revolutions for better modern age of governance and
	administration.
PO-4	Able to get sensitized on various issues of human race chiefly pertaining
	to women, children, downtrodden and other vulnerable groups to help the
	learner to understand their role in society
PO-5	Laid platform to enter tourism sectors both at government organizations and
	private firms by knowing the procedures of travel formalities, ticketing and the
	organization and functions of travel Agencies which develop entrepreneurial
	skills in the learner.
PO -6	Gaining various transferable skills in a wide range of careers such as law,
	journalism, service sectors, archaeological spheres, museums, library
	science etc and there by enhances the chances of getting placements in
	those sectors.
PO - 7	Aware of local areas pertaining to its history, polity, ethnography,
	geography, ecology and so on to build a regional and national history in
	a better way.
PO - 8	Develop the skills required to become graduate teachers at various levels
PO - 9	Acquire the skills needed to pursue career of civil servants both at union
	and state level.
PO -10	Knowing the fundamentals of research to pursue research career as a
	mission

## **Cumulative Course Structure for B.A HISTORY Programme**

Ι	Tamil	4	12
Π	English + Communicative English	2+2	12
III	Core Course	15	64
III	Allied Theory	4	16
III	Major Based Elective Course(MBEC)	4	16
III	Project Work	1	8
IV	Skill Enhancement Course(SEC)	4	8
IV	Non-Major Elective Course* (NMEC)	2	4
IV	Ability Enhancement Compulsory Course(AECC)	2	4
IV	Ability Enhancement Elective Course**(AEEC)	1	2
IV	Professional English (Mandatory)	2	4
V	Extension Activity (ELECTIVE)	1	2
	PART III Total Credits -104		
	TOTAL	44	152

- 1. No. of Courses introduced: 9
- 2. No. of Courses modified: 2
- 3. Percentage courses as per TANSCHE norms: 90%
- 4. Total Marks :- 4400
- 5. Total Credits :- 152
- 6. Total Credits in part III : 104

### HOD / Chairman

PRINCIPAL

S.		Course	Course St	tructı Ho	ure Cre		lark:	S	Ma
No	Part	code		urs	dits	IA	<b>\</b>	S E	-
SEN		ER – I							
1	Ι	22FTL01	Tamil Language Course – I :	6	3	25	25		100
2	п	22FEL01	Communicative English-I	6	3	25	5	7 5	100
3	III	22UHT01	Core Course I :History of Ancient Tamilagam	6	4	25	5	7 5	100
4	III	22UHT02	Core Course II: History of Ancient India upto300 C.E.	6	4	25	5	7 5	100
5	III	22AHT01	Allied Course – I Tourism – Principles and Practices	6	4	25	5	7 5	100
6	IV	22AECC1	AECC –I: Value Based Education	2	2	25	5	7 5	100
7	IV	22UPE01	Professional English-I	2	2	50	)		50
TOT	<b>FAL</b>			34	22				650
SEN	IEST	ER – II						I	
1	Ι	22FTL02	Tamil Language –II :	6	3	25	75		100
2	Π	22FEL02	Communicative English-II	6	3	25	75		100
3	III	22UHT03	Core Course III :History of Tamil42575Nadu From 1336 C.E. To 1947642575C.E. </td <td></td> <td>100</td>			100			
4	Ш	22UHT04	Core Course IV :History of Ancient India From 300 C.E. To			25	75		100

			1206 C.E.					
5	III	22AHT02	Allied Course – II Marketing in Tourism and Travel Management	6	4	25	75	100
6	IV	22AECC2	AECC-II: Environmental Studies	2	2	25	75	100
7	IV	22UPE02	Professional English-II	2	2	50		50
ΤΟ	TAL			34	22			650
CU	м-то	TAL			44			1300
SEN	MEST	ER – III		1	1	1	1	
1	Ι	22FTL03	Tamil Language – III	6	3	25	75	100
2	п	22FEL03	Foundation English – I:	6	3	25	75	100
3	II I	22UHT05	Core Course V :History of Contemporary Tamil Nadu From 1947 CE to 2016 CE	6	4	25	75	100
4	II I	22UHT06	Core Course VI :History of Medeival India From 1206 C.E. To 1707 C.E.	6	4	25	75	100
5	II I	22AHT03	Allied – III Indian Government and Politics	6	4	25	75	100
6	IV	22UHTS 1	Skill Enhancement Course I:Defence Studies	2	2	25	75	100
7	IV	22UHTN 1	Non-Major Elective CourseI:Cultural Heritage of India	2	2	25	75	100
		22EXAT 1	Extension(Community Service)* : National Cadet Corps					
		22EXAT 2	Extension(Community Service)* : National Social Service					
8	V	22EXAT 3	Extension(Community Awareness)* : Indian Heritage and Culture	(dpn	2			100
		22 EXAT4	Extension(Community Awareness)* : Public Health and Personal Hygiene	2(Self Study)				
ТО	TAL			36	24			800
CU	м-то	TAL			72			2200
SEN	MEST	ER – IV			T			
1	Ι	22FTL04	Tamil Language – IV	6	3	25	75	100
2	II	22FEL04	Foundation English – II	6	3	25	75	100
3	ш	22UHT07	Core Course VII :History of Modern India From 1707 C.E.To1885 C.E.	6	4	25	75	100
4	ш	22UHT08	Core Course VIII :Rise of Modern Asia	6	4	25	75	100

5	III	22AHT02	Allied – IV Modern Governments	6		4	25	75		100
6	IV	22UHTS2	Skill Enhancement Course II:	2		2	25	75		100
Ŭ	- '	22011152	Elements of Indian Geography	_		-	20	15		100
7	IV	22UHTN2	Non-Major Elective Course - II	2		2	25	75		100
	- '		India's March Towards Freedom	_						100
		22AEEC1	Ability Enhancement Elective							
			Course I :Gandhian Thoughts Ability Enhancement Elective							
		22AEEC2	Course I : Human Rights							
			Ability Enhancement Elective	-						
8	IV	22AEEC3	-		(	2				100
			Fundamentals		ſ'n'n					
			Ability Enhancement Elective	10 J	(Annie IIac)z					
		22AEEC4		201	IAC)					
			Cyber Netiquette	č	1					
то	TAL			36		24				800
CU	м-то	TAL				96				3000
SE	MEST	ER – V		1			<u> </u>	1		
	1					1				
1	II	22UHT0	Core Course IX :History of Modern		6	5	2	5 7	5	100
	Ι	9 22111T1	India from 1882 C.E. to 1947 C.E.							
2	Π	22UHT1 0	Core Course X :History of Europe fro	om	6	5	2	5 7	5	100
4	Ι	0	1453 C.E. to 1789 C.E.		0	5	2.		5	100
	Π	22UHT1	Core Course XI: History of USA up	to						
3	I	1	1865 C.E.	.0	6	4	2	5 7	5	100
		22UHT1						_		
4	II	2	Core Course XII: Main Currents in th	ne	6	4	2	5 7	5	100
	I		History of Modern England							
		22UHT	Major Based Elective I : History of S	Salei						
5	II I	M1 22UHT	Major Based Elective II: Contempora		5	4	2	5 7	5	100
	1	M2	Archaeology	пy						
		22UHT	Major Based Elective III:Indian			1				
6	Π	M3	Constitution		5	4	2	5 7	5	100
U	Ι	22UHT	Major Based Elective IV :Fine Arts i	n	5	-	۷.	,	5	100
		M4	Tamil Nadu			<u> </u>				
7	IV	22UHTS	Skill Enhancement Course III : Coin	nage	2	2	2	5 7	5	100
		3	and Epigraphy of Tamil Nadu							-
то	TAL				3 6	28			4 0	700
CU	M-TC	TAL				124			-	3700
										2700
SEI	MEST	ER – VI								
		22UHT1	Core Course XIII: History of		Τ					
1	ш	3	Contemporary India	6		5	25	75		100

2	ш	22UHT1 4	Core Course XIV: History of Europe from 1789 C.E.TO 1900 C.E.	6	5	25	75	100
3	ш	22UHT1 5	Core Course XV: History of USA from 1865 C.E. to 2000 C.E.	6	4	25	75	100
4	ш	22UHT M5 22UHT M6	Major Based Elective V : History of Journalism and Mass Communication Major Based Elective VI :Science and Technology in India	5	4	25	75	100
5	ш	22UHT M7 22UHT M8	Major Based Elective VII: Introduction to Historiography and Archival Studies Major Based Elective VIII: Manuscript Studies	5	4	25	75	100
6	ш	22UHTP R	Project work (Group / Individual)	6	8	25	75	100
7	IV	22UHTS 4	Skill Enhancement Course IV : Museological Studies	2	2	25	75	100
тот	TOTAL							700
CUN	CUM-TOTAL							4400

Year	: I							
Semester	: I							
Courrse coo		<b>22UHT01</b>	1	L	Т	Р	С	
Course title		22011101	CORE- HISTORY OF ANCIENT		1	1		
Course thie			TAMILAGAM					
Pre-requisit	e		Basic Historical Knowledge on	Syl	labus	20	20-	
			Tamil Nadu	Ver	rsion	20	22	
Cou	rse Objectives:	The main ob	jectives of this course are to					
1	Encourage	e the students	to learn the tradition, culture, and its po	olity o	of Tam	il		
	country.							
2	Strengther	n the spirit o	of social and national integration through	ough	the st	udy	of	
	Ancient T	amilagam.						
	Raise the level of	f better under	standing about the native state.					
Expected (	Course Outcome	s:						
On the succ	essful completion	n of the cours	e, student will be able to:					
1.	Know the cultur	ral values of I	Pre- Historic period and poSangam age			K2	-	
2.	Recognise the r	ole of Pallav	as in administration and for the promo	tion	of art	K1		
and architecture								
3.	Appreciate the	political and o	cultural history of Imperial Cholas			K3	6	
4.	Consider the si	gnificance of	f travellers' accounts and outline the p	rogre	ess of	K5	i	
	Art & letters un	der the Later	Pandyas					
5.	Assess the impa	ct of Muslim	invasion on Tamil country			K2		
<b>K1</b> - 1	Remember: K2-	Understand;	K3-Apply: K4-Analyze; K5 - Evaluate;	K6 -	- Creat	e		
UNIT:1					15 Ho	urs		
			istory - Proto History - Sources -Archae ces – indigenous -Foreign Writings .	olog	ical So	urce	<del>2</del> 8 -	
UNIT : 2		Source Source	tes – margenous -roreign writings.		15 Ho	1120		
	Ago of the Song	om Chara	Choles Dendues Social Econo	mia			rol	
	f the Sangam Age		s – Cholas – Pandyas– Social, Econo of Kalabbras	mic	and C	unu	IIal	
UNIT: 3		t - The Age o	n Kalabilias.		15 Ho	1120		
UNIT.5	Tomil Nody boty	1000 C E	. and 900 C.E Origin of the Pallavas -		13 П0	uis		
Mahandra			– Socio-Economic Condition – Contril		of Do	1100	0.0	
			i Movement –First Pandyan Empire – k			nav	15	
			tle of Thiruppurambiyam.	Lauui	igon –			
UNIT : 4		illaolla – Datt			15 Ho	lire		
	The age of Imperi	al Cholas - V	/ijayalaya and his Successors – Paranth	naka 1			a I_	
			nistration – Literature, Art, Architectu					
			Sundarapandya I – MaravarmanKulas					
	• •		- Art and Architecture under the Pandya		a 1- V	1510	01	
UNIT : 5			The and Themeeture under the Talldy?		15 Ho	nrs		
51111.5	Decline of Pandi	van Empire	Civil War -Advent of Islam in TamilNa	du - 3			F	
		yan Empire -		uu - 1	in vasit	011 (1)		

Malik	Kafur - Sultanate of Mad	urai.
Test B	ooks	
1.	Devanesan .A,	History of Tamil Nadu (upto 1995 A.D.)
2.	Rajayyan, K.,	History of Tamilnadu, Madurai.Vol.I
3.	Subramanian N	History of Tamilnadu, Madurai.Vol.I
4.	Venkatesan . G.	History of Ancient Tamil Nadu ( 300 BC- 1600 A.D) (Tamil)
Refere	ence Books	
1.	IyengarKirshnaswamyR	. Contributions of South India to Indian Culture, Calcutta, 1923.
2.	Jeyapalan N.	Social and cultural History of Tamil Nadu.
3.	NilakantaSastri, K.A.	History of South India & the Pandian Kingdom.
4.	Pillai. K.K.,	History of Tamil Nadu her people and Culture (Tamil).
5.	Rajamanickam, M	History of TamilNadu
6.	SadasivaPandarathar,	T.V. CholarVaralaru (in Tamil)
7.	P	PandiyarVaralaru (in Tamil)
8.	Subramanian, N.,	The Sangam Polity
9.		Social History of Tamils, New Delhi, P.K.Print World Pt
	(Ltd), 1999.	
Relate	ed Online Contents	
1.	https://en.wikipedia.org	
2.	· ·	nistory > ancient > en-anc-chp9
3.	https://www.livehistoryi	ndia.com > story > the-empires
Sugges	sted Group Work/ Task -	MAP STUDY
Tamil	Crowned Empire, Tamila	gam Under Pallavas, Tamilagam under Cholas and Pandyasl
Course	e Designed By :	
	- •	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : I								
Semester : I								
Course code	22UHT02	PAPER : HISTORY OF ANCIENT	L	Т	Р	С		
		INDIA UP TO 300 CE				_		
Core/Elective/Supportive		CORE						
Pre-requisite		Basic Knowledge on ancient India	Syll	abus	202	20-		
1		C C	-	sion	202	22		
Course Objectives: The r	nain objective	es of this course are to						
		vements and political administrative syste	ms in	Anci	ent			
times.	1							
✤ Analyze the nature of	Indian traditio	on and cultural values in the context of cur	rent s	cenar	0			
<ul> <li>Know the socio-econo</li> </ul>	mic life of peo	ople under various dynasties.						
<b>Expected Course Outcom</b>	nes:							
On the successful complet	tion of the cou	rse, student will be able to:						
1. Understand the basic concepts and identify different sources for writing								
the history of Indi	1				K1			
2. Recognise the cultural values of Indus valley and Vedic ages								
3. Appreciatel the teachings and philosophy of Lord Buddha and Mahavira								
achievements5.Identify the devel	onments unde	r post - Mauryan empires and particularly	Kusl	าลท	K1			
empire	opinents unde	i post i Maaryan empires and particularly	IXUSI	1411	IX1			
	<b>2</b> - Understand	; K3-Apply: K4-Analyze; K5 - Evaluate;	K6 -	Creat	e			
UNIT:1			1	5 Hou	rs			
Physical features of	of IndiaPre-h	istorical age-A broad survey of Paleolithic	c, Me	solithi	c an	ıd		
Neolithic Cultures - Anthr	opological Fe	atures -Sources and tools for Historical w	riting	s -Lite	erary	/-		
Archaeology-Monuments-	-Foreign accou	unts-						
UNIT:2			1:	5 Hou	rs			
Harappan Civilizat	tion- Origin, E	Extent, Dominant features & Decline - Cha	alcoli	thic ag	ge. T	he		
Vedic Period- Polity,-Soci	iety,-Economy	/ -Religion- Iron age.						
UNIT:3			1	5 Hou	rs			
Territorial States a	nd the rise of	Magadha- Conditions for the rise of Maha	ijanap	oadas ·	-			
		nd Macedonian invasions - Alexander's in						
	ious sects - Ja	inism and Buddhism Doctrines - influence						
UNIT:4				5 Hou				
•	•	Empire-Chandra Gupta Mauriya- Sate- A						
		Dhamma - Art & Architecture - Decline of	Mau	ryas -	Rise	;		
of Sungas-Kanvas- Kaling	as of Karavel	a - Influences.						
UNIT : 5				5 Hou	rs			
•		Kushanas - Kanishka- Aspects of Polity -	Socie	ety -				
Religion- Art & Architect	ure - Coinage	– Commerce						
Test Books								

- 1. Venkatesan K. History of India English & Tamil.
- 2. Thangavelu, and Mangalamurugasan. History of India up to 1206. Tamil.

## **Reference Books**

- 1. Agrawal, D.P. The Archaeology of India.
- 2. Basham, A.L. The Wonder that was India.
- 3. Chakrabarti, D.K. Archaeology of Ancient Indian Cities
- 4. RomilaThapar, History of Early India.
- 5. Sharma.R.S. India's Ancient Past.
- 6. Ray, Niharranjan Maurya and Post Maurya Art
- 7. Sharma, R.S. Aspects of Political Ideas and institutions in Ancient India (1991 Edn.)

