

Holy Cross College (Autonomous), Nagercoil

Kanyakumari District, Tamil Nadu.

Accredited with A⁺ by NAAC - IV cycle – CGPA 3.35

Affiliated to

Manonmaniam Sundaranar University, Tirunelveli



Semester I & II

Guidelines & Syllabus

DEPARTMENT OF HISTORY



2023-2026

(With effect from the academic year 2023-2024)

Issued from

THE DEANS' OFFICE

Vision

With the thorough knowledge of the past, the Department of History aims to enable the students to understand the present, to look forward a bright future and to create a harmonious and sustainable society.

Mission

1. To provide a holistic development of all students through inclusive education.
2. To stimulate and develop all facets of the student's personality
3. To inculcate a sense of social and ethical responsibilities
4. To ascertain academic and professional excellence.
5. To enhance the employability skills and entrepreneurial spirit.

Programme Educational Objectives (PEOs)

PEOs	Upon completion of B.A Degree Programme, the graduates will be able to	Mapping with Mission
PEO 1	apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.	M1 & M2
PEO 2	use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	M2, M3, M4 & M5
PEO 3	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	M3, M4, M5 & M6

Programme Outcomes (POs)

PO	Upon completion of B.A. Degree Programme, the graduates will be able to:	Mapping with PEOs
PO1	obtain efficiently the knowledge and skills to face life challenges.	PEO1
PO2	implement the contributions of great thinkers/ writer/ activist and transform the society in accordance with local, national and global needs.	PEO1
PO3	enhance leadership qualities, team spirit and communication skills for a better developmental career.	PEO2
PO4	apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.	PEO2
PO5	communicate effectively and collaborate successfully with peers to become competent professionals.	PEO2 & PEO3
PO6	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.	PEO2 & PEO3
PO7	participate in learning activities throughout life, through self-paced and self-directed learning to improve knowledge and skills.	PEO1 & PEO3

Programme Specific Outcomes (PSO)

PSO	Upon completion of B.A. History Programme, the graduates will be able to:	Mapping with POs
PSO1	discuss the contributions of History to the socio, economic, religious, cultural, aesthetic, art and architecture, language and literature, science and technology and industrial developments at the local, regional, national and global levels	PO1,PO2& PO7
PSO2	articulate and apply effectively the obtained historical knowledge for the acquisition of entrepreneurship and employability.	PO3 & PO5
PSO3	approach the recent developments with a critical and analytical mind applying the lessons from history for viable solutions	PO4 & PO7
PSO4	pursue higher learning and acquire continuous improvements of the knowledge and skills in the domain concerned with ethical, moral and professional values.	PO4,PO6 & PO7
PSO5	contribute to the sustainable development of the contemporary society with the thorough understanding of the historical roots and context of the various social, environmental, ethical human rights, women's and other issues faced by humanity.	PO1,PO2 & PO6

Eligibility Norms for Admission

A pass in the Higher Secondary Examination (10+2) (Academic / Vocational Stream) conducted by the Government of Tamil Nadu or an examination accepted as equivalent there to by the syndicate of Manonmaniam Sundaranar University, Tirunelveli, is eligible for admission.

Duration of the Programme: 3 years

Medium of Instruction: Tamil

Passing Minimum

A minimum of 40% in the external examination and an aggregate of minimum 40% is required. There is no minimum pass mark for the Continuous Internal Assessment.

Components

Part III (Core Course and Elective Course)

Core Course	Core – Theory Papers	(15x100)	1500
	Core Project	(1x100)	100
Elective Course	Elective – Theory Papers	(4x100)	400
	Discipline Specific Elective – Theory Papers	(4x100)	400

Total Marks	2400
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Course Structure

Distribution of Hours and Credits

Curricular Courses

Co-curricular Courses

Course	S I	S II	S III	S IV	S V	S VI	Total	
Part I – Language	6 (3)	6 (3)	6 (3)	6 (3)			24	12
Part II – English	6 (3)	6 (3)	6 (3)	6 (3)			24	12
Part III								
Core Course	5 (5)+ 5 (5)	5 (5) +5 (5)	5 (5)+ 5 (5)	5 (5)+ 5 (5)	5 (4)+ 5 (4)+ 5 (4)+ 5 (4)	6(5) + 6(4) + 6(4)	78	69
Core Project								
Elective / Discipline Specific Courses	4 (3)	4 (3)	4 (3)	4 (3)	4 (3)+ 4 (3)	5 (3)+ 5 (3)	34	24
Part IV								
Non-major Elective	2 (2)	2 (2)					4	4
Skill Enhancement Course		2 (2)	1(1+ 2 (2)	1 (1) +2 (2)			8	8
Foundation Course	2 (2)						2	2
Environmental Studies			1	1 (2)			2	2
Value Education					2 (2)		2	2
Summer Internship /Industrial Training					(2)		-	2
Extension Activity						(1)	-	1
Professional Competency Skill						2 (2)	2	2
Total	30 (23)	30 (23)	30 (22)	30 (24)	30 (26)	30 (22)	180	140

Co-curricular Courses

Total number of Compulsory Credits = Academic credits + Non-academic credits: 140 + 15

Course	S I	S II	S III	S IV	S V	S VI	Total
LST (Life Skill Training)	-	(1)	-	(1)			2
Skill Development Training (Certificate Course)	(1)						1
Field Project		(1)					1
Specific Value-added Course	(1)		(1)				2
Generic Value-added Course				(1)		(1)	2
MOOC		(1)		(1)		(1)	3
Student Training Activity: Clubs & Committees / NSS				(1)			1
Community Engagement Activity: RUN				(1)			1
Human Rights Education					(1)		1
Gender Equity Studies						(1)	1
Total							15

Courses Offered Semester I

Course	Course Code	Title of the Course	Credits	Hours/Week
Part I	TU231TL1	Language Tamil	3	6
	FU231FL1	French		
Part II	EU231EL1	English	3	6
Part III	HU231CC1	Core Course I: History of Ancient India up to 1206 CE	5	5
	HU231CC2	Core Course II: History of Tamil Nadu up to 1311 CE	5	5
	HU231EC1	Elective Course I: Introduction to Archaeology	3	4
Part IV	HU231NM1	Non-Major Elective NME I: Introduction to Tourism	2	2
	HU231FC1	Foundation Course: Introduction to History	2	2
Total			23	30

Semester II

Course	Course Code	Title of the Course	Credits	Hours/Week
Part I	TU232TL1	Language: Tamil	3	6
	FU232FL1	French		
Part II	EU232EL1	English	3	6
Part III	HU232CC1	Core Course III: History of Medieval India – 1206 – 1707 CE	5	5
	HU232CC2	Core Course IV: History of Tamil Nadu – 1311 - 1800 CE	5	5
	HU232EC1	Elective Course II: Western Political Thought	3	4
Part IV	HU232NM1	Non-Major Elective NME II: Indian Constitution	2	2
	HU232SEI	Skill Enhancement Course SEC I: Basic Journalism	2	2
		Total	23	30

Co-curricular Courses

Part	Semester	Code	Title of the Course	Credit
	I & II	UG232LC1	Life Skill Training I: Catechism	1
		UG232LM1	Life Skill Training I: Moral	
	I	UG231C01 – UG231C--	Skill Development Training (SDT) - Certificate Course	1
	II	HU232FP1	Field Project	1
	I & III	HU231V01- HU231V--/ HU233V01 – HU233V--	Specific Value-added Course	1+1
	II, IV & VI	-	MOOC	1+1+1
	III & IV	UG234LC1	Life Skill Training II: Catechism	1
		UG234LM1	Life Skill Training II: Moral	
	IV & VI	UG234V01- UG234V--/ UG236V01- UG236V--	Generic Value-added Course	1 +1
	I - IV	UG234ST1	Student Training Activity – Clubs & Committees / NSS	1

	IV	UG234CE1	Community Engagement Activity - RUN	1
	V	UG235HR1	Human Rights Education	1
	VI	UG236GS1	Gender Equity Studies	1
			Total	15

Specific Value added Course

Sl. No.	Course Code	Name of the Course	Total Hours
1	HU231VO1	Travel Agency and Tour Operation	30

Examination Pattern

Each paper carries an internal component.