## **Related Online Contents**

- 1. https://www.khanacademy.org
- 2. https://byjus.com > ... > History syllabus for upsc prelims
- 3. https://en.wikipedia.org > wiki > Indian\_religions
- 4. https://unacademy.com > lesson > the-age-of-mauryas

Suggested Group Work/ Task - MAP STUDY

Extent of Indus Valley Civilization-Mauryan Empire-Kanishka Empire - Alexander's invasion Course Designed By :

## MAPPING WITH PROGRAM OUTCOMES

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : I									
Semester : I									
Course code	22UHA01	PAPER : TOURISM - PRINCIPLES	L	Т	Р	C			
		AND PRACTICES							
Core/Elective/Supportive		CORE							
Pre-requisite		Fundamental knowledge on political	Syl	labus	202	20-			
		and physical features of India	Ver	sion	202	22			
Course Objectives:		·							
✤ To enrich the knowled	ge of applicat	ion oriented learning skill.							
✤ To create an open plat	form for self-e	employment opportunity.							
✤ To bring practical know	wledge among	g the students on multi – lingual, multi – re	ligio	us and	mu	lti			
- cultural nature of Ind	lian society.								
<b>Expected Course Outcon</b>	nes:								
On the successful complet	ion of the cou	rse, student will be able to:							
1. Explain the variou	is meaning, de	efinition and Scope of Tourism and the dev	velop	ment	K2	2			
of Travel in Ancie	ent, Medieval	& Modern period							
2. Analyze about the	Analyze about the significant places of different regions and religions K								
3. To appreciate the	To appreciate the artistic excellence of Tourist centers								
4. Trace the various	modes of tran	sportations such as rail, water, air and			K3	}			
road and its role for	or the promot	ion of tourism industry							
5. Get field knowled etc., after acquirin	ge and placen	nent like travel agents, tour operators, tour	ist gu	ides	K4	ŀ			
K1 - Remember: K	<b>2</b> - Understand	l; <b>K3</b> -Apply: <b>K4</b> -Analyze; <b>K5</b> - Evaluate;	<b>K6</b> –	Creat	e				
UNIT:1					Hou	rs			
Definition, Nature,	Characteristi	cs, Tourism factors, frame work of tourism	n, typ	es of					
tourism. Tourism through	the ages - And	cient, Medieval and Modern Periods -Tour	ist ac	ctivitie	s -				
•	-	ation - Holidaying - Sightseeing and wild 1							
UNIT:2				15 I	Hou	rs			
Cultural heritage o	f India - Fine	Art - Art and Architecture - Temples -Me	osque	es - Cł	nurc	hes			
and other Historical Monu	ments - Them	he park - Fairs and Festivals.	-						
UNIT:3				15 I	Hou	rs			
Basic components	of Tourism -	Transport - Air - Sea - Rail and Road ro	utes	- and	serv	vice			
organizations-Tour Agent	-Tour Guide-	Role of Government and policies - Touris	st Or	ganiza	tion	s –			
World-WTO.,-India-ITDO				-					
UNIT:4				15 I	Hou	rs			
Important tourist c	centers in Ind	ia and Tamil Nadu - Urban centers and	cities	, rura	are	eas,			
Mountains – Hill Stations	– Holiday Re	sorts- Beaches in Coromandal Coast- Mala	ıbar (	Coast e	etc.,				
UNIT : 5	•				Hou	rs			
Field visit – Local	and other pa	arts of Tamil Nadu - Heritage and Histor	rical	monur	nent	ts -			
Visit to Government office									
	0								

Test B	looks	
1.	Bhatia A.K.,	Tourism Development: Principles and Practices, New Delhi, 1997.
2.	Gurusamy M.P	Tourism – An Introduction (Tamil)
Refere	ence Books	
*	Oxford English for C	areers: Tourism 1: Tourism 1 Student's Book Paperback –2010
	FordLumbanGaol (Ed	ditor)Knowledge, Service, Tourism and Hospitality
*	Burkhart and Melik,	Tourism – Past, Present and Future, London, 1995.
*	Gupta, VK.	Tourism in India, New Delhi, 1987.
*	MangalaMuregesan	Heritage of India
*	Seth PranNath,	Successful Tourism Practices, Vol I New Delhi, 1997.
Relate	ed Online Contents	
1.	https://en.wikipedia.or	rg › wiki › Tourism_in_India
<u>2.</u>	https://www.incredibl	eindia.org
3.	https://tourism.gov.in	
Course	e Designed By :	

Cos	PO1	PO2	PO3	PO4	PO5	PO6	<b>PO7</b>	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Semester       : I         Course code       22UVABE       PAPER : VALUE BASED       L       T       P       C         Core/Elective/Supportive       CORE       I <th>Year : I</th> <th></th> <th></th> <th><u> </u></th> <th></th> <th></th> <th></th>	Year : I			<u> </u>			
Course code         22UVABE         PAPER : VALUE BASED EDUCATION         L         T         P         C           Core/Elective/Supportive         CORE         I         I         P         C           Pre-requisite         CORE         Syllabus         2020           Course Objectives:         Syllabus         2022           Course Objectives:         To restore or bring the fame ancient values in different walks of life.         Expected Course Outcomes:           To restore or bring the fame ancient values in different walks of life.         Expected Course Outcomes:         K1           On the successful completion of the course, student will be able to:         I         Understand the aim of Value Education and Concept of Human Values         K2           2         Leads a moral and regulated life as positive life learners         K1         K1           3         Recognise the necessity of eradication of socio-economic and political malice         K2           1         Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6 - Create         K1           3         Recognise the necessity of Education and Value education-Evolution of Value Oriented         Education towards Personal Development: Self-analysis and introspection-Sensitization towards           2         Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6 - Create         UNIT : 1         15 Hours <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>							
EDUCATION         Image: Core/Elective/Supportive         CORE         Image: Core/Elective/Supportive         CORE         Image: Core/Elective/Supportive         CORE         Syllabus         2020- Version         2022           Course Objectives:         Syllabus         2020- Version         2022           Course Objectives:            To restore or bring the fame ancient values in different walks of life.         Syllabus         2022           Course Outcomes:           On the successful completion of the course, student will be able to:           1.         Understand the aim of Value Education and Concept of Human Values         K2           2.         Leads a moral and regulated life as positive life learners         K1           3.         Recognise the necessity of eradication of socio-economic and political malice         K2           4.         Ensure the peace of mind to lead a balanced life         K3           5.         Pursue programs of Yoga and Medidation as career options         K1           K1 - Remember:         K2- Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6 - Create           UNIT : 1         15 Hours           Concept of Human Values, Aim of Education and Value education-Sensitization towards gender equality-Physically Challenged-intellectually Challenged-Respect to age-Expreince-Maturity-Family members-Neighbors -Co-Workers. Cha		22UVABE	PAPER · VALUE BASED	L	Т	Р	С
Core/Elective/Supportive       CORE       Syllabus       2020- Version         Pre-requisite       Syllabus       2020- Version       2022         Course Objectives:       To introduce the norms and conventions of social behavior and virtues of right decorous conduct to the learners.       To introduce the norms and conventions of social immorality.         To create awareness among the learners on the dangers of social immorality.       To restore or bring the fame ancient values in different walks of life.         Expected Course Outcomes:       On the successful completion of the course, student will be able to:       Interstore of K1         1       Understand the aim of Value Education and Concept of Human Values       K2         2.       Leads a moral and regulated life as positive life learners       K1         3.       Recognise the necessity of eradication of socio-economic and political malice today       K2         4.       Ensure the peace of mind to lead a balanced life       K3         5.       Pursue programs of Yoga and Medidation as career options       K1         K1 - Remember:       K2 - Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6 - Create         UNIT : 1       15 Hours       15 Hours         Concept of Human values-Types of Values-Components of Value education.Value       Education-Concept of Human values-Types of Values-Components of Value or expresence.         Maturity-Family members-Neighbors <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>•</td> <td></td>					1	•	
Pre-requisite       Syllabus       2020- Version         2022       Course Objectives:       0         To introduce the norms and conventions of social behavior and virtues of right decorous conduct to the learners.       0         To create awareness among the learners on the dangers of social immorality.       0         To restore or bring the fame ancient values in different walks of life.       Expected Course Outcomes:         On the successful completion of the course, student will be able to:       1.         Understand the aim of Value Education and Concept of Human Values       K2         2.       Leads a moral and regulated life as positive life learners       K1         3.       Recognise the necessity of eradication of socio-economic and political malice today       K2         4.       Ensure the peace of mind to lead a balanced life       K3         5.       Pursue programs of Yoga and Medidation as career options       K1         K1 - Remember:       K2- Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6 - Create         UNT : 1       15 Hours         Concept of Human Values, Aim of Education and Value education-Sensitization towards       Pesitive         Reducation towards Personal Development: Self-analysis and introspection-Sensitization towards       Positive         Personality: Truthfulness-Constructivity-Sacrifice-Sincerity-Self       Control-Altruism-Tolerance-Scientific Vision. </td <td>Core/Elective/Supportive</td> <td></td> <td></td> <td>_</td> <td></td> <td></td> <td></td>	Core/Elective/Supportive			_			
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Media-Cross-Border Education-Materialistic Values- Professional challenges and compromise	Impact of Global Develo	pment on Eth	nics and Values - Conflict of cross-cultur	al infl	uence	s-M	ass
Zeren Zerenen Aller ( alles Tretessional chanenges and comptoninse.	Media-Cross-Border Edu	cation-Materia	alistic Values- Professional challenges	and	comp	romi	se.

Modern Challenges of Adolescent-Emotions and behavior-Sex and Spirituality-Comparison and Competition-Positive and Negative Thoughts.

UNIT:5

15 Hours Therapeutic Measures-Control of the mind through-Simplified physical exercise-Meditation-

Objectives, Types, Effect on Body, Mind And Soul-Yoga-Objectives, Types, Asana-Activities-Moralization of Desires-Neutralization of Anger - Eradication of Worries-Benefits of Blessings

## **Test Books**

#### **Reference Books**

- Thirukkural with English Translation of Rev. Dr. G. U. Pope. Uma Publication, 156 Thanjavur
- Vetathri Maharishi, Value Education for Health, and Harmony, The World Community Service Centre
- Vehtathri Maharishi, Philosophy of Universal Magnetism The World Community Service Centre

**Related Online Contents** 

- 1. https://www.incredibleindia.org > incredibleindia > blogs
- 2. https://vethathiri.edu.in

Course Designed By :

## MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	<b>PO7</b>	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : I Semester : II Course code						
	22UHT03	PAPER : History of Tamil Nadu From	L	Т	Р	С
	22011105	1336 C.E. To 1947 C.E.		1	1	C
Core/Elective/Supportive		CORE				
Pre-requisite			Svll	labus	202	20-
i ie iequisite			•	sion	202	
Course Objectives:				SIGI	-01	
· ·	and socio - eco	onomic aspects of medieval history of Tan	nil Na	ıdu.		
_		n the colonial and imperialist phases.				
		u in the national struggle for free India.				
Expected Course Outcom						
On the successful comple	tion of the cou	urse, student will be able to:				
1. Students can lear	n the significa	nt role of Nayak rule in Tamilnadu.			K2	r
		uropean Missionaries in Tamilnadu.			K1	
		uggle of Poligars against the English.			K2	, ,
4.						
5.						
K1 - Remember: K	<b>2</b> - Understand	l; K3-Apply: K4-Analyze; K5 - Evaluate;	K6 -	Creat	e	
UNIT:1			1	5 Hou	rs	
Origin of Vijayanagar E	mpire - Kuma	ra Kampana's Southern Expedition - Tai	mil C	ountry	/ un	der
the Vijayanagar Empire	e - Krishna	adevaroya – Art and Architecture-Lite	eratur	e und	ler	the
				• ••••••		
VijayaNagar Empire - Th	e Nayankara S	System.		• •		
UNIT:2	-	·	1	5 Hou	rs	
UNIT:2	-	System. aNayak and Successors ThirumalaiNay	1	5 Hou	rs	
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UNIT : 2 The Nayaks of Madurai Senji - The Nayaks of Ta	i – Viswanath injore The	aNayak and Successors ThirumalaiNay	1 zak Tł ayaks	5 Hou ne Na - Soc	rs yaks vial a	of
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1920-37- Periyar EVR and	Self Respect Movement, Temple Entry Movement - Religious Reform
Movements - Saivism - St	Ramalingar - Vaishnavism - Theosophical society - Ramakrishna
Mission – Congress rule 19	937 - 47
Text Books	
1. Rajayan.K.	History of Tamilnadu-1565-1987, Madurai, University, 1974.
2. Subramaniam.N.	History of Tamilnadu, Madurai, Koodal Publishers, 1977.
Reference Books	
1. IyengarKirshnaswamy	R. Contributions of South India to Indian Culture, Calcutta, 1923.
2Viswanathan E.S	Political Career of EV RamasamyNaicker
3. Srinivasachari.C.S.	Social and Religious Movement in the 19 <sup>TH</sup> Century, USA, 1947.
4NilakantaSastri, K.A.	. A history of South India: from prehistoric times to the fall of
Vijayanagar. New Del	hi: Oxford University Press, 2000
5. Subramanian.	Social History of Tamils, New Delhi, P.K. Print World Pt (Ltd), 1999.
6. Sundarajan,Saroja.	March To Freedom in Madras Presidency, 1885-1915 Lalitha, 1989.
<b>Related Online Contents</b>	
1. https://courses.lumenle	earning.com > chapter > the-naya.
2. https://en.wikipedia.or	<u>g &gt; wiki &gt; Madras_Presidency</u>
Course Designed By:	

#### Course Designed By :

## MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	<b>PO7</b>	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Veen							
Year : I							
Semester : II Course code	22UHT04	DADED History of Ancient India	L	Т	Р	C	
Course code	2201104	PAPER :History of Ancient India From 300 C.E. To 1206 C.E.	L	1	r	C	
Corre/Elective/Surrecertive				-			
Core/Elective/Supportive		CORE	C1	1 - 1	20/	20	
Pre-requisite			-	labus		20-	
			ver	sion	202	ZZ	
Course Objectives:							
	-	nents and political administrative systems	s in Ai	icient	time	es.	
		ient people under various dynasties	dia.				
		l by new medieval era in the history of Ir	iula.				
Expected Course Outcom		una student will be able to:					
-		urse, student will be able to:			V)		
-		e the conquest and achievement of var	10US 1	ulers	K2	2	
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4.Understand the consolidation of the power under the SultanateH5.Illustrate the invasions and reforms of four dynastiesH							
		-		9	K1		
	2- Understand	l; <b>K3</b> -Apply: <b>K4</b> -Analyze; <b>K5</b> - Evaluate	e; K6 -				
UNIT : 1				15 Ho			
	-	ta I – Samudra Gupta – Chandra Gupta					
	-	tions-Art and Architecture-Golden Age	of G	uptas-	Hu	ns'	
invasions- Decline of Gup	otas.						
UNIT:2				15 Ho			
-	stration-Religi	ous policy-Development of Literature-N	laland	a Univ	versi	ity-	
Hieun-Tsang.							
UNIT:3				15 Ho			
5		nalukyas-Pulikesin I and Pulukesin II-			luky	as-	
	and Architect	ture-RashtraKudas-Art and Architecture	Chalul	•			
UNIT:4				15 Ho			
	-	of Rajputs-Kakatyas of Kannauj-Kal		s of	Che	edi-	
	f Delhi and Aj	mer-Position of Women-Economic Cond	lition.				
UNIT : 5				15 Ho			
		of invasion of Mohammed Ghazni-C			Effec	cts-	
	of Tarain-I and	d Tarain II-Foundation of Muslim Rule in	n India	•			
Text Books							
Sathyanatha Ayer	Political	and Cultural History of India, Vol. I					
Reference Books							
1. Basham A L.	The Wond	der That Was India. 2002					
2. KosambiD.D.	The Cultu	re and Civilization of Ancient India in H	listoric	al Out	line		

3.	NeelakantaSastri .K.A.	History of South India
4.	Sharma R S	History of India.
5.	RomilaThapar,	Ancient Indian Social History, 1978
Re	lated Online Contents	
Co	ourse Designed By :	

COs	PO1	PO2	PO3	PO4	PO5	PO6	<b>PO7</b>	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year	: I						
Semester	: II						
Course cod		22AHT02	PAPER : Marketing in Tourism and	L	Т	Р	С
			Travel Management				I
Core/Elect	ive/Supportive		CORE				
Pre-requisit				Syl	labus	202	20-
1				-	sion	202	22
Course Ob	ojectives:		1	1			
	w the importance	e of Marketin	g Tourism.				
To know	w the internation	al links and H	Promotions.				
<ul><li>To creat</li></ul>	ate an open platfo	orm to the sel	f-employment opportunity among the stu	dents.			
Expected (	<b>Course Outcom</b>	es:					
On the succ	cessful completion	on of the cour	se, student will be able to:				
1. Т	To analyze the co	ntribution of	Indian Tourism and Travel Management	to		K2	
d	levelop the touris	sm industry ir	n India.				
		-	t historical places by field visit.			K1	
3.	Apply the faciliti	es of Transpo	ortation & Accommodation			K2	
4. E	Explain the differ	ent cultures i	n India which exhibits unity in diversity.			K3	
5. I	Discuss composi	tion and fund	ctions of Travel Agencies and tourist of	offices	5	K1	
v	which make the s	students to ur	iderstand the procedures for setting the '	Travel			
	igency.				a		
	Remember: K2	- Understand	; K3-Apply: K4-Analyze; K5 - Evaluate				
UNIT:1					5 Hour		• 1
		-	ed for Marketing in Tourism-The Tour			-	
		-	ting Process-Marketing research- Marketing Process-Marketing research-		-		
	dustry-Travel in	-	y and Promotion in Tourism-Tourism m	larket	ing in	Indi	d —
UNIT : 2	dustry-fraver int	uusu y Falls.		14	5 Hour	•G	
	Innagament Tour	riam Dlanning	g-Growth and Development of Tourism				aar
	0	-	Role of ITDC and TTDC.	111 1110	11a-1 a	sen	301
UNIT : 3		tion onices-r	tole of TTDe and TTDe.	14	5 Hour	·c	
	encies-Thomas (	Took Americ	an Express Company-Scope and Role				vel
e			icketing-Reservations Standard Proced				
-	-		Operations-Emergence of Tour Operat		-	-	
	a Packaging Tou		operations Emergence of Tour operation	1011 1 1	lonage	10	<b>G</b> 1
UNIT : 4				1.	5 Hour	S	
	lation and Food-	Hotels - Gue	st houses - Resorts and basic hotel reser				oes
						• •	-
OI ACCOINT	nodation -Apart	Hotels. Atri	ums, Hospital Hotels, all suite hotel. H	leritag	ze not	u, a	uiu
	-		ums, Hospital Hotels, all suite hotel, H - Food Service – Types of Service, ta	-	-		
Condomini	ium hotels. Basi	ics of food -	ums, Hospital Hotels, all suite hotel, H - Food Service – Types of Service, ta outh India and Chinese, Vegetarian – No	king	an ord	ler a	ind

UNIT	: 5			15 Hours
Field V	/isit-Herit	age and His	torical Monuments of Various Places-Visit to monume	ents and Tourism
centers	in Tamil	Nadu and Ir	dia- Travel Agencies and Tourist Organizations.	
Test B	ooks			
1. Bhatia, A.K		A.K	Tourism Management and Marketing, New Delhi, 199	97.
Refere	nce Book	S		
1.	Pushpine	ler, S.Gill,	Tourism Planning and Management, New Delhi, 1997	7.
2.	Pushpine	derS.Gill, Ed	d.Perspectives on Indian Tourism.	
3.	Andrews	s Sudhir,	Food and Beverage Service Training Manual, {New I	Delhi 1999}
4.	Anand N	1.N	Tourism and Hotel industry in India {New Delhi }	
5.	Sinha, P	.C.	Tourism Management, New Delhi, Anmol Publication	n, 1998.
Related	d Online (	Contents		
Course	Designed	l By :		

COs	PO1	PO2	PO3	PO4	PO5	PO6	<b>PO7</b>	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

				<u> </u>			
Year	: I						
Semester	: II				T	_	T =:
Course co		22AECC2	PAPER : Environmental Studies	L	Т	Р	С
	tive/Supportive		CORE				
Pre-requis	ite			•	labus		20-
				Vei	sion	20	22
Course O	bjectives:						
-	Course Outcon						
	ccessful comple	tion of the cou	arse, student will be able to:			1	
1.						K2	
2.						K1	
3.						K2	
4.						K3	
5.						K1	
	Remember: K	<b>2</b> - Understand	d; K3-Apply: K4-Analyze; K5 - Evalua				
UNIT:1					15 Ho		
		-	importance of public awareness-Fores				
_			ests-Water Resources: Utilization of s		-		
	nefit and proble	ems. Mineral	resources: Environmental effects of ex	tracting	and u	sing	; mii
resources.							
					15 II.		
UNIT:2			no of an Economic Durbour Course		15 Ho		
-	-		ns of an Ecosystem-Producers-Cons			veco	mpo
Energy fic	ow in the Ecosys	stemEcologi	cal Succession-Outline of Important eco	osystem	•		
UNIT:3					15 Ho	1110	
	sity and Polluti	on introduction	on-Definition-Genetic-species and Eco	evetem			Th
	•		ng of wildlife-man wild life conflicts	•		•	
	•	-	on: Causes-effects and control measur	-	-		
			er and soil pollution-Solid Waste Mana				
-	1		strial wastes-Disaster Management: F	U			
landslides		an and med.	striar wastes-Disaster Management. I	10003-0	artiqu	anc	-cyci
UNIT : 4	•			[	15 Ho	lire	
	ues and the En	vironment_ F	om unsustainable to sustainable develo	nment	15 110	uis	
			lem- solutions- Climate change- global	-	1 <b>π</b> - 20 <sup>1</sup>	id ra	nin-0
layer depl		sues and prob	iem- solutions- enmate enange- global	w ai iiiii	ig- ac	iu 17	U
layer depl							

## UNIT:5

15 Hours

Population Issues and Legislation - Population Explosion and Problems - Environment and Human Health

Test Books

#### Reference Books

- 1. Miller .T.G. Environmental Science, Wadsworth Publishing Co.(TB)
- 2. Sharma.P.D. Environmental Science.