There is a passing minimum for external component.

A minimum of 40% in the external examination and an aggregate of 40% is required.

a. Part I – Tamil, Part II – English, Part III - (Core Course/ Elective Course)

Ratio of Internal and External= 25:75

Continuous Internal Assessment (CIA)

Internal Components and Distribution of Marks

Components	Marks
Internal test (2) (40 marks)	10
Quiz (2) (20 marks)	5
Assignment: (Model Making, Exhibition, Role Play, Seminar, Group Discussion, Problem Solving, Class Test, Open Book Test etc. (Minimum three items per course should be included in the syllabus & teaching plan) (30 marks)	10
Total	25

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 4 x 1 (No choice)	4	Part A 10 x 1 (No choice)	10
Part B 3 x 4 (Internal choice)	12	Part B 5 x 6 (Internal choice)	30

Part C 3 x 8 (Internal choice)	24	Part C 5 x 12(Internal choice)	60
Total	40	Total	100

Lab Course:

Ratio of Internal and External= 25:75

Total: 100 marks

Internal Components and Distribution of Marks

Internal Components	Marks
Performance of the Experiments	10
Regularity in attending practical and submission of records	5
Record	5
Model exam	5
Total	25

Question pattern

External Exam	Marks
Major Practical	75
Minor Practical / Spotters /Record	
Total	75

Core Project

Ratio of Internal and External = 25:75

Components	Marks
Internal	25
External	
Report	40
Viva voce	35

Part - IV

i. Non-major Elective, Foundation Course, Skill Enhancement Course, Value Education, Professional Competency Skill

Ratio of Internal and External = 25: 75

Internal Components and Distribution of Marks

Components	Marks
Internal test (2)	10
Quiz (2)	5
Assignment: (Model Making, Exhibition, Role Play, Album, Group Activity (Mime, Skit, Song) (Minimum three items per course)	10
Total	25

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 2 x 2 (No Choice)	4	Part A 5 x 2 (No Choice)	10
Part B 3 x 4 (open choice Three out of Five)	12	Part B 5 x 5 (open choice any Five out of Eight)	25
Part C 1 x 9 (open choice One out of Three)	9	Part C 5 x 8 (open choice any Five out of Eight)	40
Total	25	Total	75

ii. Environmental Studies

Internal Components

Component	Marks
Project Report	15
Viva voce	10
Total	25

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 2 x 2 (No Choice)	4	Part A 5 x 2 (No Choice)	10
Part B 3 x 4 (Open choice Three out of Five)	12	Part B 5 x 5 (Open choice any Five out of Eight)	25
Part C 1 x 9 (Open choice One out of Three)	9	Part C 5 x 8 (Open choice any Five out of Eight)	40
Total	25	Total	75

iii. Summer Internship/Industrial Training

Components	Marks
Industry Contribution	50
Report & Viva-voce	50

Co-Curricular Courses:

i. Life Skill Training: Catechism & Moral, Human Rights Education & Gender Equity Studies

Internal Components

Component	Marks
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Project - Album on current issues	25
Group Song/ Mime/ Skit	25
Total	50

External Components

Component	Marks
Quiz	20
Written Test: Open choice – 5 out of 7 questions (5 x 6)	30
Total	50

ii. Skill Development Training (SDT) - Certificate Course:

Components	Marks
Attendance & Participation	50
Skill Test	50

iii. Field Project:

Components	Marks
Field Work	50
Report & Viva-voce	50

iv. Specific Value-Added Courses & Generic Value-Added Courses:

Components	Marks
Internal	25
External	75

v. Community Engagement Activity: Reaching the Unreached Neighbourhood (RUN)

Components	Marks
Attendance & Participation	50
Field Project	50

vi. Student Training Activity: Clubs and Committees

Compulsory for all I & II year students (1 credit).

Component	Marks
Attendance	25
Participation	25
Total	50

Outcome Based Education (OBE)

(i) Knowledge levels for assessment of Outcomes based on Blooms Taxonomy

S. No.	Level	Parameter	Description
1	KI	Knowledge/Remembering	It is the ability to remember the previously

			learned
2	K2	Comprehension/Understanding	The learner explains ideas or concepts
3	K3	Application/Applying	The learner uses information in a new way
4	K4	Analysis/Analysing	The learner distinguishes among different parts
5	K5	Evaluation/Evaluating	The learner justifies a stand or decision
6	K6	Synthesis /Creating	The learner creates a new product or point of view

(ii) Weightage of K – Levels in Question Paper

Number of questions for each cognitive level:

Evaluation

- The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.
- Evaluation of each course shall be done by Continuous Internal Assessment (CIA) by the course teacher as well as by an end semester examination and will be consolidated at the end of the semester.

Programme	Assessment	Lower Order Thinking									Higher order thinking			Total number of questions
		K1			K2			K3			K4, K5, K6			
	Part	A	B	C	A	B	C	A	B	C	A	B	C	
I UG	Internal	2	2		1	1	1	1	-	2	-	-	-	10
	External	5	2	1	3	2	2	2	1	2	-	-	-	20
II UG	Internal	1	-	1	1	2		1	-	1	1	1	1	10
	External	5	1	1	4	1	1	-	3	1	1	-	2	20
III UG	Internal	1	1	-	-	1	-	1	-	1	2	1	2	10

- There shall be examinations at the end of each semester, for odd semesters in October/November; for even semesters in April/ May.
- A candidate who does not pass the examination in any course(s) shall be permitted to reappear in such failed course(s) in the subsequent examinations to be held in October/ November or April/May. However, candidates who have arrears in practical examination shall be permitted to reappear for their areas only along with regular practical examinations in the respective semester.
- Viva-voce: Each project group shall be required to appear for Viva -voce examination in defence of the project.
- The results of all the examinations will be published in the college website.

Conferment of Bachelor's Degree

A candidate shall be eligible for the conferment of the Degree of Bachelor of Arts / Science / Commerce only if the minimum required credits for the programme thereof (140 + 18 credits) is earned.

Grading System

For the Semester Examination:

Calculation of Grade Point Average for End Semester Examination:

$$\text{GPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the course}}{\text{Sum of the credits of the courses (passed) in a semester}}$$

For the entire programme:

$$\text{Cumulative Grade Point Average (CGPA)} \frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$$

$$\text{CGPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the entire programme}}{\text{Sum of the credits of the courses of the entire programme}}$$

Where

C_i - Credits earned for course i in any semester

G_i - Grade point obtained for course i in any semester

n - semester in which such courses were credited

Final Result

Conversion of Marks to Grade Points and Letter Grade

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
40-49	4.0-4.9	C	Satisfactory
00-39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

Overall Performance

CGPA	Grade	Classification of Final Result
9.5-10.0	O+	First Class – Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.0 and above but below 5.0	C	Third Class
0.0 and above but below 4.0	U	Re-appear

*The candidates who have passed in the first appearance and within the prescribed semester are eligible for the same.

SEMESTER I
Core Course I: HISTORY OF ANCIENT INDIA UP TO 1206 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231CC1	4	1	-	0	5	5	75	25	75	100

Pre-requisite

The students should have basic knowledge about Ancient India.