### **Related Online Contents**

Course Designed By :

## MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	<b>PO7</b>	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year	: I						
Semester	: II						
		1			T	1	
Course code	e	22UPE02	PAPER : Professional English-II	L	Т	Р	С
	/0 /:		CODE				
Core/Electi	ve/Supportive		CORE				
Pre-requisit	e			Svll	abus	20	20-
The requisit	.e			5 yri	abus	20	
				Ver	sion	20.	
Course Ob	jectives:						
E							
Expected C	Course Outcor	nes:					
On the succ	essful complet	ion of the cou	urse, student will be able to:				
On the succ	essiul complet		arse, student will be able to.				
1.						K2	2
2.						K1	
3.						K2	
4.						K3	
5.						K1	
	Domombor: K	2 Understand	d; K3-Apply: K4-Analyze; K5 - Evaluate	· V6	Croot		
<b>IXI</b> - 1		2- Onderstand	a, <b>KS</b> -Appry. <b>K4</b> -Anaryze, <b>K</b> 5 - Evaluate	, <b>I</b> XU -	Cica	C	
UNIT:1					15	5	
						ours	
						0 61 5	
UNIT:2					15		
					Η	ours	\$
UNIT:3					1.	5	
0111.5							
					П	ours	,
	1				I		
UNIT:4					15	5	

	Hours
	•
UNIT : 5	15
	Hours
Test Books	
Reference Books	
Related Online Contents	
Course Designed By :	

COs	PO1	PO2	PO3	PO4	PO5	PO6	<b>PO7</b>	<b>PO8</b>	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : II						
Semester : III						
Course code	22UHT05	PAPER :History of Contemporary Tamil Nadu From 1947 CE to 2016 CE	L	Т	Р	C
Core/Elective/Supportive		CORE				
Pre-requisite			Syl	abus		20-
			Ver	sion	202	22
Course Objectives:						
		e of learners about the native state.				
	ige the studen	ts to learn the tradition, culture, and polity	of 'I	amil		
country.			1		1	
	le students to	understand the values of regional growth a	ina na	ationa	I	
integrity.						
Expected Course Outcor	nes.					
		urse, student will be able to:				
		gress Ministries of Tamil Nadu			K2	)
		apact of Dravidian Movement.			K1	
		in leaders in the socio-political process of	Гаті		K2	
Nadu						_
		es the state issues and drawn the leaders in	to		K3	3
mainstream of sta						
		c and cultural progress in Tamil Nadu			K1	L
	<b>2</b> - Understan	d; K3-Apply: K4-Analyze; K5 - Evaluate;	K6-			
UNIT:1					Hou	urs
		of Tamil Nadu – Madras Presidency at the	time	of Ind	lan	
	n of Linguisti	c States – Border Disputes – Madras State		15	Hou	
UNIT: 2	Dula Dra Da	aji Period C Rajagopalachari K.Kamaraj - M.I	Dhalet			
Their achievements-Social-	•		эпакі	liavatse	alalli	1 -
UNIT:3	Leononne Luu			15	Ho	urs
	ile: Emergence	of DMK and its Ideology Policies				
		omic Languages Policies Role of Communist	Party			
UNIT:4				15	Hou	urs
÷		f ADMK MG Ramachandran V.N.Janaki - J J	-			
-		sional Education.Growth of press and media in			ι - Fi	ilm
-	l'amilnadu - De	evelopment of Information Technology - Its In	pact	on the		
Society and Economy. UNIT : 5				15	Ho	ure
	development	of Tami Nadu 1947-2001 - Social Legislation	and S		1100	uis
		velopments of Arts and Fine Arts - Women de				
Progress of Higher Educatio			1			
Text Books						
1. Rajayan.K.	History o	f Tamilnadu-1565-1987, Madurai, Madura	i Uni	versit	y,	

2	Subramaniyan N	History of Tamil Nadu Vol 2
	nce Books	
		Tamil Renaissance and Dravidian Nationalism, Madurai 1980
	Baker C.J.	The Politics of South India 1920-1937, New Delhi, Company, 1975
	Baker C.J.	South India: Political institution and Political Change New Delhi
	1976	South man. I ontion motivation and I ontion Change I tow Domi
5.	Geetha.V	Towards A Non-Bramin Millennium, Iyothee, Delhi, Samya, 1999
6.	Hardgrave .R	The Dravidan Movement, Mumbai Popular Prakashan, 1965
1.	0	y R. Contributions of South India to Indian Culture, Calcutta, 1923
	Pandian M.S.S.	The Image Trap M.G. Ramachadran in Film and Politics, 2015
8.	Srinivasachari.C.S.	Social and Religious Movement in the 19 Century, USA 1947
		,
1.	Aruna, Alladi: Kamara	jar Ore Vazhikati, (In Tamil), Madhivanan Publications Pvt Ltd,
	Chennai,2002.	
2.	,	DravidaKazhagam, A Revolt against Brahmanism, Christian Institute for the
	study of Religion and S	• •
3.		ge and Social Legislations in Tamilnadu, 1990. 6. Kandaswamy, P.: The
	-	amaraj, Concept Publishing Company, New Delhi, 2001.
4.		wer, Nichiketa Publications Ltd, Bombay, 1970.
5.	-	ia Anna DravidaMunnetraKazahagam, Tamilnadu Academy of Political
5.	Science, Madras Unive	
6.		yalalitha - A Phenomenon, Academy of Public Affairs, Anna centre, Madras
0.	University, 1996.	yalantila - A Frichomenon, Academy of Fublic Artairs, Anna centre, Madras
	University, 1990.	
Related	d Online Contents	
Course	e Designed By :	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : II Semester : III						
Course code	22UHT06	PAPER :History of Medieval India From 1206 C.E. To 1707 C.E.	L	Т	Р	C

Core/Elective/Supportive	CORE		
Pre-requisite		Syllabus	2020-
-		Version	2022
Course Objectives:		·	•
<ul> <li>To know the development</li> </ul>	ts and impactof Mughal rule.		
$\clubsuit$ To assess the role of Mara	athas in medieval times		
$\clubsuit$ To make the learners to de	evelop skill in Map reading		
Expected Course Outcomes:			
	the course, student will be able to:	1	
i	nents under the Delhi Sultanate and Mugh	nals.	K2
**	d culture of the Marathas.		K1
3. realize the medieval syst			K2
	ijayanagar empire in south India		K3
	ements of Mughals against Sikhs		K1
	erstand; K3-Apply: K4-Analyze; K5 - Ev		
UNIT:1			5 Hours
	lave dynasty-Qutub-ud-din Aibek-Iltum	ish-Raziya-Balba	n-Khilji
dynasty-Ala-ud-din Khilji-M UNIT : 2	Vialik Katur invasion	1	5 Hours
	din Thualag Mahammad hin Thualag		
• • •	1-din, Thuglaq-Mohammed-bin-Thuglaq- invasion-The Sayyids and Lodis.	Administrative in	easures
UNIT:3	invasion-The Sayyids and Louis.	1	5 Hours
	rernment under the sultans-Judicial		
	lition-General position of women-Art and		viintai y
UNIT : 4	inton Ceneral position of women fire and		5 Hours
	se and fall of Bhamini kingdom-Mohan		
	Saluva, Tuluva & Aravidudyanasties - Krish		
	gn Travelers and their accounts.	······	
UNIT : 5		1	5 Hours
Battle of Panipa	tt-Foundation of Mugha Rule -Ba	bur-Humayun-Sh	ershah-
administration-Revenue and	d military reforms-Battle of Second battl	le of PanipatAk	bar, the
Great- Jahangir-Shajahan-A	Aurengazeb- Sikh Gurus & Mughals	Mughal Adminis	tration-
Mughal's art and architectur	re-Decline and fall of the Mughals.		
Text Books			
Reference Books		x 1 1 1 #A	
Delhi, 2004	Aedieval India, From Sultanate To The M	Mughals, 1526 Pa	art-I&II
2. Hasan S. Nurul Ro 2008	eligion, State, And Society In Medieval	India New Delhi,	O U P
	vanced Study In The History of Medieval		
	ghal Empire (1526-1707) Vol II, III, New		
	e Wonder That Was India, Vol-2, Delhi F	Foundation Books	1993
5. Rizvi,S.S.A The	wonder mat was maia, voi-2, Denn i	oundation books	1770
5. Rizvi,S.S.A The Related Online Contents	wonder mat was mena , vor-2, Denn r		1770

## Course Designed By : MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : II						
Semester : III						
Course code	22AHT03	PAPER Indian Government andLTPolitics	Р	C		
Core/Elective/Supportiv	ve	CORE				
Pre-requisite Syllabus Version						
<b>Course Objectives:</b>						
Sovereign Socialist Secula	r Democratic Re	ng about the Constitutional ideals of which are as the publicand to secure to all its citizens				
Expected Course Outo		was student will be able to				
		urse, student will be able to:	K	<u> </u>		
		british constitution of Swizz and to understand the unique features o				
Indian constitu		of Swizz and to understand the unique features of		1		
3.			K	2		
4.			K.	3		
5.			K	1		
	K2- Understand	l; K3-Apply: K4-Analyze; K5 - Evaluate; K6 - Cre				
UNIT:1			l5 Ho	ours		
		f the Indian constitution - Union Government - The				
President-Vice-Presiden Constitutional-Function		me Minister - The Parliament - Supreme Court - ional Amendments				
UNIT:2			15 Ho	urs		
Center - Sta Finance Commission.	te Relations - 2	National Development Council - Planning Comr	nissio	n -		

UNIT:3			15 Hours
	The Governor - Cabinet -	Chief Minister - Council of Ministers - Legislative A	ssembly-
High Court	s - Local-Self Governmen	nt - Panchayat Raj institutions and Gandhian ideals: A	himsa -
Non-Violei	nce - Satyagraha - Trustee	eship Council - Urban Local Government	
UNIT:4			15 Hours
1	Role of Political Parties -	Political Coalitions-Defection - Electoral Politics -Co	rruption -
Electoral R	eforms		
UNIT:5			15 Hours
	Communalism - Regional	lism - Pressure Groups and interest Groups – Reserva	tion
Policy.			
Text Books	8		
Reference l	Books		
1.	Kothari, Rajini,	Democratic Policy and Social changes in India.	
2.	Morris Jhones, W.H.,	Government and Politics of India, New Delhi; B.I.P,	
3.	Plyee M.V.,	Constitutional Government in India Bombay, A P H,	1977.
4.	Thakur R. 1995.	The Government and Politics of India, London; Mac	Millan,
5.	Varshney, Ashutosh (ed. P, 1987.	, The London Paradox Essays in Indian Politics, Del	hi, Sage
Related On	line Contents		
Course Des	signed By :		
MAPPINO	<b>GWITH PROGRAM O</b>	UTCOMES	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year	: II						
Semeste	er : III						
Course	code	<b>22UHTS1</b>	PAPER : Defence Studies	L	Т	Р	C
Core/El	ective/Supportive		CORE				
Pre-req	uisite			Syll	abus	20	20-
_				Vers	sion	20	22
Course	<b>Objectives:</b>						
	To introduce	ce the basics o	f defense system among the learners.				
	<ul><li>To create a</li></ul>	wareness abou	at national security and defense strategy				
	<ul> <li>To inculcat</li> </ul>	e the sense of	patriotism among the graduate learners.				
Expect	ed Course Outcon	nes:					
On the	successful complet	ion of the cou	rse, student will be able to:				
							2
	administration.						
2.	Raise the confide	nce appear an	d enter in the defense related services.			K1	
3.	realise the working	ng of warfare	system and the ill effects of war at global l	level		K2	)
4.		-				K3	;
5.						K1	
K	1 - Remember: K	2- Understand	; <b>K3</b> -Apply: <b>K4</b> -Analyze; <b>K5</b> - Evaluate;	K6 -	Creat	e	
UNIT :	1				15	Ho	urs
	Introduction	and Conceptu	al Formulations-Introduction the disciplin	ne of	Defer	nse a	and
St	trategic Studies - S	ubject content	ts -contemporary relevance and significant	ce-Ba	asic co	once	pts
of	f war, battle, campa	aign etcDefii	nition of security, Defense, Strategy, Peace	e etc.			
		0					
UNIT :	2				15	Ho	urs
	History of	Warfare-Histo	prical evolution of warfare - features a	and	signif	ican	ce-
P			functions of war-Types of war - and scope		C		
	÷ ,	,	· · 1				
UNIT :	3				15	Ho	urs
	Basics of in	nternational l	RelationsNature and scope of interna	tiona	l Rel	atio	ns;

features of international Political system -structure of international political system - Actors in international political system - state and non - state actors; world government (UNO).-Security features in international political system - collective security. Balance of power, hegemony, Regionalism, etc.

#### UNIT:4

15 Hours

Introduction to Peace--Meaning and Definition of peace, typology of peace;-Approaches to peace - Disarmament, international law;-Peace movement, peace Research, Peace - making, peace building, peace keeping.

#### UNIT:5

15 Hours

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

#### Test Books

Reference Books

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

Related Online Contents

#### Course Designed By : MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year	: II						
Semest							
Course		22UHTN1	PAPER:Cultural Heritage of India	L	Т	Р	С
	lective/Supportive		CORE				
Pre-req				Syl	labus	20	20-
-	L			-	sion	20	22
Course	e Objectives:		•				
*	To know the archi	tectural marve	elous and cultural heritage values of Ind	ia.			
			ners of every discipline about our own r				
**		inds of learner	s about the contributions of Tamil kings	s to the	Art an	ıd	
	Architecture.						
<b>F</b>							
_	ted Course Outcon		rea student will be able to:				
<u>1.</u>			Tamil culture and Civilization.			K2	)
2.	0		culture and heritage of India.			K1	
3.		<u>.</u>	his course in the competitive examination	ns like	civil	K1 K2	
5.	services.		is course in the competitive examination	IIS IIKC	CIVII	112	-
4.						K3	3
5.						K1	
K	K1 - Remember: K	2- Understand	l; <b>K3</b> -Apply: <b>K4</b> -Analyze; <b>K5</b> - Evaluat	te; <b>K6</b> -	- Creat	e	
UNIT :						5 Ho	urs
Glimps	ses of Indian Cultur	ral history – Ir	ndus Valley Civilization – Tamil Ancier	ıt Civili	zation	S -	
Vedic O	Culture – Cultural (	tradition throu	gh Ancient and Medieval Times - West	ern cult			
UNIT :						5 Ho	urs
			is Shrines & Centers – Hindu, Buddhist	t, Jain,	Sikh,		
	n, Christian and Ot	hers – Basic T	enets.		1.0		
UNIT :		A 1		. 1	-	5 Ho	urs
Musia			a, Yoga and Meditation – Performing ar	ts danc	e form	is –	
UNIT :	– Vocal & Instrum	ents – Tork art	5.		15	5 Ho	ure
UNIT .		al features of a	ancient and medieval India- paintings, so	culntur			
westerr			ements in Modern India	culptur		nusi	
UNIT :					15	5 Ho	urs
		Art Galleries	- Fairs and Festivals - Traditional Arts	s and C			
Heritag	ge Sites in India.						
Test Bo	ooks						
Referen	nce Books						
1.	Jorgensen H by	Cultural He	eritage in a Former Danish Trading Cole	ony in S	South	India	a
2.	Kapur K. Kamla	Classic Tal	es from Mystic India				
	Kamal Kant Mish	ra Intangible	e Cultural Heritage of India				
3.							
3.	Patil the D. R		eritage of Central India.				
3.	Patil the D. R Swati Mitra Sinha C. P.	Speaking S	eritage of Central India. Stones World Cultural Heritage Sites in eology and Cultural History of India in 2				

7. Tranquebar

Who's History?

Related Online Contents

#### Course Designed By : MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

S- Strong; M-Medium; L-Low

Year : II						
Semester : IV						
Course code	22UHT07	PAPER :History of Modern India	L	Т	Р	C
		From 1707 C.E.To1885 C.E.				
Core/Elective/Supportive		CORE				
Pre-requisite			Syll	abus	202	20-
			Ver	sion	202	22
Course Objectives:						

To Make the Learners to Understand The History of Arrival of Europeans and Their Colonial Imperial Domination in India.

• To Know The Reforms of British Government in India.

Expected Course Outcomes:		
	the course, student will be able to:	
<b>1</b>	e on the Great Shift in the Course of History from	K2
2. To enhance the National	listic Feelings of Indian Leaders towards the Public	K1
3. Struggle for Social Free	dom among the students.	K2
4.		K3
5.		K1
K1 - Remember: K2- Und	derstand; K3-Apply: K4-Analyze; K5 - Evaluate; K6 - C	reate
UNIT:1		15 Hours
Later Mughals- Rule	of Peshwas - Third Battle of Panipat - Coming of Europea	ns - The
Portuguese- Dutch - French East Of Plassey - The Battle Of Buxar	India Company -English East India Company Carnatic Wa	ars - Battl
UNIT:2		15 Hours
Rise of British Power In Bengal	l - Robert Clive - Dual Government –Waren Hastings -	Cornwallis
_	tha Wars - Mysore Wars - Wellesley - Subsidiary Alliance S	
UNIT:3		15 Hours
William Bentinck - Ha - Anglo - Sikh Wars - Dalhousie	asting And His Reforms - Career And Achievements of Ra - Reforms and Doctrine of Lapse.	njith Sing
UNIT:4		15 Hours
	rm Movements – Brahamosamaj- AryaSamaj - Christian Rise of Communalism in India.	Missionar
Activities - Women Movements -		15 Hours
Activities - Women Movements - UNIT : 5		15 110013
UNIT : 5 Canning and Adminis	stration - The Great Revolt of 1857 -Causes- Courses-roon — Lord Rippon-Local Self Government-Dufferin.	
UNIT : 5 Canning and Adminis Queen Proclamation - Lord Lytto		

# Course Designed By : MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	

CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year	: II						
Semester	: IV						
Course code	e	22UHT08	PAPER : Rise of Modern Asia	L	Т	Р	С
Core/Electiv	ve/Supportive		CORE				
Pre-requisit	e			Syl	labus	202	20-
-				Vei	sion	202	22
<b>Course Ob</b>	jectives:		·				
$\checkmark$	To get an ic	lea about the	fall of Shogunate and the restoration of	f Meiji E	lra in J	lapa	n.
$\succ$	-		of Japan after 1945.	-		-	
$\succ$	To know the a	bsolute know	ledge of China from ancient to modern				
Expected (	Course Outcon	nes:					
			urse, student will be able to:				
1.	0	•	analyze the revival of modern China fr western domination.	om the		K2	2
2.		<u> </u>	alize the establishment of Japanese imp	orialism	n in	K1	
2.		r East.	anze the establishment of supariese mil	perministr	1 111	IX1	
3.	The st after 1		analyze 'the growth of Japan becomes	major p	ower	K2	2
4.							
5.							
	Pamamhar K	2_ Understand	l; K3-Apply: K4-Analyze; K5 - Evalua	ate: <b>K6</b> –	Creat	e	
<b>K1</b> - 1				,			

China under Manchu Dynasty – First and Second Opium Wars – TaiPing I	
Sino Japanese war of 1894-1895-Open Door Policy- Boxer Uprising. The Kuomi	
Dr.Sunyat-sen- Chinese Revolution, 1911-Yuan-shei-kai-China and World War I	-
Manchurian Crisis-China during Second World War-Shiang-kai-sheik.	
UNIT:2	15 Hours
Emergence of Japan-Meiji Restoration of 1867-internal and External Reform	
Militarism-Expansionist policy of Japan-Relationship with China-England and Ru	ussia-
Russian-Japanese War, 1905. Japan during I World War-Washington Conference	
Sino-Japanese War-Japan in Second World War-Communist Revolution in China	n-Mao-Tse-
Tung- Re-organization of Communism.	
UNIT:3	15 Hours
Impact of colonialism on (British) Burma since 1990-myanmar (Burma) after in up to 2000 – French Imperialism in Indo-China and National Movements (Lao and Vietnam) Indonesia Under the Dutch-Nationalism in Indonesia (1990-42) Ind Independence-National Unity-Siam in transition - Pre and post Second	s, Ĉambodia donesia after World War
Development – Malaysia-Nationalism in Singapore-After Independence-Maldive	
UNIT : 4   Nationalist Movement in Philippines-United States and Philippine-Mag	15 Hours gsay - say
Revolution- Middle-East and Middle West Crisis-Palestine liberation Organiz Arafat- Terrorism- Regional Organizations-Relevance of NAM today-SAA activities- Role of ASEAN-Nuclearization of South Asia its-Impact.	
UNIT : 5	15 Hours
Asia and Contemporary World – Emerging Global Powers in the 22 <sup>st</sup> Centur development – Re construction of Japan after Second World War – Developmer and Technology in Asia Text Books	-
Reference Books	
1. Agwani M.S South Asia, Stability & Regional Co-Operation, New Del	lhi 1083
2. Frankel Joseph, International Relations in The Changing World,	
Oup,1993	New Delli
3. Farmer B.A. An Introduction to south Asia, 1983	
4. Jain Sivakumar History of Modern China and Japan	
5. Rao. B.V World History	
6. Reischauer E. O Japan's Past and Present	
7. SomenRoy.L History of Modern China and Japan	
Related Online Contents	
Viated Onine Contents	

# Course Designed By : MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	

CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : II						
Semester : IV				-		
Course code	22AHT02	PAPER : Modern Governments	L	Т	Р	С
Core/Elective/Supportive		Allied				
Pre-requisite			Syl	labus	202	20-
			Ver	sion	202	22
Course Objectives:						
<ul><li>To get an idea a</li></ul>	about the func	tions of Indian constitution.				
<ul><li>✤ To analyze the</li></ul>						
To understand a	and comparati	ive study of different constitutions of th	e world			
Expected Course Outcon						
I		urse, student will be able to:				
1. To get awareness					K2	
		nstitutional Government.			K1	
· · · · · · · · · · · · · · · · · · ·	atures of the c	constitutions of other Nations.			K2	2
4.					K3	\$
5.					K1	
	2- Understand	l; <b>K3</b> -Apply: <b>K4</b> -Analyze; <b>K5</b> - Evalua	te; <b>K6</b> -			
UNIT:1				-	Hou	
		s elements - Constitution - Classification				
	•	al and Quasi-Federal - Executive - Presi	dential	Parliar	nent	ary
and Quasi-Presidential colle	egiate.					
UNIT:2					Hou	
		President - Powers and Functions - Pa			kSal	bha
	inister - Powe	ers and Functions - Supreme Court - Poli	itical Pa			
UNIT:3				-	Hou	
-		ngland - Salient features of the Engla	nd Con	stituti	on -	the
Queen - Prime Minister - F	Parliament - L	aw making - Rule of Law				
UNIT:4					Ho	urs
	s of American	n Constitution - The President-The Cong	gress-Ju	dicial		
<b>Review-Political Parties</b>						
UNIT : 5				15	Hou	urs

Salient features of the Swiss Constitution - The Federal Council - The Federal Assembly - Direct Democratic Devices.

Test Books

#### Reference Books

1.	Appadurai.A.A	Substance of Politics; Oxford University Press, New Delhi.
2.	Goel. S L	Advanced Public Administration, New Delhi, Deep & Deep
	Publication, 2002	
3.	Henry N	Public Administration and Public Affairs, New Delhi Prentice Hall 1999
4.	Kapur A.C.	Select Constitutions; S.Chand& Co., New Delhi.
5.	Mahajan.V.D:	Select Modern Governments; S.Chand& Co., New Delhi.
6.	Maheshwari S.R.	Evolution of Indian Administration, Agra, Lakshmi Narain, Agarwal, 1970
7.		Indian Administration, New Delhi, Orient Longman 2000
8.		State Governments in India New Delhi , Macmillan India , L Td 2000
9.	Padmanabhan V.K.:	Outlines of Comparative Governments, PothigaiPathipagam, Pandy - 4
Dolot	tad Onlina Contanta	

Related Online Contents

## Course Designed By :

### MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

a						
Semester : IV						
Course code	22UHTS2	PAPER : Elements of Indian	L	Т	Р	С
		Geography				
Core/Elective/Supporti	ve	Skill				
Pre-requisite			Syl	labus	202	20
			Ver	sion	202	22
Course Objectives:						
<ul> <li>To raise the cor</li> </ul>	fidence of stude	nts to appear for the competitive example	ninations.			
		acquire knowledge on the essentials of	of Indian g	geogra	phy.	
To understand t	he inter-related a	areas of geography.				
Expected Course Out						
1		urse, student will be able to:			170	
		mpete in competitive examinations.	0.1		K2	
	0	industrial revolutions for the progres			K1	
e	1	ns, space research missions and natur	al protecti	on	K2	
and disaster ma	anagement.				K3	,
4.						
5. <b>V1</b> Demonstration	<b>V1</b> Independent	L V2 Angles V4 Angles V5 Fred		Caract	K1	
UNIT:1	K2- Understand	l; <b>K3</b> -Apply: <b>K4</b> -Analyze; <b>K5</b> - Eval	uale; <b>NO</b> -		Hoi	
	an latituda lan	ituda tima zana ata Naiahhara 1				urs
		gitude, time zone, etc. – Neighbors - I	тпроглат	straits	-	
stated and their position		ternational boundaries				
	n - States with in	ternational boundaries		15	Hoi	irs
UNIT : 2			tion soil		Hou	
UNIT : 2 Physical features - The	e Himalayas – g	eological formation, climate, vegeta		biodiv	versi	ity
UNIT : 2 Physical features - The physiographic division	e Himalayas – g s, major passes,	eological formation, climate, vegeta significance - The Great North Indi	ian Plains	biodiv – geo	versi	ity
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Reference Books

- 1. Gopal Singh Indian Geography
- 2. Khullar Indian Geography
- 3. Savirider Singh Physical Geography
- 4. Siddhartha Geography through maps

Related Online Contents

Course Designed By :

#### MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

S- Strong; M-Medium; L-Low

Year : II									
Semester : IV									
Course code	22UHTN2	PAPER :India's March Towards	L	Т	Р	С			
		Freedom							
Core/Elective/Supportive		Non Major							
Pre-requisite			Syllabus		2020-				
	Version				20	22			
Course Objectives:									
To understand the struggle for freedom organized by notable nationalist leaders of India.									
<ul> <li>To analyze the optimized the optimized set of the optimized</li></ul>	contributions of	of the prominent leaders for the progress of	of Ind	ia.					

✤ To study the various phases of nationalism viz. moderate, extremist, and radical phases

Expect	ed Course Outcomes:	
	successful completion of the course, student will be able to:	
1.	To instill in the minds of young generation the sense of gratitude and pride the	K2
	worthy sacrifice of great martyrs.	
2.	'To know how India wins freedom' by nationalist forces through national	K1
	mainstream	
3.	To order the essentials of this course in the competitive examinations like civil	K2
5.	services.	112
4.		K3
5.		K1
	1 - Remember: K2- Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6 - Creat	
UNIT :		Hours
01111.	Modern Indian Era- Arrival of Europeans- British Colonialism and Imperialism-A	
Coloni	al Struggles –South Indian Rebellions 1799-1801 –Vellore Rebellion, 1806- War of	unu –
	idence, 1857	
UNIT :		Hours
UNIT .	Formation of Indian National Congress – Moderates – Partition of Bengal - Sw	
Moven	hent - Boycott – National Education – The Congress Split -Rise of Extremist Wing –	
	– Revolutionary Movement – Home Rule Movement	viusiiiii
UNIT :		Hours
	an Era – Non violence and Satyagraha- Champaran – Non- Co operation and K	marat
UNIT :	hent -Swarajists	Hours
		Hours
	Commission and Nehru Report – from Dominion Status to PurnaSwaraj, Civil	
	dience, 1930-1931 - Role of Tamil Nadu in National Movement and National Leaders nd Nationalism.	_
UNIT :		Hours
	-	
	People Movement – Left Movement - Tripuri Crisis, 1939 – Muslim League and Pak	
	Proposals – Quit India Movement – Role of Indian National Army – Transfer of Pow	ver and
indeper	ndence – Republic and Making of Modern India.	
Tart D		
Text Be	JOKS	
Defense	na Daaka	
Referen	nce Books	
	1. Basu, Durga Das. introduction to the Constitution of India, Nagpur, 2008	1 . 9
	2. Chandra Bipan Rise and Growth of Economic Nationalism in India , Delhi , P	eople's
	Publishing House, 1966	<i>.</i> .
	3. Desai.A.R Social Background To Indian Nationalism, Delhi, Vikas Public	cations,
	1978 4 Dette D.C. Economic History of India New Dalki Dakligations D	
	4. Dutt.R.C. Economic History of India , New Delhi , Publications D	wision,
	Government of India 1968	
	5. Grover.S, A New Look On Modern Indian History :From 1707 To The Prese	ent Day
	New Delhi, 1986	
	6 History of Modern India-2009	
	7India's Struggle For independence 1857-1947, Delhi Penguin 19	
	8. Lapierre, Dominique & Larry Collins, - Freedom At Midnight, New Delhi Sour	th Asia
	Books 2009	/ <b>T T I</b>
	9. Podwell, H.H the Cambridge History of India, the Indian Empire, 1858 - 1918	(Vol6)

C U P, 1932.

- 10. Raychudri, Majumdar, R.C & Dutta, Advance History of India, Macmillan and Co. Ltd, London, 1946.
- 11. Sarkar Sumith Modern India 1885 1947 Macmillan and Co. Ltd, London
- 12. Smith A Vincent. The Oxford student's History of India, Oxford University Press 1962
- 13. Seal AnilThe Emergence of Indian Nationalism Cup Archive 1971.
- 14. ----- Oxford History of India, India in the British period.

Related Online Contents

Course Designed By :

#### MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : III									
Semester : V									
Course code	22UHT09	PAPER :Core Course IX :History of	L	Т	Р	C			
		Modern India from 1885 C.E. to 1947				1			
		C.E.				1			
Core/Elective/Supportive		CORE							
Pre-requisite			Syll	abus	202	20-			
	Version		2022						
Course Objectives:									
<ul> <li>To understand the particular</li> </ul>	political strateg	gy of Britanie's in India							
To trace the root of British administration in India.									
To make the students to know the events of freedom struggle.									
Expected Course Outcon	Expected Course Outcomes:								

On the successful completion of the course, student will be able to:	
	V)
1. To understand the progress of Indian leaders towards the modern politics.	K2
2. To trace the linkage of British India with international political events.	K1
3. To create Nationalism and patriotism among the modern generation.	K2
4.	K3
5.	K1
K1 - Remember: K2- Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K	
UNIT:1	15 Hours
India under the crown - Dufferin- Panjdeh affair - Third Burmese war - F	ormation of the
Indian National Congress - Factors - A.O Home - Moderates - Lansdowne - Rising in	Manipur
Demarcation of Indo - Afghan border - Frontiers settled - Curzon - internal Administra	ation – Finance
and Land - Railway - Education - Military - Administrative-The Partition of Bengal -	
congress (1907).	- <b>F</b>
UNIT:2	15 Hours
Lord Minto II - The Minto - Morley reforms - Circumstances - Main provi	
-Hardinge - II - Coronation Durbar The bomb incident 1912 - Foundation of Banaras	
•	
University - The First world war and India Mesopotamia Palestine campaign ~ Cheln Declaration of August, 1917 Government Act of India, 1919 - Main provisions - Row	
	latt Act-
Jalianwala Tragedy.	1 <b>5</b> II
UNIT:3	15 Hours
Gandhiji - Kilafut movement - Non - Co - operation movement - Reading ~ incident of	
- End of non - Cooperation movement - Irwin - Simon Commission - Civil Disobedie	nce movement -
Round table conference – Gandhi - Irwin impact.	
UNIT:4	15 Hours
Willington- Second round table conference - Restarting the Civil Disobedi	ence movement
- Communal award - Poona pact, 1932 - Third round table conference- Government o	
1935 - Main provisions - Criticism - Linlithgow- Formation of New Governments -D	
Pakistan - Cripps mission - Quit India Movement, 1942.	
UNIT:5	15 Hours
Wavell - The Simla conference, 1945 - Arrival of the cabinet mission - Con	nstituent
Assembly - The interim Government - Declaration of Atlee February, 1947 - Lord M	
Declaration of 3 <sup>rd</sup> June, 1947-India independence Act, 1947-Main provisions.	ountoatten -
Text Books	
Reference Books	
1. Ahir Rajiv A Brief History of Modern India. Spectrum Books (p)	,
2. Brass, Paul R. The Politics of India since independence, Delhi, Fo	undation Books,
1980.	
3. Chandra Bipan History of Modern India-2009	
1 0	University Press,
4. Galanter, Marc. Law and Society in Modern India, Delhi, Oxford	University Press,
4. Galanter, Marc. Law and Society in Modern India, Delhi, Oxford 1997.	•
<ol> <li>Galanter, Marc. Law and Society in Modern India, Delhi, Oxford 1997.</li> <li>Hasan, Mushirul. Legacy of a Divided Nation; India Muslims since i</li> </ol>	•
<ol> <li>Galanter, Marc. Law and Society in Modern India, Delhi, Oxford 1997.</li> <li>Hasan, Mushirul. Legacy of a Divided Nation; India Muslims since i Hurst Co. P, 1997.</li> </ol>	ndependence. C.
<ol> <li>Galanter, Marc. Law and Society in Modern India, Delhi, Oxford 1997.</li> <li>Hasan, Mushirul. Legacy of a Divided Nation; India Muslims since i Hurst Co. P, 1997.</li> <li>Krishna Ananth.V India since independence; Making Sense of Indian</li> </ol>	ndependence. C.
<ol> <li>Galanter, Marc. Law and Society in Modern India, Delhi, Oxford 1997.</li> <li>Hasan, Mushirul. Legacy of a Divided Nation; India Muslims since i Hurst Co. P, 1997.</li> <li>Krishna Ananth.V India since independence; Making Sense of Indian Education India 2011.</li> </ol>	ndependence. C. Politics, Pearson
<ol> <li>Galanter, Marc. Law and Society in Modern India, Delhi, Oxford 1997.</li> <li>Hasan, Mushirul. Legacy of a Divided Nation; India Muslims since i Hurst Co. P, 1997.</li> <li>Krishna Ananth.V India since independence; Making Sense of Indian</li> </ol>	ndependence. C. Politics, Pearson
<ol> <li>Galanter, Marc. Law and Society in Modern India, Delhi, Oxford 1997.</li> <li>Hasan, Mushirul. Legacy of a Divided Nation; India Muslims since i Hurst Co. P, 1997.</li> <li>Krishna Ananth.V India since independence; Making Sense of Indian Education India 2011.</li> <li>PrasatBimal Origins of India's Foreign Policy, Bombay, Orient Lor</li> </ol>	ndependence. C. Politics, Pearson
<ol> <li>Galanter, Marc. Law and Society in Modern India, Delhi, Oxford 1997.</li> <li>Hasan, Mushirul. Legacy of a Divided Nation; India Muslims since i Hurst Co. P, 1997.</li> <li>Krishna Ananth.V India since independence; Making Sense of Indian Education India 2011.</li> </ol>	ndependence. C. Politics, Pearson

## Course Designed By : MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : III								
Semester : V								
Course code	22UHT10	PAPER :Core Course X :History of	f L T P					
		Europe from 1453 C.E. to 1789 C.E.						
Core/Elective/Supportive		CORE						
Pre-requisite			Syllabus		2020-			
_	Version		2022					
Course Objectives:								
<ul><li>To understand the j</li></ul>	> To understand the political developments of Europe							
$\succ$ To trace the causes	and effects of	Renaissance in Europe.						
To make the studer	nts to understa	nd the Enlightened Despotism in Europe.						
Expected Course Outcor	nes:							
On the successful complet	ion of the cou	urse, student will be able to:						
1. To analyze the tr	ansition of Eu	rope from medieval to modern			K2	1		

	o assess the causes and effects of various revolutions in Europe.	K1
	o evaluate the impact of European history in world politics.	K2
4.		K3
5.		K1
<b>K1</b> ·	- Remember: K2- Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6- C	Create
UNIT:1		15 Hours
	Fall of Constantinople – Geographical Discoveries – Causes – Discoveries Spa –English and French Explorers- Effects -Results.	
UNIT:2		15 Hours
	Renaissance - Meaning- Causes - Renaissance in Literature - Art and Science	– Results –
	on – Spread of Protestantism in Germany-France-Switzerland and England-Cour on – Results.	
UNIT:3		15 Hours
	Emergence of Nation State- Rise of Spain – Ferdinand and Isabella – Charles V	
UNIT:4		15 Hours
0111111	Rise of France – Henry IV – Cardinal Richelieu – Cardinal Mazarin – Thirty	
Significan	ce in European History.	yours wur
UNIT : 5		15 Hours
Enlightene	ed Despotism in Europe – Louis IV – GustavusAdolphus& Charles XII of Sweed	len –Peter
the Great -	- Catherine II – Frederick the great of Prussia – Maria Theresa of Austria – Josep	oh II-
	the eve of the French Revolution.	
Test Book	S	
1.	Davis, H.A An Outline History of The World , New Delhi Oxford Press , 1968	d University
2.	Devanesan World History Up to 1960 (Tamil).	
3.		8-1975
4.	Ramalingam T. S. History of Europe (1453-1789).	
5.	Rao, B.V History of Europe 1450-1815. New Delhi, Sterling Publica	ation, 2014
6.	Swain, J.E. A History of World Civilization , New Delhi Eurasia	Publication,
	1970	
7.	Thiyagarajan J. History of Europe.	
8.	Thomson, David Europe Since Napoleon, London, Penguin, Reprint, 1966	
Reference	Books	
Related O	nline Contents	
Course De	esigned By :	