Learning Objectives:

1. To understand the characteristics of pre and proto historic cultures in India.
2. To analyse the contributions of the administrators to the early Indian Society.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	outline the characteristic features of Indian Culture.	K1
2.	discuss the impact of the early Indian culture on Indian society and religion.	K2
3.	illustrate the contributions of Indians to Religion.	K3
4.	demonstrate the achievements of early Indian administrators.	K1
5.	describe the causes and nature of invasions to India	K2

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	Geographical Features – Sources of Indian History – Pre- and Proto History - Harappan Civilization - Megalithic Culture– Ancient Tamil Civilization – Early Vedic Age – Later Vedic Age.	15
II	Buddhism and Jainism – Greek and Persian Invasions of India– Alexander’s Invasion - Rise of Mahajanapadas - Magadhan Empire – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture.	15
III	Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya -Samudragupta –Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas - Nalanada, Vikramasila and Valabhi Universities	15
IV	Vardhanas - Harshavardhana – Administration – Religious Contributions – Provincial Dynasties – Chalukyas – Rashtrakutas - Paramaras – Palas – Senas - Art and Architecture - Cultural contributions.	15
V	Rajputs – Cultural Contributions - Arab Conquest of Sind - Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain	15

Text book

1.Khurana, K.L.,*History of India: Earliest times to 1526 A.D*, Agra, Lakshmi Narain Agarwal.

2. Luniya, B.N., 2005, *Evolution of Indian Culture: Agra*, Lakshmi Narain Publication.
3. Pillay, K.K., 1979, *Studies in Indian History*: Madras.
- 4 Sathianathaier, R., 1980, *Political and Cultural History of India*, (Vol.I,) Viswanathan & Co. Chennai.
5. Venkatesan, G., 2018, *Cultural History of India*, Varthamanan Pathipagam.

Reference Books

1. Basham, A.L., 2004, *The Wonder that was India*, London: Macmillan.
- 1 Sharma, L.P, 2008, *History of Ancient India*, New Delhi, Konark Pub. Pvt. Ltd.,
2. Majumdar, R.C., 1974, *An Advanced History of India*, Delhi, MacMillan.
3. Sharma, R.S., 2017, *India's Ancient Past*, New Delhi, Oxford University Press
4. Romila Thapar, 2002, *The Penguin History of Early India: From the origin to A.D. 1300*, Penguin Books, New Delhi,

Web Resources

1. <https://lnabooks.com/product/history-of-india-from-earliest-times-upto-c-1206-2/>
2. <https://www.exoticindiaart.com/book/details/history-of-ancient-india-from-earliest-times-to-1206-ad-ube305/>
3. <https://www.amazon.in/History-India-Upto-1206-D/dp/8126935014>
4. <https://www.amazon.in/History-India-1206-Vol/dp/8171569145>
5. <https://www.scribd.com/document/355093733/Ancient-Indian-History-Upto-1206-Ad>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3
TOTAL	15	15	15	15	15	15	15	15	15	15	15	15
AVERAGE	3	3	3	3	3	3	3	3	3	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER I
Core Course II: HISTORY OF TAMIL NADU UP TO 1311 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231CC2	4	1	-	0	5	5	75	25	75	100

Pre-requisite:

The students should have basic knowledge about Tamil Nadu rulers.

Learning Objectives:

1. Compare the features of early Tamil administrators through the ages.
2. To illustrate the achievements of the Tamils to the economic society and culture.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	recall the cultural developments of Tamil Nadu through the ages.	K1
2	list out the rulers who played vital role in Tamil Culture.	K2
3	describe the cultural contributions of the Tamils.	K3
4	summarize the pros and cons of the early Tamil Society.	K3
5	outline the economic achievements of the Tamils.	K2

K1 - Remember; K2 - Understand; K3 - Apply

Units	Contents	No. of Hours
I	Geography – Sources for the study of history of Tamil Nadu – Pre & Proto history of Tamil Nadu – Ancient Tamil Civilization	15
II	Sangam Age – Historicity – Early Cholas – Karikala – Cheras – Senguttuvan – Pandyas – Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule	15
III	The Pallavas – Origin: Early Pallavas – Later Pallavas – Political, Social and Economic Conditions – Growth of Literature and Education – Art and Architecture – Sculpture – Paintings & Fine arts – Early Bakthi Movement - The First Pandyan Empire – Sources – Triangular conflict between Pallavas, Pandyas and Western Chalukyas – Administration – Art and Architecture	15
IV	Later Cholas: Raja Raja Chola I -Rejendra Chola I – Overseas Expansion – Kulothunga – Chalukya – Chola relations – Administrative system – Land Grants and Temple Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature – Art and Architecture – Bronze Sculptures.	15
V	The Second Pandyan Empire (1190-1312 CE) – Triangular conflict among Cholas, Pandyas and Hoysalas – Social and Economic Life – Malik Kafur’s Invasion.	15