#### Course Designed By : <u>MAPPING WITH PROGRAM OUTCOMES</u>

COs	PO1	PO2	PO3	PO4	PO5	PO6	<b>PO7</b>	PO8	PO9	PO10
C01	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	

		CO5	S	S	S	М	М	L	-	-	-	
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Year : III									
Semester : V									
Course code	22UHT11	PAPER :Core Course XI: History of	L T P						
		USA up to 1865 C.E.							
Core/Elective/Supportive		CORE							
Pre-requisite	Pre-requisite Sylla					20-			
Version 202									
Course Objectives:									
To know the status of America as a colony.									
$\clubsuit$ To analyse the inte	ernal and exte	rnal policies of American Presidents							
To study the contribution of Abraham Lincoln for the American democracy.									
Expected Course Outcon	nes:								
On the successful complet	ion of the cou	urse, student will be able to:							
1. To analyze the c	hallenges and	l achievements of America as an emerging	g new		K2	,			

	nation.	
2.	To assess the causes and effects of various revolutions in USA.	K1
3.	To increase the knowledge of the impact of USA history in world politics.	K2
4.		K3
5.		K1
	<b>1</b> - Remember: <b>K2</b> - Understand; <b>K3</b> -Apply: <b>K4</b> -Analyze; <b>K5</b> - Evaluate; <b>K6</b> - Creating	
UNIT :	-	15 Hours
	Discovery of New World – Colonization – American War of Independence (177 es of the war – Course-Results- The Treaty of Paris, 1783 – Significance of the War- eration (1781-1789).	
UNIT :	2	15 Hours
Treaty	Making of the Federal Constitution (1787-1789)-George Washington-(1789-179) dams (1797-1801)- Thomas Jefferson(1801-1809)-War of 1812-Causes -Course of t of Ghent 1814.	he War-
UNIT :		15 Hours
	James Monroe (1817-1875) –Era of good Feelings – Monroe Doctrine - John Q (1825-1829) – The Panama Congress -Andrew Jackson(1828-1836) – Jacksonian racy – Internal Improvements – The Panic of 1837.	uncy
UNIT :	4	15 Hours
Manife	Chief Justice John Marshall- West Ward Expansion –Character of the Movemer st Destiny – The Mexican War and its significance.	nt — -
UNIT :	5	15 Hours
	Sectionalism and the issue of Slavery –Abraghamlingan The Compromise of 18 Var (1860-1865) – The Characteristics of the Civil War - Lincoln and Secession – Co r – Results of the Civil War	
Test Bo	ooks	
1.1	P. S. Joshi-History of United States of America.	
2.	Glyndow G. Van Deuse- The United States of America: A History Since 1865.	
3.	C. P. Hill - A History of the United States.	
4.	Woodrow Wilson - A History of American People.	
5.	K .Rajayyan- History of the United States.	
Referen	nce Books	
Related	Online Contents	
	Designed By : ING WITH PROGRAM OUTCOMES	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	

CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : III						
Semester : V						
Course code	22UHT12	PAPER :Core Course XII: Main	L	Т	Р	С
		Currents in the History of Modern				İ İ
		England				
Core/Elective/Supportive		CORE				
Pre-requisite			Syll	abus	202	20-
			Ver	sion	202	22
<b>Course Objectives:</b>						
To understand the	early parliame	ent of Europe				
$\succ$ To study the glorid	ous revolution	of England.				
$\succ$ To make the stude	ents to know al	bout the World war I and the economic crit	isis of	Engl	and.	
Expected Course Outco	mes:					
-		urse, student will be able to:				
		rliament system in Europe			K2	,
1. 10 dilderstand th	510 mill of pa	municiti system in Europe			112	'

2.	To study the growth of Cabinet system in the World	K1
3.	To make the students to know about the World war I and the economic crisis of	K1 K2
5.	England	Γ.
4.		K3
5.		K1
ŀ	<b>K1</b> - Remember: <b>K2</b> - Understand; <b>K3</b> -Apply: <b>K4</b> -Analyze; <b>K5</b> - Evaluate; <b>K6</b> - C	reate
UNIT :		15 Hours
	Early Stuarts - James I and His parliaments - Charles I - Relations with parlian	nents -
Eleven	years tyranny - Long parliament - Civil war - Cromwell - Constitutional experime	ents -
Restora	ation and its results - Charles II -Home Policy.	
UNIT :	2	15 Hours
	III - Glorious revolution and the settlements - the Bill of Rights - the Act of Set	
	n III and Mary-Foreign policy - Growth of party system- George I - Sir Robert	
	ic and foreign policy - The Whig Oligarchy - George II - the Cabinet system und	ler the first
	orges- George III - Fall of the Whigs.	
UNIT :		15 Hours
	Pitt the younger - Act of union with Ireland - The Humanitarian Movements -	0
	r league and Canning - Catholic Emancipation - Duke of Wellington - William IV	/ - Reform
	1832 - Socialists and Chartists.	
UNIT :		15 Hours
	The Victorian Era - Act of 1867 - British Imperialism - Reform Act of 1884-8	
	nd of Splendid Isolation - The Irish question - George V - Home Rule Bill-Act of	
UNIT :		15 Hours
	World War I - Lloyd George and Baldwin Governments - Financial crisis - The C	
	- Irish free State- Edward VIII - Abdication and Constitutional Implication - Engla	
	n two world wars World war II and Britain- Winston Churchill - Break up of the H	Empire -
	tlee- Post-War Britain.	
Text B	OOKS	
Referen	nce Books	
Related	d Online Contents	
Course	Designed By :	

# MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : III						
Semester : V						
Course code	22UHTM1	PAPER :Major Based Elective I :	L	Т	Р	С
		History of Salem				
Core/Elective/Supportive		CORE				
Pre-requisite			Syll	abus	202	20-
_			Ver	sion	202	22
<b>Course Objectives:</b>						
To understand the	various aspect	ts of local history.				
To study on the fea	tures monum	ents and culture of the region in Salem.				
$\succ$ To make the student	nts to visit the	e local historical sites and understand its	signif	icance	e in	the

# For make the students to visit the local historical sites and understand its significance in the construction of history.

Expected Course Outcomes:								
On the	successful completion of the course, student will be able to:							
1.	The inalienable local history in making the natural and regional history.	K2						
2.	The historicity of Salem grown the mendicancy of history.	K1						

3.	The eve	olution o	f Modern	system	of Polity	and cu	lture in	Local R	egion.		K2
4.											K3
5.											K1
K	<b>1</b> - Rem	ember:	<b>K2</b> - Unde	erstand;	<b>K3</b> -App	oly: <b>K4</b>	Analyze	; <b>K5</b> - E	Evaluate	e; <b>K6</b> - C	reate
UNIT :	1										15 Hours
	Geo	graphy o	f Salem-I	Hills and	Rivers-	Signific	ance of	Local H	listory-	Sources	for the
History	of Sale	n-Epigra	phical So	ources-	Gazette	ers-Man	uals-Ad	ministra	ative Re	eports-In	portance
works i	in the Hi	story of 1	Kongu an	d Salem	l.						
UNIT :											15 Hours
	Pre his	storic age	e of Saler	n-Traces	s of Pre-	Historic	Culture	in Sher	voroy	Hills –Sa	ngam Era
and Sal		-	an influei						-		-
	-		in Salem	-							
UNIT :				U							15 Hours
		erial Chc	las and S	alem-in	fluences	of Pand	iavas-N	Ionumei	nts of S	alem-	.1
Sugava	-		-Alagirina				•				ovsalas-
0		-	gar Empir		-			-			•
			Architectu	-			-				
UNIT :		<u>Int und r</u>	nenneett		juna re	inpics i	unusnu	<u>un emp</u>	, i ui u	<u>inungunu</u>	15 Hours
		n under '	Mysore -	Hider A	li and T	innu Sul	tan_Thi	rd and F	ourth N	Avsore W	/ar-Salem
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UNIT :											15 Hours
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mlant C						-		-			alem Steel
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		odern Th	eatres.								
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			A. Madras								
				, Madr	as Dist	trict G	azetteers	s in 2	Volu	imes, G	overnment
		dras,1918									
			District								
	0		life of Sir			be.					
	-		e Kongu	country,	1956.						
		ahal Reco									
9	. Kovaik	CilarKO.	MA.Ram	achandir	anChett	iar,Kott	ukaduV	aralaru.(	Tamil	Book)	
Referen	nce Bool	ζS									
Related	l Online	Contents	\$								
Course	Designe	d By :									
	<u> </u>		OGRAN	I OUTC	COMES						
						•					
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	
				107	105	100	107	100	107	1010	l

S

М

S

S

CO1

S

S

CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : III						
Semester : V						
Course code	22UHTM2	PAPER :Major Based Elective II:	L	Т	Р	С
		Contemporary Archaeology				
Core/Elective/Supportive		CORE				
Pre-requisite			Syl	labus	20	20-
			Ver	sion	20	22
<b>Course Objectives:</b>						
<ul> <li>To create an interview</li> </ul>	erest among th	e students on our Ancient History.				
<ul><li>To make the stu</li></ul>	dy of History	in scientific way.				
$\clubsuit$ To induce the s	tudents to min	gle freely with the Central Department a	and Stat	e Dep	artm	ent
of Archaeology						

- of Archaeology
  To have link with Human Resource Development.
- To create and get job opportunities in Achieves, Archaeological Departments, Hindu Religious and Charitable Endowments, Art & Craft Colleges, Museums, Libraries, Art Gallery, abroad.

Expec	ted Course Outcomes:	
	successful completion of the course, student will be able to:	
1.	To create an interest among the students on our Ancient Archaeological History.	K2
2.	To create and get job opportunities in Achieves, Archaeological Departments,	K1
2.	Hindu Religious and Charitable Endowments, Art & Craft Colleges, Museums,	111
	Libraries, Art Gallery in India.	
3.		K2
4.		K3
5.		K1
	K1 - Remember: K2- Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6 - Creat	
UNIT		6 Hours
	Importance of Archaeology – Contributions during Sangam Age, Pallavas, O	
Cheras	, Pandyas – Religion - Society - Material life - Monuments of Pallavas – Cholas – Par	
	nagaras – Nayaks.	lajas
UNIT		Hours
	ion - Development of Archaeology in India – 15th to 19th centuries – 20th century –	
	cological Theories – New Archaeology – Contributions of Alexander Cunningham – Rober	rt ruce
	- Burgess – Lord Curzon – Mortimer Wheeler – Relation between History and Archaeolog	
	y and Archaeology, Anthropology and Archaeology - Contributions of Archaeological Su	
		•
	a, State Department of Archaeology - University Departments : University of Madras and	Tamil
	a, State Department of Archaeology - University Departments : University of Madras and sity.	Tamil
	sity.	Hours
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Reference Books

Related Online Contents

#### Course Designed By : MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : III						
Semester : V						
Course code	22UHTM3	PAPER :Major Based Elective III:	L	Т	Р	С
		Indian Constitution.				
Core/Elective/Supportive		CORE				
Pre-requisite			Syll	abus	202	20-
			Ver	sion	202	22
<b>Course Objectives:</b>						
<ul> <li>To understand</li> </ul>	the theoretica	l concepts of nations in general				
<ul><li>To trace the of</li></ul>	Indian Consti	tution				
		f Indian Constriction				
<ul><li>To apply the contract</li></ul>	onstitutional p	rinciples in the present context				
<ul> <li>To create awar</li> </ul>	reness on the p	problems associated with human rights				

Expecte	ed Course Ou	itcomes:								
On the s	uccessful cor	npletion of t	he course	e, studen	t will b	e able to	):			
1.		•								K2
2.										K1
3.										K2
4.										K3
5.										K1
K	1 - Remembe	r: <b>K2</b> - Und	erstand; H	K3-Appl	y: <b>K4</b> -A	Analyze	: <b>K5</b> - E	valuate	e: <b>K6</b> – Cr	eate
UNIT :			,	11	,		,		,	15 Hours
~ !!		ion Formatio				•			lian Cons	titution
	eatures of the	e Constitutio	n Federa	and wri	tten for	m of Co	onstituti	on.		
UNIT : 2										15 Hours
	nt - Vice Presi l Cabinet - Pr						osition	and po	wers of P	arliament
UNIT : 1	3		•							15 Hours
		and his pov	vers State	Legisla	ture: Co	mposit	ion and	functio	ns of Leg	islature-
speaker	- The State C	-		-		r - ~ - •				,
UNIT : 4										15 Hours
		liciary Powe	ers and Fu	nctions	Suprem	e Court	High C	Courts -	District (	
Appoint	ment of judge							0 01 05	2 1001100	000000
UNIT : :							5			15 Hours
	g Commission	n- NITI Aav	og - Elec	tion Co	mmissi	on - Put	lic Serv	vice Co	mmissior	
	at Raj– Impo									
Test Bo	v 1									
	Agarwal. R.C	Nat	tional Mo	vement	and Co	nstitutio	nal Dex	elonme	ent of Ind	ia
	Chobra G.S.		vance stu					-		14.
	Gupta. D		ian Natio	•						Vikas
	Publications, 1			iiui 1010 (	ement		Selection		elopinen	, vinus
	Kapur. A.C.		e Constitu	itional H	istory o	of India	NiraiPi	akasha	n Ram N	agar
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	Keith. A.B		e constitu	tional Hi	istory o	f India	Methue	n & Co	mnany B	arnst
	Noble INTRC				•	i india.	methae		inpuny D	unst
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6. F	Punnaith K.V	The	e Constitu	itional H	istory o	of India				
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9. S	Strong C F	•	ian Const			ia, Mac	millan d		ew Delhi Delhi	
9. S 10. S	Strong. C.F.	Ind	ian Const	itution,	Sidguic	ia, Mac k& Jacl	millan a cson Lto	l, New	Delhi.	, 1954.
9. 8 10.8 11.V	Where. K.C.	Ind	ian Const nstitution	itution,	Sidguic	ia, Mac k& Jacl	millan a cson Lto	l, New	Delhi.	, 1954.
9. S 10. S 11. V I	Where. K.C. Delhi, 1968.	Ind		itution,	Sidguic	ia, Mac k& Jacl	millan a cson Lto	l, New	Delhi.	, 1954.
9. S 10. S 11. V I	Where. K.C.	Ind		itution,	Sidguic	ia, Mac k& Jacl	millan a cson Lto	l, New	Delhi.	, 1954.
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CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : III						
Semester : V						
Course code	22UHTM4	PAPER :Major Based Elective IV Fine	L	Т	Р	С
		Arts in Tamil Nadu.				
Core/Elective/Supportive		CORE				
Pre-requisite			Syll	abus	20	20-
			Vers	sion	20	22
<b>Course Objectives:</b>						
To inculcate an int	erest in the stu	udy of painting and arts.				
To develop a critic	al study and h	highlight the utility of multimedia on huma	ın life	and v	valu	es.
$\rightarrow$						

Expected Course Outcomes:	
On the successful completion of the course, student will be able to:	
1.	K2
2.	K1
3.	K2
4.	K3
5.	K1
K1 - Remember: K2- Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6 - Crea	te
UNIT:1 1:	5 Hours
Fine Arts : An introduction - Classification of Fine Arts - Visual Arts: Painting, architecture, sculptu	ıre,
graphic arts. graphic, design, computer graphics, photography, crafts Performing Arts : Music, dat	nce,
drama, Cinema, animation, Videography, Multimedia - Role of art in Society - Communication - Pe	
expression - Entertainment and aesthetic enjoyment - Educational tool for moral, religious and societ	al
needs - Commercial purposes	
	5 Hours
Agencies of growth - Government agencies : Ministries of Information and Broad casting, Education	,
culture, Tourism, Lalit Kala Akademy, SangeethaNatakaAkademy, I C C R, Tamil Nadu	D
OviyaNunkalaiKazhagam, TamilnaduEyal Isai NatakaMandram etc., - Institutions: NFDC, NSD, NI	
Shantiniketan, Kalakshetra, KalaMandalamDarpan Academy etc., - Media: Radio, TV, Print Media (	BOOKS,
Newspapers, Magazines etc) - Other agencies: Intach, Museums, galleries, sabhas etc.	5 Hours
Modern Art in India - Painters: Raja Ravi Verma, Indian Music - Hindustani tradition - Musical form	is used
in concerts: Tumri, Ghazal, Khayal, etc., - Exponents - vocal and instrumental - Carnatic tradition - Composers PurandaraDasar, Musical Trinity (Thyagaraja, MuthuswamyDikshithar, SyamaShastri)	
TanjoreQuartett (Ponnaiah, Chinnaiah, Sivanandam, Vadivelu), Papanasam Sivan - Exponents - Voc	aland
instrumental - Forms of sacred music: - Tamil: Thevaram, Thiruvachakam, Thiruppaghazh, Thiruva	
Thiruppavai -	rutpu,
	5 Hours
Dance in India - Classical traditions and Exponents: BharataNatyam, Kathakali, Kathak, Manipuri, C	
Kuchipudi, Mohiniattam - Folk traditions: Bhangra, Gharba, Kummi, Kolattam, Devarattam etc., Fin	
Pionees in contemporary dance forms including dances dramas: Uday Shankar, Chandralekha.	
	5 Hours
Theatre in India - Folk theatre: Jatra, Bhavai, Therukoothu, Yakshagana etc., - Contemporary Theatr	e
personalities and Troupes in Tamil Nadu - Indian Cinema - Beginnings and development of cinema	•
Text Books	
1. AnandMulkraj Album of Indian Paints, New Delhi, 1973.	
2. Goswami O, Story of Indian Music, Bombay 1987.	
3. Rao Subba, Studies in Indian Music, Bombay 1965.	
4. SenMrinal, Videos on Cinema, Calcutta 1977.	
Reference Books	
Related Online Contents	
Course Designed By :	
MAPPING WITH PROGRAM OUTCOMES	
MALING WITH I KOUKAW OUTCOMED	

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COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
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CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : III						
Semester : V						
Course code	22UHTS3	PAPER :Skill Enhancement Course	L	Т	Р	С
		III : Coinage and Epigraphy of Tamil				
		Nadu				
Core/Elective/Supportive	;	CORE				
Pre-requisite			Syl	labus	20	20-
-			Ver	sion	20	22
<b>Course Objectives:</b>						
<ul> <li>To create an i</li> </ul>	nterest among	the students on our History in Scientific wa	ıy.			
To make the s	study of valuab	le Tamil inscriptions.	•			
<ul> <li>To induce the</li> </ul>	students to mi	ngle freely with the Central Department an	d Stat	e Dep	artm	ent
of Archaeolog	gy	_		_		