Text book:

1. Eraiyanarasan, B., 2017, *The History of Tamil Nadu (The Only Surviving Classical Civilization)*, International Institute of Tamil Studies, Chennai.
2. Nilakanta Sastri, K.A., 1997, *A History of South India: From Prehistoric Times to the fall of Vijayanagar*, Oxford University Press, Chennai.
3. Subramanian, N., 1977, *History of Tamil Nadu, Madurai*, Koodal Publishers.
4. Chellam, V.T., 1981, *New Light on the Early History of Tamil Nadu*, Vijay Publications, Trichy.
5. Chellam, V.T., 2016, *History and Culture (in Tamil)*, Manivasagar Pathipakam. Trichy.

Reference Books

1. Avvai Duraisamy Pillai, 2020, *History of the Chera King*, Saran Books, Chennai.
2. Pillay, K.K., 1967, *A Social History of the Tamils*, Madras: University of Madras.
3. Nilakanta Sastri, K.A. (1984), *The Colas*, Madras: University of Madras.
4. Subramanian, N. (1966) *Sangam Polity*, Bombay: Asia Publishing House.
5. Pillay, K.K. (1979). *Studies in Indian History*: Madras,

Web Resources

1. <https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/>
2. <http://www.historydiscussion.net>
3. <https://mrunal.org/2014/01/download-history-textbooks-of-tamilnadu-state-education-board-for-culture-world-history-ancient-medieval-freedom-struggle.html>
4. <https://upscpdf.com/2018/07/04/tamil-nadu-history-book/>
5. <https://www.amazon.in/History-First-Ancient-Medieval-Corporation/dp/B07VNM9QD1>

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3
TOTAL	15	15	15	15	15	15	15	15	15	15	15
AVERAGE	3	3	3	3	3	3	3	3	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER I
ELECTIVE COURSE- 1 INTRODUCTION TO ARCHAEOLOGY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231EC1	3	1	-	0	3	4	60	25	75	100

Pre-requisite:

The students should have basic knowledge about Archaeology.

Learning Objectives:

- 1.To understand the meaning of archaeology, kinds of archaeology and its relations with allied disciplines.
2. To analyse the developments in the field of archeology throughout the world and India

Course Outcomes

On the successful completion of the course, student will be able to:		
1	name the different kinds of archaeology.	K1
2	trace the archaeological developments from its beginnings.	K2
3	describe the contributions of archaeologists in India	K3
4	outline the methods and techniques of archaeology.	K1
5	classify the artefacts and describe the various types of analysis.	K3

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	Definition, Nature, Aim and Scope of Archaeology - Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology, New Archaeology - Archaeology and its relations with allied disciplines	12
II	Origin and and Growth of Archaeology as a discipline – Selected Archacologists: Archaeologists- Michael Mercati- Henrich Schilmann- Arthur Evans- Paul Emile Botta - E.H. Thomson - General Pitt Reverse- Thomas Jefforson- Sir Flinders Patrie - Childe Vere Gardon- Stuart Piggot.	12
III	Growth of Archaeology in India- Archaeological Survey of India. - Early Archaeologists in India –Robert Bruce Foote – Alexander Rae – Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler.	12
IV	Exploration- Aims –Methods - Manual and Scientific Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method, Underwater Archaeology – Burial excavation - Stratigraphy - Recording -Tools used for excavation	12
V	Preservation – Methods – Materials - Dating Methods: Radio Carbon Dating – Thermo Luminescence – Potassium Argon – Electronic Spin Resonance – Dendrochronology – Fluorine Method – Nitrogen Method	12

Text book

1.Rajan,K., 2002, Archaeology: Principles and Methods, Thanjavur, Manoo Pathippakam.

2. Rajan, K., 2016, Understanding Archaeology: Field Methods, Theories and Practices, Thanjavur, ManooPathippakam.
3. Raman, K.V., 1986, Principles and Methods of Archaeology, Madras, Parthajan Publications.
4. Surendranath Roy, 2011, The Story of Indian Archaeology 1784-1947, Archaeological Survey of India, New Delhi.
5. Venkataraman R., 1999, Indian Archaeology, Coimbatore, Ennes Publication.

Reference Books

1. Dillon, B. D., 1989, Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics, Institute of Archaeology, Los Angeles: University of California.
2. Dent, J.M., 1978, Stuart Fleming, Dating in Archaeology, A Guide to Scientific Techniques, London.
3. Robert F. Heizer, 1969, The Archaeologist at Work A Source Book in Archaeological Method and Interpretation, New York, Harper & Row.
4. Renfrew, C., & Paul Bahn, 2011, Archaeology Theories Methods and Practice, London, Thames & Hudson.
5. Edward Harris, 1988, Principles and Methods of Archaeology, Chennai, Parthiban publications.

Web Resources

1. <http://www.arch.cam.uk>
2. <http://archaeological.org>
3. <http://www.tnarch.gov.in>
4. <https://radiocarbon.com>
5. <https://guides.lib.umich.edu/c.php?g=282827&p=1884554>

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	3	3	2	3	3	2	3	2
CO2	3	3	2	2	3	3	2	3	3	3	3	3
CO3	3	3	2	2	3	3	2	3	3	3	3	3
CO4	3	3	2	2	3	2	2	3	3	3	3	3
CO5	3	3	2	2	3	3	2	3	3	2	3	2
TOTAL	15	15	10	10	15	14	10	15	15	13	15	13
AVERAGE	3	3	2	2	3	2.8	2	3	3	2.6	3	2.6

3 – Strong, 2- Medium, 1- Low

SEMESTER I
NON MAJOR ELECTIVE I (NME): INTRODUCTION TO TOURISM

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231NM1	2	0	0	0	2	2	30	25	75	100

Pre-requisite:

The students should have an idea about Tourism.

Learning Objectives:

1. To understand the basic components and elements of tourism
2. To analyse the functions of travel agency and tour operators

Course Outcomes

On the successful completion of the course, student will be able to:		
1	recall the fundamentals of Tourism.	K1
2	recognize the importance of Tourism	K2
3	discuss the forms and functions of Tourism	K3
4	summarize the basics of tourism industry.	K1
5	organize a tour by themselves/ they self.	K3

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	Concepts of Tourism: Definition of Tourism – Traveller – Tourist – Excursionist – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors	6
II	Types and Forms of Tourism: Domestic and International Tourism – Long Haul and Short Haul Tourism – Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism	6
III	Travel Agency: Types of Travel Agency – Tour Operator- Types of Tour Operator- Role of Tour Operator- Itinerary Planning – Tourist guides	6
IV	Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance – Role of Information Technology in Tourism related Services – Characteristics of a tourist guide	6
V	Tourist destinations of India: Hills – Beaches- Falls – religious and historical destinations.	6

Text Book

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

2. Bhatia, A.K., 2014, *The Business of Travel Agency and Tour Operations Management*, Sterling, Publications, New Delhi.
3. Bhatia, A., 1991, *International Tourism*, Sterling Publishers, New Delhi.
4. Purthi, R.K., 2004, *International Tourism*, Raj Publication, New Delhi.
5. Selvaraj, C., *Principles of Tourism*, 2008., C.S.R. Publication, Udamarthandam.

References:

1. Marc Mancini, 2000, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand.
2. Negi, J., 2004., *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi.
3. Pran Nath Seth, 2008, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi.
4. Evans, N., Campbell., B., Stone house, G., 2003, *Strategic Management for Travel and Tourism*, Butterworth – Heinemann, Oxford.
5. Gupta, A., 1995, *A Stakeholder analysis approach for interorganizational systems*, New Delhi.