**Expected Course Outcomes**: On the successful completion of the course, student will be able to:

2. To learn how to read the inscriptions.	K2
	K1
3.	
4.	
5.	
K1 - Remember: K2- Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6	
UNIT:1	15 Hours
Epigraphists-George Buhler-J.F. Fleet-James Burgess-H.KrishnaSastri-	••
Robert Sewell- EugenHultzsch-K.V. SubbramanyaAyyar-Dr. O.C. Ganguly-Mortimer Si	ir Wheeler.
	1
UNIT:2	15 Hours
Tamil inscriptions-Nature-Kinds-Dating of inscriptions-Tamil inscriptions outside Tami	
(AndhraPradesh)-Simhachalam(NearVishak)-Vishakapatnam-Uttanur(Kolar Dt.)-Bhuba	
inscriptions-PallavasMandagapattu inscription-Kudumiyanmalai inscription-Tiruchin	
inscription-Kurram Copper Plates-Bahur Copper Plates-PandyasVelvikudi Co	
Tirupparankuntram Stone inscription-Manur Stone inscription-Sinnamanur Copper Pla	
inscriptions-Tiruppur inscriptions. Cholas Uttiramerur inscriptions-Thanjavur inscription	ı of Raja Raja
I-The Thiruvalangadu Copper Plates-	
UNIT:3	15 Hours
Tamil inscriptions outside Tamilnadu-Mallam (AndhraPradesh)-Simhachalam(NearVish	ak)-
Vishakapatnam-Uttanur(Kolar Dt.)-Bhubaneswar Tamil inscriptions outside India-Pagan	n(Burma)-
The'uan Chou saka(China)-Galle and Polonnaruva(Srilanka)-LoboeToewa(Sumatra)-Tal	kua-
Pa(Thailand)-Wellington (Newzealand).	
UNIT:4	15 Hours
UNIT : 4 Early coinage in India - Tribal coinage - Punch Marked coins, distribution, symbols and interp	pretation -
UNIT : 4 Early coinage in India - Tribal coinage - Punch Marked coins, distribution, symbols and interp Coinage of the Indo-Greeks - Roman coinage in India - Gupta coinage - Post Gupta coinage -	pretation -
UNIT : 4 Early coinage in India - Tribal coinage - Punch Marked coins, distribution, symbols and interp Coinage of the Indo-Greeks - Roman coinage in India - Gupta coinage - Post Gupta coinage - coinage - Chalukya, Rahstrakuta, Hoysala and Vijayanagar coinage	oretation - South Indian
UNIT : 4 Early coinage in India - Tribal coinage - Punch Marked coins, distribution, symbols and interp Coinage of the Indo-Greeks - Roman coinage in India - Gupta coinage - Post Gupta coinage - coinage - Chalukya, Rahstrakuta, Hoysala and Vijayanagar coinage UNIT : 5	South Indian
UNIT : 4 Early coinage in India - Tribal coinage - Punch Marked coins, distribution, symbols and interp Coinage of the Indo-Greeks - Roman coinage in India - Gupta coinage - Post Gupta coinage - coinage - Chalukya, Rahstrakuta, Hoysala and Vijayanagar coinage UNIT : 5 Development of Tamil coinage - Sangam coins- Roman coins in Tamil Nadu - Imperial Chola	South Indian
UNIT : 4         Early coinage in India - Tribal coinage - Punch Marked coins, distribution, symbols and interp         Coinage of the Indo-Greeks - Roman coinage in India - Gupta coinage - Post Gupta coinage - coinage - Chalukya, Rahstrakuta, Hoysala and Vijayanagar coinage         UNIT : 5         Development of Tamil coinage - Sangam coins- Roman coins in Tamil Nadu - Imperial Chola         Pandya, Vijayanagara and Nayak coinage - Metals and Minting techniques of various coins.	South Indian
UNIT : 4         Early coinage in India - Tribal coinage - Punch Marked coins, distribution, symbols and interp         Coinage of the Indo-Greeks - Roman coinage in India - Gupta coinage - Post Gupta coinage - coinage - Chalukya, Rahstrakuta, Hoysala and Vijayanagar coinage         UNIT : 5         Development of Tamil coinage - Sangam coins- Roman coins in Tamil Nadu - Imperial Chola         Pandya, Vijayanagara and Nayak coinage - Metals and Minting techniques of various coins         Test Books	South Indian
UNIT : 4         Early coinage in India - Tribal coinage - Punch Marked coins, distribution, symbols and interp         Coinage of the Indo-Greeks - Roman coinage in India - Gupta coinage - Post Gupta coinage - coinage - Chalukya, Rahstrakuta, Hoysala and Vijayanagar coinage         UNIT : 5         Development of Tamil coinage - Sangam coins- Roman coins in Tamil Nadu - Imperial Chola         Pandya, Vijayanagara and Nayak coinage - Metals and Minting techniques of various coins         Test Books         Reference:	oretation - South Indian 15 Hours Coinage -
UNIT : 4         Early coinage in India - Tribal coinage - Punch Marked coins, distribution, symbols and interp         Coinage of the Indo-Greeks - Roman coinage in India - Gupta coinage - Post Gupta coinage - coinage - Chalukya, Rahstrakuta, Hoysala and Vijayanagar coinage         UNIT : 5         Development of Tamil coinage - Sangam coins- Roman coins in Tamil Nadu - Imperial Chola         Pandya, Vijayanagara and Nayak coinage - Metals and Minting techniques of various coins         Test Books         Reference:         1. Prof. ShrinivasRittiPratnakirti: Recent Studies in Indian Epigraphy, History, Arch	oretation - South Indian 15 Hours Coinage -
UNIT : 4         Early coinage in India - Tribal coinage - Punch Marked coins, distribution, symbols and interp Coinage of the Indo-Greeks - Roman coinage in India - Gupta coinage - Post Gupta coinage - coinage - Chalukya, Rahstrakuta, Hoysala and Vijayanagar coinage         UNIT : 5         Development of Tamil coinage - Sangam coins- Roman coins in Tamil Nadu - Imperial Chola Pandya, Vijayanagara and Nayak coinage - Metals and Minting techniques of various coins         Test Books         Reference:         1.       Prof. ShrinivasRittiPratnakirti: Recent Studies in Indian Epigraphy, History, Arch Art Essays	oretation - South Indian 15 Hours Coinage -
UNIT : 4         Early coinage in India - Tribal coinage - Punch Marked coins, distribution, symbols and interp         Coinage of the Indo-Greeks - Roman coinage in India - Gupta coinage - Post Gupta coinage - coinage - Chalukya, Rahstrakuta, Hoysala and Vijayanagar coinage         UNIT : 5         Development of Tamil coinage - Sangam coins- Roman coins in Tamil Nadu - Imperial Chola         Pandya, Vijayanagara and Nayak coinage - Metals and Minting techniques of various coins         Test Books         Reference:         1. Prof. ShrinivasRittiPratnakirti: Recent Studies in Indian Epigraphy, History, Arch Art Essays         2. ThapaRomilar-	oretation - South Indian 15 Hours Coinage -
UNIT : 4         Early coinage in India - Tribal coinage - Punch Marked coins, distribution, symbols and interp Coinage of the Indo-Greeks - Roman coinage in India - Gupta coinage - Post Gupta coinage - coinage - Chalukya, Rahstrakuta, Hoysala and Vijayanagar coinage         UNIT : 5         Development of Tamil coinage - Sangam coins- Roman coins in Tamil Nadu - Imperial Chola Pandya, Vijayanagara and Nayak coinage - Metals and Minting techniques of various coins         Test Books         Reference:         1.       Prof. ShrinivasRittiPratnakirti: Recent Studies in Indian Epigraphy, History, Arch Art Essays	oretation - South Indian 15 Hours Coinage -
UNIT : 4         Early coinage in India - Tribal coinage - Punch Marked coins, distribution, symbols and interp         Coinage of the Indo-Greeks - Roman coinage in India - Gupta coinage - Post Gupta coinage - coinage - Chalukya, Rahstrakuta, Hoysala and Vijayanagar coinage         UNIT : 5         Development of Tamil coinage - Sangam coins- Roman coins in Tamil Nadu - Imperial Chola         Pandya, Vijayanagara and Nayak coinage - Metals and Minting techniques of various coins         Test Books         Reference:         1. Prof. ShrinivasRittiPratnakirti: Recent Studies in Indian Epigraphy, History, Arch Art Essays         2. ThapaRomilar-	oretation - South Indian 15 Hours Coinage -
UNIT : 4         Early coinage in India - Tribal coinage - Punch Marked coins, distribution, symbols and interp         Coinage of the Indo-Greeks - Roman coinage in India - Gupta coinage - Post Gupta coinage - coinage - Chalukya, Rahstrakuta, Hoysala and Vijayanagar coinage         UNIT : 5         Development of Tamil coinage - Sangam coins- Roman coins in Tamil Nadu - Imperial Chola         Pandya, Vijayanagara and Nayak coinage - Metals and Minting techniques of various coins         Test Books         Reference:         1. Prof. ShrinivasRittiPratnakirti: Recent Studies in Indian Epigraphy, History, Arch         Art Essays         2. ThapaRomilar-       Asoka inscription.         3       Indian Epigraphical glossary	oretation - South Indian 15 Hours Coinage -
UNIT : 4         Early coinage in India - Tribal coinage - Punch Marked coins, distribution, symbols and interp         Coinage of the Indo-Greeks - Roman coinage in India - Gupta coinage - Post Gupta coinage - coinage - Chalukya, Rahstrakuta, Hoysala and Vijayanagar coinage         UNIT : 5         Development of Tamil coinage - Sangam coins- Roman coins in Tamil Nadu - Imperial Chola         Pandya, Vijayanagara and Nayak coinage - Metals and Minting techniques of various coins         Test Books         Reference:         1. Prof. ShrinivasRittiPratnakirti: Recent Studies in Indian Epigraphy, History, Arch         Art Essays         2. ThapaRomilar-       Asoka inscription.         3       Indian Epigraphical glossary	oretation - South Indian 15 Hours Coinage -

# Course Designed By : MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	

CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : III						
Semester : VI						
Course code	22UHT13	PAPER :Core Course XIII: History of	L	Т	Р	С
		Contemporary India				
Core/Elective/Supportive		CORE				
Pre-requisite			Syll	abus	202	20-
-			Ver	sion	202	22
<b>Course Objectives:</b>						
<ul> <li>To enhance the nat</li> </ul>	ionalistic feel	ing among the students.				
<ul><li>To understand the</li></ul>	struggle for fi	reedom organized by notable political lead	lers of	f India	ι.	
<ul> <li>To analyze the con</li> </ul>	tributions of t	the prominent leaders for the progress of I	ndia.			

#### **Expected Course Outcomes**:

1 To develop the	etion of the course, student will be able to:	K2
<b>*</b>	national interest among the students.	
	current scenarios of our Nation-state.	K1
3.		K2
4.		K3
5.		K1
	K2- Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6 - Cr	
UNIT:1		15 Hours
	artition of India and its effects - integration of Indian states - Mak	ing of
	organization of Indian States.	
UNIT:2		15 Hours
	lehru - internal reforms - External policy – LalBahadurShastr	•
	of Bangladesh - Declaration of MISA - Total Revolution and .	JP -Janata
	ii -Khalistan Movement - Blue Star Operation	
UNIT:3		15 Hours
	cy of Rajiv Gandhi - Panchayat Raj - Foreign Policy of Rajiv - S	
Ethnic Issue and IPKF -	V.P.Singh and Mandal Commission - Chandrasekar - Economic	Policy o
P.V,NarasimmaRao - Ur	nited Front -	
UNIT:4		15 Hours
United Front Governm	ments - National Democratic Government- A.B Vajpayee	and hi
administration – Manmo	ohan Singh and his administration - Rise of BJP under Narend	lraModi -
India's Foreign affairs	-	
UNIT : 5		15 Hours
Agricultural a	and Industrial Developments - Growth of Transport - Education	on - Mas
Communication - Scienc		
Text Books		
<ul> <li>Bipan Chandra</li> </ul>	India after independence	
<ul><li>Bipan Chandra</li><li>Bayly Susan.</li></ul>	-	Society
<ul> <li>Bayly Susan.</li> </ul>	The New Cambridge History of India, IV.3, Caste, S	Society
<ul> <li>Bayly Susan.</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999.	-
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass, Paul R.</li> </ul>	The New Cambridge History of India, IV.3, Caste, S	-
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass,Paul R. Books, 1980</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four	-
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass, Paul R.</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four R- Contemporary India.	ndation
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass,Paul R. Books, 1980</li> <li>Chakravarty S.</li> <li>Gnter,Marc.</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four	ndation
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass,Paul R. Books, 1980</li> <li>Chakravarty S.</li> <li>Gnter,Marc. Press, 1997.</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four R- Contemporary India. Law and Society in Modern India, Delhi, Oxford Univer	ndation
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass,Paul R. Books, 1980</li> <li>Chakravarty S.</li> <li>Gnter,Marc. Press, 1997.</li> <li>History of mod</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four R- Contemporary India. Law and Society in Modern India, Delhi, Oxford Univer lern India by Thangavelu, Mangalamurugesan.	ndation
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass,Paul R. Books, 1980</li> <li>Chakravarty S.</li> <li>Gnter,Marc. Press, 1997.</li> <li>History of mod</li> <li>Hasan, Mushiru</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four R-Contemporary India. Law and Society in Modern India, Delhi, Oxford Univer lern India by Thangavelu, Mangalamurugesan. ul. Legacy of a Divided Nation; India Muslims since	ndation
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass,Paul R. Books, 1980</li> <li>Chakravarty S.</li> <li>Gnter,Marc. Press, 1997.</li> <li>History of mod</li> <li>Hasan, Mushiru</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four R-Contemporary India. Law and Society in Modern India, Delhi, Oxford Univer lern India by Thangavelu, Mangalamurugesan. ul. Legacy of a Divided Nation; India Muslims since C. Hurst &Co. Publications, 1997.	ndation
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass,Paul R. Books, 1980</li> <li>Chakravarty S.</li> <li>Gnter,Marc. Press, 1997.</li> <li>History of mod</li> <li>Hasan, Mushiru independence.</li> <li>Krishna Ananth</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four R-Contemporary India. Law and Society in Modern India, Delhi, Oxford Univer lern India by Thangavelu, Mangalamurugesan. ul. Legacy of a Divided Nation; India Muslims since C. Hurst &Co. Publications, 1997.	ndation
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass, Paul R. Books, 1980</li> <li>Chakravarty S.</li> <li>Gnter, Marc. Press, 1997.</li> <li>History of mod</li> <li>Hasan, Mushiru independence.</li> <li>Krishna Anantl Pearson Educat</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four R-Contemporary India. Law and Society in Modern India, Delhi, Oxford Univer lern India by Thangavelu, Mangalamurugesan. ul. Legacy of a Divided Nation; India Muslims since C. Hurst &Co. Publications, 1997. h V. India since independence; Making Sense of Indian Po tion India 2011.	ndation rsity litics,
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass,Paul R. Books, 1980</li> <li>Chakravarty S.</li> <li>Gnter,Marc. Press, 1997.</li> <li>History of mod</li> <li>Hasan, Mushiru independence.</li> <li>Krishna Anantl Pearson Educat</li> <li>Lapierre, Domi</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four R-Contemporary India. Law and Society in Modern India, Delhi, Oxford Univer lern India by Thangavelu, Mangalamurugesan. ul. Legacy of a Divided Nation; India Muslims since C. Hurst &Co. Publications, 1997. h V. India since independence; Making Sense of Indian Po tion India 2011. inique & Larry Collins. Freedom of Midnight South Asia Books 2	ndation csity litics, 2009
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass,Paul R. Books, 1980</li> <li>Chakravarty S.</li> <li>Gnter,Marc. Press, 1997.</li> <li>History of mod</li> <li>Hasan, Mushiru independence.</li> <li>Krishna Anantl Pearson Educat</li> <li>Lapierre, Domi</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four R-Contemporary India. Law and Society in Modern India, Delhi, Oxford Univer lern India by Thangavelu, Mangalamurugesan. ul. Legacy of a Divided Nation; India Muslims since C. Hurst &Co. Publications, 1997. h V. India since independence; Making Sense of Indian Po tion India 2011.	ndation csity litics, 2009
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass,Paul R. Books, 1980</li> <li>Chakravarty S.</li> <li>Gnter,Marc. Press, 1997.</li> <li>History of mod</li> <li>Hasan, Mushiru independence.</li> <li>Krishna Ananth Pearson Educat</li> <li>Lapierre, Domi</li> <li>PrasatBimal, C</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four R-Contemporary India. Law and Society in Modern India, Delhi, Oxford Univer lern India by Thangavelu, Mangalamurugesan. ul. Legacy of a Divided Nation; India Muslims since C. Hurst &Co. Publications, 1997. h V. India since independence; Making Sense of Indian Po tion India 2011. inique & Larry Collins. Freedom of Midnight South Asia Books 2	ndation csity litics, 2009
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass,Paul R. Books, 1980</li> <li>Chakravarty S.</li> <li>Gnter,Marc. Press, 1997.</li> <li>History of mod</li> <li>Hasan, Mushiru independence.</li> <li>Krishna Anantl Pearson Educat</li> <li>Lapierre, Domi</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four R-Contemporary India. Law and Society in Modern India, Delhi, Oxford Univer lern India by Thangavelu, Mangalamurugesan. ul. Legacy of a Divided Nation; India Muslims since C. Hurst &Co. Publications, 1997. h V. India since independence; Making Sense of Indian Po tion India 2011. inique & Larry Collins. Freedom of Midnight South Asia Books 2	ndation csity litics, 2009
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass,Paul R. Books, 1980</li> <li>Chakravarty S.</li> <li>Gnter,Marc. Press, 1997.</li> <li>History of mod</li> <li>Hasan, Mushiru independence.</li> <li>Krishna Ananth Pearson Educat</li> <li>Lapierre, Domi</li> <li>PrasatBimal, C</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four R-Contemporary India. Law and Society in Modern India, Delhi, Oxford Univer lern India by Thangavelu, Mangalamurugesan. ul. Legacy of a Divided Nation; India Muslims since C. Hurst &Co. Publications, 1997. h V. India since independence; Making Sense of Indian Po tion India 2011. inique & Larry Collins. Freedom of Midnight South Asia Books 2 Drigins of Indias Foreign Policy, Bombay , Orient Longman , 196	ndation csity litics, 2009
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass,Paul R. Books, 1980</li> <li>Chakravarty S.</li> <li>Gnter,Marc. Press, 1997.</li> <li>History of mod</li> <li>Hasan, Mushiru independence.</li> <li>Krishna Ananth Pearson Educat</li> <li>Lapierre, Domi</li> <li>PrasatBimal, C</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four R-Contemporary India. Law and Society in Modern India, Delhi, Oxford Univer lern India by Thangavelu, Mangalamurugesan. ul. Legacy of a Divided Nation; India Muslims since C. Hurst &Co. Publications, 1997. h V. India since independence; Making Sense of Indian Po tion India 2011. inique & Larry Collins. Freedom of Midnight South Asia Books 2 Drigins of Indias Foreign Policy, Bombay , Orient Longman , 196	ndation csity litics, 2009
<ul> <li>Bayly Susan. and Politics, Ca</li> <li>Brass,Paul R. Books, 1980</li> <li>Chakravarty S.</li> <li>Gnter,Marc. Press, 1997.</li> <li>History of mod</li> <li>Hasan, Mushiru independence.</li> <li>Krishna Ananth Pearson Educat</li> <li>Lapierre, Domi</li> <li>PrasatBimal, C</li> </ul>	The New Cambridge History of India, IV.3, Caste, S ambridge, 1999. The Politics of India Since independence, Delhi, Four R-Contemporary India. Law and Society in Modern India, Delhi, Oxford Univer lern India by Thangavelu, Mangalamurugesan. ul. Legacy of a Divided Nation; India Muslims since C. Hurst &Co. Publications, 1997. h V. India since independence; Making Sense of Indian Po tion India 2011. inique & Larry Collins. Freedom of Midnight South Asia Books 2 Drigins of Indias Foreign Policy, Bombay , Orient Longman , 196	ndation csity litics, 2009

Course Designed By : MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : III						
Semester : VI						
Course code	22UHT14	PAPER :Core Course XIV: History of	L	Т	Р	С
		Europe from 1789 C.E.TO 1900 C.E.				
Core/Elective/Supportive		CORE	Cullaburg			
Pre-requisite			Syllabus		2020-	
			Ver	sion	2022	
<b>Course Objectives:</b>						
✤ To be acquainted	d with the Rev	volution of France.				
<ul><li>To trace the cause</li></ul>	ses and effects	s of the world wars.				
<ul> <li>To enrich the stu</li> </ul>	udy of internat	ional Organizations.				
<b>Expected Course Outcom</b>	nes:					
On the guession ful complete	tion of the cou	rea student will be able to:				

On the successful completion of the course, student will be able to:

1       10       10       10       11       11         2.       To trace the causes and effects of various wars.       K1         3.       To enrich the study of international Organizations       K2         4.       K3         5.       K1         K4- Nalyze; K5 - Evaluate; K6 - Create         UNIT : 1         15       Hours         French Revolution – Causes, Course and results – Rise of Napolean Bonaparte –         Napoleanic Wars – Continental system – causes for the failure of Napolean –domestic reforms of Napolean         UNIT : 2         15 Hours         Vienna Congress – Metternich -Holy Alliance – Concert of Europe–Louis XVIII –         Charles X – Revolution of 1830 and its results – Louis Philipe – causes for the 1848 Revolution         Effects.         UNIT : 3         Is Hours         Vienna Congress – Metternich -Holy Alliance – Concert of Europe–Louis XVIII –         Charles X – Revolution of 1830 and its results – Louis Philipe – causes for the 1848 Revolution         Effects.         UNIT : 4       15 Hours         UNIT : 4       15 Hours         UNIT : 4       15 Hours <th>1.</th> <th>To know about the Revolution of France.</th> <th>K2</th>	1.	To know about the Revolution of France.	K2
3.       To enrich the study of international Organizations       K2         4.       K3         5.       K1         K1 - Remember: K2 - Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6 - Create         UNIT : 1       I5 Hours         French Revolution – Causes, Course and results – Rise of Napolean Bonaparte –         Napoleanic Wars – Continental system – causes for the failure of Napolean –domestic reforms of         Napolean       I5 Hours         Vienna Congress – Metternich -Holy Alliance – Concert of Europe–Louis XVIII –         Charles X – Revolution of 1830 and its results – Louis Philipe – causes for the 1848 Revolution –         Effects.       I5 Hours         Napoleon III – His wars – failure – Third Republic of France – Unification of Italy – Role of Cavour, Garibaldi, Mazzini and Victor Immanuel-II – Roman question – Lateran Treaty of 1929.         UNT : 4       I5 Hours         Unification of Germany: Bismarck and Unification – Fall of Bismarck – Eastern Question – the Greek war of independence – the Crimean war – Young Turk Movement – Balkan wars.         UNT : 5       I5 Hours         First World War – League of Nations -Mustafa KemelBasha – Russian Revolution of 1917         Nazien – Fascism – Causes & revolts of II world war – Bi-polarization – cause and results – European Union- Common Wealth of Nations.         Text Books       Reference Books         1.       M.A.L. Fisher- History of Eur			
4.       K3         5.       K1         K1 - Remember: K2- Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6 - Create         UNT : 1         Is french Revolution – Causes, Course and results – Rise of Napolean Bonaparte –         Napoleanic Wars – Continental system – causes for the failure of Napolean –domestic reforms of Napolean         UNT : 2         Vienna Congress – Metternich -Holy Alliance – Concert of Europe–Louis XVIII –         Charles X – Revolution of 1830 and its results – Louis Philipe – causes for the 1848 Revolution –         Effects.         UNIT : 3         Is failure – Third Republic of France – Unification of Italy – Role of Cavour, Garibaldi, Mazzini and Victor Immanuel-II – Roman question – Lateran Treaty of 1929.         UNIT : 4         Is flowrs         Unification of Germany: Bismarck and Unification – Fall of Bismarck – Eastern Question – the Greek war of independence – the Crimean war – Young Turk Movement – Balkan wars.         UNIT : 5         Is flowrs         First World War – League of Nations -Mustafa KemelBasha – Russian Revolution of 1917         Nazism – Fascism – Causes & revolts of II world war – Bi-polarization – causes and results – European Union- Common Wealth of Nations.         Text Books			
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<ol> <li>M.A.L. Fisher- History of Europe</li> <li>A.J. Grant- History of Europe</li> <li>South gate A Text Book of Modern European History.</li> <li>C.D.H. Ketelby - History of Modern Europe from 1789.</li> <li>Davis, H.A Revised By D.H.C Blunt, An Outline History of The World , New Delhi Oxford University Press , 1968</li> <li>Durant Will, The Story of Civilization , Vol V , To XI New York , 1953-1975</li> <li>Rao, B.V., History of Europe 1450-1815. New Delhi, Sterling Publication, 2014</li> <li>Swain,J.E. A History of World Civilization , New Delhi Eurasia Publication, 1970</li> <li>Thomson , David , Europe Since Napoleon, London , Penguin , Reprint , 1966</li> </ol>	Text Bo	poks	
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<ol> <li>A.J. Grant- History of Europe</li> <li>South gate A Text Book of Modern European History.</li> <li>C.D.H. Ketelby - History of Modern Europe from 1789.</li> <li>Davis, H.A Revised By D.H.C Blunt, An Outline History of The World , New Delhi Oxford University Press , 1968</li> <li>Durant Will, The Story of Civilization , Vol V , To XI New York , 1953-1975</li> <li>Rao, B.V., History of Europe 1450-1815. New Delhi, Sterling Publication, 2014</li> <li>Swain,J.E. A History of World Civilization , New Delhi Eurasia Publication, 1970</li> <li>Thomson , David , Europe Since Napoleon, London , Penguin , Reprint , 1966</li> </ol>	Referen	ce Books	
<ol> <li>South gate A Text Book of Modern European History.</li> <li>C.D.H. Ketelby - History of Modern Europe from 1789.</li> <li>Davis, H.A Revised By D.H.C Blunt, An Outline History of The World , New Delhi Oxford University Press , 1968</li> <li>Durant Will, The Story of Civilization , Vol V , To XI New York , 1953-1975</li> <li>Rao, B.V., History of Europe 1450-1815. New Delhi, Sterling Publication, 2014</li> <li>Swain,J.E. A History of World Civilization , New Delhi Eurasia Publication, 1970</li> <li>Thomson , David , Europe Since Napoleon, London , Penguin , Reprint , 1966</li> </ol> Related Online Contents Course Designed By :	1.	M.A.L. Fisher- History of Europe	
<ol> <li>C.D.H. Ketelby - History of Modern Europe from 1789.</li> <li>Davis, H.A Revised By D.H.C Blunt, An Outline History of The World , New Delhi Oxford University Press , 1968</li> <li>Durant Will, The Story of Civilization , Vol V , To XI New York , 1953-1975</li> <li>Rao, B.V., History of Europe 1450-1815. New Delhi, Sterling Publication, 2014</li> <li>Swain,J.E. A History of World Civilization , New Delhi Eurasia Publication, 1970</li> <li>Thomson , David , Europe Since Napoleon, London , Penguin , Reprint , 1966</li> </ol> Related Online Contents Course Designed By :			
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University Press, 1968 6. Durant Will, The Story of Civilization, Vol V, To XI New York, 1953-1975 7. Rao, B.V., History of Europe 1450-1815. New Delhi, Sterling Publication, 2014 8. Swain,J.E. A History of World Civilization, New Delhi Eurasia Publication, 1970 9. Thomson, David, Europe Since Napoleon, London, Penguin, Reprint, 1966 Related Online Contents Course Designed By :			
<ul> <li>6. Durant Will, The Story of Civilization , Vol V , To XI New York , 1953-1975</li> <li>7. Rao, B.V., History of Europe 1450-1815. New Delhi, Sterling Publication, 2014</li> <li>8. Swain, J.E. A History of World Civilization , New Delhi Eurasia Publication, 1970</li> <li>9. Thomson , David , Europe Since Napoleon, London , Penguin , Reprint , 1966</li> </ul> Related Online Contents Course Designed By :			Delhi Oxford
<ul> <li>7. Rao, B.V., History of Europe 1450-1815. New Delhi, Sterling Publication, 2014</li> <li>8. Swain, J.E. A History of World Civilization, New Delhi Eurasia Publication, 1970</li> <li>9. Thomson , David , Europe Since Napoleon, London , Penguin , Reprint , 1966</li> </ul> Related Online Contents Course Designed By :			
<ol> <li>Swain, J.E. A History of World Civilization , New Delhi Eurasia Publication, 1970</li> <li>Thomson , David , Europe Since Napoleon, London , Penguin , Reprint , 1966</li> <li>Related Online Contents</li> <li>Course Designed By :</li> </ol>			
9. Thomson , David , Europe Since Napoleon, London , Penguin , Reprint , 1966 Related Online Contents Course Designed By :			
Related Online Contents Course Designed By :			70
Course Designed By :	9.	Thomson, David, Europe Since Napoleon, London, Penguin, Reprint, 1966	
	Related	Online Contents	
	Course	Designed By :	

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	

CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : III						
Semester : VI						
Course code	22UHT15	PAPER :Core Course XV: History of	L	Т	Р	С
		USA from 1865 C.E. to 2000 C.E.				
Core/Elective/Supportive		CORE				
Pre-requisite			Syll	abus	202	20-
_			Ver	sion	202	22
Course Objectives:						
To identify the deve	elopment of th	e U.S.A. as a world power.				

> To understand the importance of the policies of the American Presidents.

> To recognize about the scientific development and technological improvement in USA.

#### **Expected Course Outcomes:**

On the successful completion of the course, student will be able to:

1. To know about the influence of USA. In the World affairs.	K2
<ol> <li>To understand the importance of Economical War of USA.</li> </ol>	K2 K1
3.	K1 K2
4.	K2 K3
5.	K3 K1
K1 - Remember: K2- Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6	
UNIT : 1	15 Hours
Reconstruction of America Rise of Big Business – Revolution and Reaction	
Economic life- Populist Party – Knights of Labour - Spanish American War-1898- Th question-Course of the War-Treaty of Paris (1898).	
UNIT : 2	15 Hours
Theodor Roosevelt and Progressive Legislation- Woodrow Wilson and Wo	
Wilson and the peace conference of Paris (1919)-the Treaty of Versailles -the League	
UNIT : 3	15 Hours
Warren Harding- Coolidge and Prosperity – Herbert Hoover – F.D. Roosev	
Neighbour Policy- UNITed States at World War –II – Issue of Neutrality – Major Car	
Pan-American Movement.	inpaigns –
UNIT : 4	15 Hours
Harry's Truman – Eisenhower – John Fizerald Kennedy –Lyndon B. Johns	
Nixon –Martin Luther King- Korean War – Vietnam War – Good Neighbour's Policy	
Conference.	- w ashington
UNIT : 5	15 Hours
Gerald Rudolph Ford- Ronald Wilson Reagun- George Herbert Walker Bush	
Right-Bill Clinton – Foreign Policy.	I = WOILCH S
Text Books	
1.	
Reference Books	
1. P.S. Joshi-`History of United States of America.	
<ol> <li>1. 1.5. Joshi- Thistory of Onited States of America.</li> <li>lyndow G. Van Deuse- The United States of America: A History Since 1865.</li> </ol>	
<ol> <li>C.P.Hill - A History of the United States.</li> </ol>	
<ol> <li>Woodrow Wilson - A History of American People.</li> </ol>	
5. K.Rajayyan- History of the United States.	
5. Kixujayyan- mistory of the Oniced States.	
Related Online Contents	
Course Designed By :	
MAPPING WITH PROGRAM OUTCOMES	

# MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : III						
Semester : VI						
Course code	22UHTM5	PAPER :Major Based Elective V :	L	Т	Р	С
		History of Journalism and Mass				
		Communication				
Core/Elective/Supportive		CORE				
Pre-requisite			Syll	2020-		
			Ver	2022		
Course Objectives:						
<ul> <li>To understand the</li> </ul>	e dynamic na	ture of journalism				
<ul> <li>To study on the :</li> </ul>	features of jou	ırnalism.				
<ul> <li>To make the stud</li> </ul>	dents to appre	ciate the link between the news agencies	and tl	neir ef	fect	ive
communication s	system					
Expected Course Outcom	nes:					
On the successful complet	ion of the cou	rse, student will be able to:				

1.	To understand the dynamic role of mass media among the public.	K2
2.	To study the various kinds of Journalism.	K1
3.	To make the students to appreciate the link between the news agencies and their	K2
	effective communication system.	
4.		K3
5.		K1
K	1 - Remember: K2- Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6 - Crea	e
UNIT :	1 1:	6 Hours
	Journalism - Its definition - Mass Media - Kinds of Mass Media - His	tory of
Journal	ism – Experiences during the British Indian Age – Press Laws – Mass Communica	
India.		
UNIT :	2	5 Hours
	Development of Journalism in India since independence – News –News values	- News
Agenci	es – Freedom of the Press and Ethics in Journalism – Press Council.	
UNIT :		Hours
	Reporters – Types – Role and Responsibilities - Reporting crimes- Public meeti	ng etc.,
- Art of	interview and its Types – Investigative journalism.	0
UNIT :		Hours
	Writing – Inverted pyramid – features and News story – type of Writers – Ed	liting –
Role of	Editors, sub-Editors – Editorial – Page Make-up etc Proof-Reading.	U
UNIT :		Hours
	Role of Press in India – Recent Advertisements in Electronic and Print Media -	Social
Media a	and the Impact in India - Journalism as a preparation for career.	
Test Bo	* * *	
	1. James, M. Neal and Suxanne S. Brown – News Writing, Reporting.	
	2. Pathayali Seth- Professional Journalism.	
	3. Ahuja - introduction to Journalism.	
	4. S.Natarajan - A History of the press in India.	
	5. Mehta. D.S Mass-Communication and Journalism in India	
	6. RangaswamyParthasarathy- Journalism in India.	
	7. Mehta. D.S Mass-Communication and Journalism in India	
	8. RangaswamyParthasarathy- Journalism in India.	
Referer	ace Books	
Related	Online Contents	
Course	Designed By :	
200100		

# MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	

		CO5	S	S	S	М	М	L	-	-	-	
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Year : III												
Semester : VI												
Course code	22UHTM6	PAPER :Major Based Elective VI	L	Т	Р	С						
		:Science and Technology in India										
Core/Elective/Supportive		CORE										
Pre-requisite			Syll	abus	202	20-						
			Ver	sion	202	22						
<b>Course Objectives:</b>	Objectives:											
	To acquaint the student with the scientific progress made by Indians through the ages.											
To analyze the nature	To analyze the nature of Indian science and technology and its social implications.											
$\succ$ To assess the role of	of scientific pro	ogress in the process of modernization of	India.									
<b>Expected Course Outcom</b>	ted Course Outcomes:											
On the successful comple	successful completion of the course, student will be able to:											
1. To understand the	To understand the Knowledge of Indians in Science & Technology during Pre- K2											
Historic age.												
2. To make the stud	dents for learn	about scientific sense in medieval India.			K1							

3.	To create the students knowledge regarding space mission in modern India	K2
4.		K3
5.		K1
K	1 - Remember: K2- Understand; K3-Apply: K4-Analyze; K5 - Evaluate; K6 - Crea	ite
UNIT :		5 Hours
	Pre- New developments in technology-The advent of food production-Technolog	gy in
the Ind	us Valley Civilization ^-historic hunter-Gatherers -Paleolithic cultures-Sequence and	
	tion-Stone industries-Technological developments-Mesolithic cultures-regional and	
	logical distribution	
UNIT :	2	5 Hours
	Scientific Thoughts in Ancient India-Astronomy -Varahamihira- Mathematics -	
Baudha	yan-Aryabhatta,-Brahmagupta- Bhaskara I- Bhaskara IIMedical Science of Ancien	t India
(Ayurv	eda & Yoga): Susruta, Charak, Yoga &Patanjali.	
UNIT :	3	5 Hours
	Science and Technology in Medieval India- influence of the Islamic world and Eu	rope-
The rol	e of Maktabs, Madrasas and Karkhanas setup-innovations in the field of agriculture-l	New
crops in	ntroduced- New techniques of irrigation.	
UNIT :	4 1	5 Hours
	Impact of Western Science and Technology in India -Science policy under the Br	itish-
Early E	uropean Scientists in Colonial India-Surveyors-Botanists-Doctors-under the Compar	ıy's
Service	- Indian Response to new Scientific Knowledge- Science and Technology in Modern	ı India-
Develo	pment of research organizations like- CSIR and DRDO-Establishment of Atomic End	ergy
Commi	ssion-ISRO-Launching of satellites -Achievements.	
UNIT :	5 1	5 Hours
	Science Policy of independent India tills 1964 -Contributions of Jawaharlal Nehru	i –
	fic Institutions for the promotion of science- Prominent Scientists of Modern India:	
	saRamanujam-C.V.Raman-JagdishChandraBose-HomiBhabhaDr.VikramSarabhai.	
Test Bo		
	1. Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan,	
	2. D. K. Chakrabarti, The Archaeology of Ancient Indian Cities	, 1997
	Paperback.	
	3 The Oxford Companion to Indian Archa	eology
	New Delhi, 2006.	
	4 A concise History of Science in India, New 1971.	7 Delhi
	5. Chattopadhyay, D.D., History of Science and Technology in Ancient India	ı: 1986.
	6. Kumar, Deepak Science and the Raj (1857-1905). 2000.	
	7. Roy, A and Bagchi, S.K. Technology in Ancient and Medieval India 1986.	, Delhi
	8. Jaggi, O.P., Dawn of Indian Technology - Delhi, 1969.	
Referer	ace Books	
Related	Online Contents	
Course	Designed By :	

Course Designed By : <u>MAPPING WITH PROGRAM OUTCOMES</u>

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : III									
Semester : VI									
Course code	22UHTM7	PAPER :Major Based Elective VII:	L	Т	Р	С			
		Introduction to Historiography and							
Archival Studies									
Core/Elective/Supportive	•	CORE							
Pre-requisite			Syll	abus	202	20-			
-			Ver	sion	202	22			
<b>Course Objectives:</b>									
To Understand The	e Need for Stu	idying History							
To Analyze Defini	tion, Nature a	nd Scope of History							
➢ To Know the Cont	ribution of Hi	storians through Ages							
To Evaluate Their	Approaches to	o History							
To introduce the Methodology in Writing									
		-							
Expected Course Outcou	nes.								

**Expected Course Outcomes**: On the successful completion of the course, student will be able to:

Practitioners of History; Greco – Roman: Herodotus – Theological interpretation: St.Augustine –         Medieval Arab Historian: IbnKaladun – Modern western Historians Leopold Von Ranke – G.M         Frevelyan – A.J.Toynbee       15 Hours         Historiography and Historians of India : Puranas and History – Buddhist and Jain         Historiography – Kalahana – Alberuni – Amir Khusru – Barani –IbnBatuta – AbulFazl – Modern         ndian Historians Jadunath Sarkar, - J.Smill – Va.Smith-DD.Kosambi – South Indian Historians :         X.A.N.Sastri, K.K.Pillai.         JNIT : 4       15 Hours         Historians At Work : Selection of Topic-Review of Literature-Collection of Data: Primary and         Secondary – Internal and External Criticism – Chapterization – Bibliography – Footnotes, Chart, Fables, and Appendices – Documentation         JNIT : 5       15 Hours         Archival Sourses – National Archives of India – Tamil Nadu State Archives- research, preservation and Training       15 Hours         I. Bury J.B       Greek Historians : Harvard Lectures , Adegi Graphics L L C , 1999         2. Carr. E.H.,       What Is History, Harmondsworth, 1977         3. Clark .S &Skinne. Q.       The Annals Historians, Cambridge 1985         4. Collingwood.R.G.       The Idea of History, Oxford, 1977& 2004         5. Manikam.S.       Theory of History & Method of Research, Paduman P, Madurai         8. M.L.A       Hand Book For Researcher Thesis & Assignment Writing Delhi 1	1. T	he students can analyze th	he different kinds of Historical writings.	K2
4.       K3         5.       K1         K1       R         NIT : 1       Istory and Historiography – History; Nature, scope and Value – History social sciences; History and Geography – History and political science - History and Economics etc         INIT : 1       Istory and political science - History and Economics etc         INIT : 2       Istory and political science - History and Economics etc         INIT : 3       Istory; Greco - Roman: Herodotus - Theological interpretation: St.Augustine - Medieval Arab Historian: IbnKaladun - Modern western Historians Leopold Von Ranke - G.M.         Intrevelyan - A.J.Toynbee       Istoriography and Historians of India : Puranas and History - Buddhist and Jain         Historiography and Historians of India : Puranas and History - Buddhist and Jain       16 Hours         Historiography - Kalahana - Alberuni - Amir Khusru - Barani -IbnBatuta - AbulFazl - Modern       ndian Historians Jadunath Sarkar, -J.Smill - Va.Smith-DD.Kosambi - South Indian Historians         INIT : 4       Istorians Advents Selection of Topic-Review of Literature-Collection of Data: Primary and Secondary - Internal and External Criticism - Chapterization - Bibliography - Footnotes, Chart, Tables, and Appendices- Documentation         INIT : 5       Istourse - National Archives of India - Tamil Nadu State Archives- research, preservation and Training         feet Books       Istory Subatern Studies Reader, Vol.I, IV, VI. Delhi, OUP. 1994& 1997         2. Cart. E.H.,       What Is History, Marnondsworth, 1977	2. T	he learners can assess the	contributions of the Historian's to the History.	K1
5.       K1         Mail Colspan="2">K1         Definition of History and Historiography – History; Nature, scope and Value – History as science – History as art. Kinds of history and other social sciences; History and Geography – Historiograph and Ditical science - History and Economics etc         Mistorians of History; Greco – Roman: Herodotus – Theological interpretation: St.Augustine – Medieval Arab Historians IbnKaladun – Modern western Historians Leopold Von Ranke – G.M Trevelyan – A.J.Toynbee         JINT : 3         If Historiography – Kalahana – Alberuni – Amir Khusru – Barani – IbnBatuta – AbuFazl – Modern ndian Historians Jadunath Sarkar, - J.Smill – Va.Smith-DD.Kosambi – South Indian Historians : CA.N.Sastri, K.K.Pillai.         INT : 4         Istorians At Work : Selection of Topic-Review of Literature-Collection of Data: Primary and Secondary – Internal and External Criticism – Chapterization – Bibliography – Footnotes, Chart, Tables, and Appendices – Documentation         JINT : 5         Internal and External Criticism – Chapterization – Bibliography – Footnotes, Chart, Tables, and Appendices – Documentation         <				K2
5.       K1         Mail Colspan="2">K1         Definition of History and Historiography – History; Nature, scope and Value – History as science – History as art. Kinds of history and other social sciences; History and Geography – Historiograph and Ditical science - History and Economics etc         Mistorians of History; Greco – Roman: Herodotus – Theological interpretation: St.Augustine – Medieval Arab Historians IbnKaladun – Modern western Historians Leopold Von Ranke – G.M Trevelyan – A.J.Toynbee         JINT : 3         If Historiography – Kalahana – Alberuni – Amir Khusru – Barani – IbnBatuta – AbuFazl – Modern ndian Historians Jadunath Sarkar, - J.Smill – Va.Smith-DD.Kosambi – South Indian Historians : CA.N.Sastri, K.K.Pillai.         INT : 4         Istorians At Work : Selection of Topic-Review of Literature-Collection of Data: Primary and Secondary – Internal and External Criticism – Chapterization – Bibliography – Footnotes, Chart, Tables, and Appendices – Documentation         JINT : 5         Internal and External Criticism – Chapterization – Bibliography – Footnotes, Chart, Tables, and Appendices – Documentation         <	4.			К3
K1 - Remember:       K2- Understand;       K3-Apply:       K4-Analyze;       K5 - Evaluate;       K6 - Create         INIT:       15 Hours         Definition of History and Historiography – History;       Nature, scope and Value – History         is science       History and political science - History and Economics etc         JNIT:       15 Hours         Parcititioners of History;       Greecepan - A.J. Toynbee         JNIT:       15 Hours         recelyan - A.J. Toynbee       15 Hours         Torigraphy - Kalahana - Alberuni - Amir Khusru - Barani -IbnBatuta - AbulFazl - Modern         ndian Historiography and Historians of India : Puranas and History - Buddhist and Jain         fistoriography - Kalahana - Alberuni - Amir Khusru - Barani -IbnBatuta - AbulFazl - Modern         ndian Historians Jadunath Sarkar, -J.Smill - Va.Smith-DD.Kosambi - South Indian Historians :         ZAN.Sastri, K.K.Pillai.         JNIT: 4       15 Hours         Historiography - Kalahana - Alberuni - Amir Khusru - Barani -IbnBatuta - AbulFazl - Modern         ndian Historians Jadunath Sarkar, - J.Smill - Va.Smith-DD.Kosambi - South Indian Historians :         ZAN.Sastri, K.K.Pillai.       15 Hours         JNIT : 5       Trachada External Criticism - Chapterization - Bibliography - Footnotes, Chart,         rabiescondary - Internal and External Criticism - Chapterization - Bibliography - Footnotes, Chart,				
JNIT : 1       15 Hours         Definition of History and Historiography – History; Nature, scope and Value – History is science – History as art. Kinds of history and other social sciences; History and Geography – History and political science - History and Economics etc         INIT : 2       15 Hours         Practitioners of History; Greco – Roman: Herodotus – Theological interpretation: St.Augustine – Medieval Arab Historian: IbnKaladun – Modern western Historians Leopold Von Ranke – G.M [revelyan – A.J.Toynbee]       15 Hours         JNIT : 3       15 Hours       15 Hours         Historiography – Kalahana – Alberuni – Amir Khusru – Barani –IbnBatuta – AbulFazl – Modern       ndian Historians Jadunath Sarkar, - J.Smill – Va.Smith-DD.Kosambi – South Indian Historians : (X.A.N.Sastri, K.K.Pillai.         JNIT : 4       15 Hours         Value – History and Appendices – Documentation       15 Hours         NIT : 5       15 Hours         Varchival Sourses – National Archives of India – Tamil Nadu State Archives- research, preservation and Training       15 Hours         Pest Books       1       15 Hours         1       1999       2. Carr.E.H.,       What Is History, Harmondsworth, 1977         3       Clark & Sckinne, Q.       The Annals Historians, Cambridge 1985       1002         4       Collingwood.R.G.       The Annals History, Oxford, 1977& 2004       1994(1997         5       GuakaRanajit,       Subaltern Studies R		Remember: <b>K2</b> - Under	stand: K3-Apply: K4-Analyze: K5 - Evaluate: K6 - (	
Definition of History and Historiography – History; Nature, scope and Value – History as act. Kinds of history and tother social sciences; History and Geography – History and political science - History and Economics etc         NITT : 2       15 Hours         Practitioners of History; Greco – Roman: Herodotus – Theological interpretation: St.Augustine – Medieval Arab Historian: IbnKaladun – Modern western Historians Leopold Von Ranke – G.M Irevelyan – A.J.Toynbee       15 Hours         JNIT : 3       15 Hours         Historiography and Historians of India : Puranas and History – Buddhist and Jain       15 Hours         Historiography and Historians of India : Puranas and History – Buddhist and Jain       15 Hours         Fistoriography – Kalahana – Alberuni – Amir Khusru – Barani –IbnBatuta – AbulFazl – Modern Indian Historians Jadunath Sarkar, - J.Smill – Va.Smith-DD.Kosambi – South Indian Historians : X.A.N.Sastri, K.K.Pillai.       15 Hours         JNIT : 4       15 Hours       15 Hours         Fistorians At Work : Selection of Topic-Review of Literature-Collection of Data: Primary and Secondary – Internal and External Criticism – Chapterization – Bibliography – Footnotes, Chart, Tables, and Appendices – Documentation       15 Hours         JNIT : 5       15 Hours       15 Hours         rectival Sourses – National Archives of India – Tamil Nadu State Archives- research, preservation and Training       15 Hours         rest Books       1       15 Hours         1       Burgy J.B.       Greek Historians : Harvard Lectures , Adegi G				
<ul> <li>is science – History as art. Kinds of history and other social sciences; History and Geography – History and political science - History and Economics etc JNIT: 2 [15] [15] [15] [15] [15] [15] [15] [15]</li></ul>	01111.1	Definition of History an	d Historiography – History: Nature, scope and Value	
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<ul> <li>K.A.N.Sastri, K.K.Pillai.</li> <li>JNIT : 4</li> <li>15 Hours</li> <li>Historians At Work : Selection of Topic-Review of Literature-Collection of Data: Primary and Secondary – Internal and External Criticism – Chapterization – Bibliography – Footnotes, Chart, Fables, and Appendices – Documentation</li> <li>JNIT : 5</li> <li>Internal and External Criticism – Chapterization – Bibliography – Footnotes, Chart, Fables, and Appendices – Documentation</li> <li>JNIT : 5</li> <li>Internal and External Criticism – Chapterization – Bibliography – Footnotes, Chart, Fables, and Appendices – Documentation</li> <li>JNIT : 5</li> <li>Internal and External Criticism – Chapterization – Bibliography – Footnotes, Chart, Fables, and Appendices – Documentation</li> <li>JNIT : 5</li> <li>Internal and External Criticism – Chapterization – Bibliography – Footnotes, Chart, Fables, and Appendices – Documentation</li> <li>JNIT : 5</li> <li>Internal and External Criticism – Chapterization – Bibliography – Footnotes, Chart, Fables, and Appendices – Documentation</li> <li>JNIT : 5</li> <li>Istorians – National Archives of India – Tamil Nadu State Archives - research, preservation</li> <li>Internal Criticism – Chapterization – Bibliography – Footnotes, Chart, 1999</li> <li>Carr E.H., What Is Historians : Harvard Lectures , Adegi Graphics L L C , 1999</li> <li>Cart E.H., What Is Historians, Cambridge 1985</li> <li>Collingwood.R.G. The Idea of History, Oxford, 1977 &amp; 2004</li> <li>GuhaRanajit, Subaltern Studies Reader, Vol.I,IV,VI. Delhi, OUP: 1994&amp;1997</li> <li>Jacques, Graff, Henry.F.The Modern Researcher, Harcourt Brace, San Diego, 1985</li> <li>Manikam.S. Theory of History &amp; Method of Research, Paduman P. Madurai</li> <li>M.L.A Hand Book For Researcher Thesis &amp; Assignment Writing Delhi 1990</li> <li>Manikam.S. History and Historical Methods</li> <li>Rajentheran .N. Historiography Clio Publications, 2015</li> <li>Sens.P. Historians and Historiography, institute of Historical Studies, Culcutta, 1980</li> <li>Sheik Ali, Its Theory and</li></ul>	Historiogr	aphy – Kalahana – Alber	uni – Amir Khusru – Barani –IbnBatuta – AbulFazl -	- Modern
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	14.	-	motory of mistorical writing vol 2, new york, i	, ac minail,
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Reference Books	Def	D1		

Related Online Contents

# Course Designed By : MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year : III						
Semester : VI						
Course code	22UHTM8	PAPER :Major Based Elective VIII: Manuscript Studies	L	Т	Р	C
Core/Elective/Supportiv	ve	CORE				
Pre-requisite			Sylla Versi		202 202	
Course Objectives:			versi	OII	202	Ζ
	asicknowledgeregar	dingManuscript				
	asickilowieugeregai	ungmandscript.				
Expected Course Outco	mes•					
On the successful comp		student will be able to:				
	nessofthebasicconcept				K2	
2.	nessonneousieconcept	or muluseript.			K2 K1	
3.					K1 K2	
4.					K2 K3	
5.					KJ K1	
	r. <b>K2</b> - Understand:	K3-Apply: K4-Analyze; K5 - Evaluat	e. K6	Create		
UNIT : 1		K3-Appiy: K4-Anaryze, K3 - Evalua	.c, <b>K</b> 0-		Hour	°C
	crint-Language spo	ken and written, History of writing,	Brahm			
		Meaning, scope of Manuscript – Imp				
facet of Manuscript	of writing system -	Wearing, scope of Wandsenpt – ing			useri	pr-
UNIT : 2				15	Hour	s
	Manuscripts - (	Collection of Manuscripts-Catalogui	ng of			
Biodeterioration-Illustra	-	interiori or manuscripts catalogui	115 01	wiant	iser ip	10
UNIT : 3				15	Hour	s
	of Manuscripts	Libraries of Manuscripts, Libraries	of V	-		
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UNIT : 4				15	Hour	s
	cism and Edition-	Publication of Manuscripts- Preparat	ion of	texts .	Dati	ing
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UNIT : 5				15	Hour	s
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materials.		, , , , , , , , , , , , , , , , , , ,	0			0
Test Books						
1. K.Maheswaran	Nair- Man	uscriptology, Published by				
	s,Thiruvananthapura					
	· · · · ·	Manuscriptology, Published by Dravid	lian			
linguisticsAssoc						
e e		studies,PublishedbyBharatiyaKalaPrak	ashan,l	Delhi.		
4. RaymondCleme	ns,IntroductiontoMa	anuscriptStudies, PublishedbyCornellU	nivPr;I	llustrat	ed	
edition, Jan-200	7.					
e	•	ction to Manuscriptology,Sharada				
	blishingHouse,Delhi					
6. Katre.S.M,Intro	duction to Indian t	extual Criticism,Deccan				
chInstitute III 1	1091	College,Po	stGrad	uateand	Rese	ar
chInstitute,IIEd	1,1701.					

#### 7. TextualCriticismEncyclopaediaAmericana-Volume26, InternationalEdn.1980. Reference Books

### Related Online Contents

#### Course Designed By :

S- Strong; M-Medium; L-Low

#### **MAPPING WITH PROGRAM OUTCOMES**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	

Year	: III						
Semest							
Course		22UHTS4	PAPER :Skill Enhancement Course IV : Museological Studies	L	Т	Р	C
Core/E	lective/Supportiv	re l	CORE				
Pre-req	uisite			-	labus sion	20 20	20- 22
Course	e Objectives:						
* * *	• To be acquainte	ed with the signi	students on our History in Scientific way. ficance of exhibit the excavated materials. Central and State museums in India.				
Expect	ed Course Outc	omes:					
On the	successful compl	letion of the cou	urse, student will be able to:				
1.			e the nature and scope of museology.			K2	
2.	The students can research studies		ize which will ready to lend a hand to the	eir leve	el of	K1	L
3.						K2	2
4.						K3	3
5.						K1	Ĺ
K	1 - Remember:	K2- Understand	l; <b>K3</b> -Apply: <b>K4</b> -Analyze; <b>K5</b> - Evaluate	e; K6 -	- Creat	e	
UNIT :	1				15	5 Ho	urs
		Definition - Obje	ectives - History of Museum - Museum A	Archite	ecture	and	
Buildin							
UNIT :						6 Ho	
Museur		seum - Classific	cation - National - Regional State - Distri	ct - Si	te - Pr	ivate	Э
UNIT :	1				15	6 Ho	urs
Researc	Functions of	Museum - Stora	age - Conservation - Preservation Techni	ques -			
UNIT :					15	6 Ho	urs
Reprod	Museum - Ad		Security - Museum Library - Legislative	measu	res –		
UNIT :					15	бНо	urs
the pro	Museum rela	m - Select Muse	ns - International and India ICOM, UNE eums in India - National Museum Delhi, h Hyderabad-Local Museum, Salem.		Museu	ms i	
Text B							
1.	Agarwal. V.S	Museum studies,	PrithiviPrakashan, Varanashi, 1978				

- 2. Grace "Morley "Museum today, Lucknow, 1981
- 3. Agarwal. O.P. Care and Preservations of Museum Objects, 1980
- 4. H. Sarkar Museum and Museology, SundeepPrakashan, New Delhi, 1981
- 5. Dr. V. Jayaraj Museology Heritage Management SeawavesPrinters, Chennai 86, 2005
- 6. M.L Nigam Fundamentals of Museology, Deva Publications, Hyderabad, 1985
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#### MAPPING WITH PROGRAM OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S				М	S	S	
CO2		S	S	М		L	М		S	
CO3		S		М		L		М	S	
CO4	S	S				L	L	М	S	
CO5	S	S	S	М	М	L	-	-	-	