Web Resources

1. <https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>
2. <http://d-nb.info>
3. https://books.google.com/books/about/Introduction_To_Tourism.html?id=HFWjoeVCLk0C
4. https://books.google.com/books/about/Introduction_to_Tourism.html?id=muLAzQEACAAJ
5. S: https://books.google.com/books/about/An_Introduction_to_Tourism.html?id=5Jx6BoEjL4IC

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	3	3	2	3	3	2	3	2
CO2	3	3	2	2	3	3	2	3	3	3	3	3
CO3	3	3	2	2	3	3	2	3	3	3	3	3
CO4	3	3	2	2	3	2	2	3	3	3	3	3
CO5	3	3	2	2	3	3	2	3	3	2	3	2
TOTAL	15	15	10	10	15	14	10	15	15	13	15	13
AVERAGE	3	3	2	2	3	2.8	2	3	3	2.6	3	2.6

3 – Strong, 2- Medium, 1- Low

SEMESTER I

FOUNDATION COURSE - INTRODUCTION TO HISTORY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231FC1	2	0	0	0	2	2	30	25	75	100

Pre-requisite:

The students should have knowledge about History.

Learning Objectives:

1. To understand the knowledge of different kinds of history and its relationship with other disciplines.
2. To analyse the use of facts in writing history.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	define History and its relationship with other fields	K1
2	recognize the important history and historical wirings.	K2
3	illustrate the development of history through the ages.	K3
4	outline the contributions of various historians.	K1
5	identify the place of historical studies among the other subjects.	K3

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	History – Meaning & Definitions– Nature and Scope of History	6
II	Uses and Abuses of History – Lessons in History Kinds of History	6
III	History and Allied Disciplines – Debates on history: Science or an Art.	6
IV	Specific Historian in the World Herodotus – Thucydides – Livy – Tacitus	6
V	Specific Historian in the India Kalkana – Alberani - Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi – Romila Thapar .	6

Text book

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

Reference Books

1. Habibullah, A.B.M., 1967, *The Foundation of Muslim Rule in India*, Central Book Depot.
2. Ashirbadi Lal Srivastava,1969,*The Mughal Empire, 1526-1803 A.D.*, Shiva Lal Agarwala, Agra.

3. Chandra, Satish, 2005, *Essays on Medieval Indian History*, OUP, New Delhi,
4. Mohammad Habib and K.A., Nizami, 1970, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi.
5. Majumdar, R.C., 1974, *An Advanced History of India*, MacMillan, Delhi, Satish Chandra, Medieval India, Part I & II, New Delhi, NCERT.

Web Resources

1. <https://lewisu.libguides.com/c.php?g=331821&p=2228642>
2. <https://uscupstate.libguides.com/c.php?g=258040&p=1722139>
3. https://books.google.com/books/about/Reference_Sources_in_History.html?id=7VyOANI2qxoC
4. https://www.researchgate.net/publication/349118758_INTRODUCTION_TO_HISTORY-PART-1
5. <https://openstax.org/books/us-history/pages/1-introduction>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3
TOTAL	15	15	15	15	15	15	15	15	15	15	15	15
AVERAGE	3	3	3	3	3	3	3	3	3	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER I
SPECIFIC VALUE – ADDED COURSE
TRAVEL AGENCY AND TOUR OPERATION

Course Code	Credit	Total Hours	Total Marks
HU231V01	1	30	100

Pre-requisite: The students should have basic knowledge about Tour operations

Learning Objectives:

1. To know about tour packaging and casting
2. To understand various travel agency and its activities.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	define travel agency and its kinds.	K1
2	recognize the functions of travel agencies.	K2
3	illustrate the development tour operators.	K3
4	outline the contributions travel agencies	K1
5	identify the tour operators and service.	K3

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	Travel Trade: Historical perspectives	6
II	Travel agency and tour operation: Functions.	6
III	Itinerary planning and development: Meaning – types of Itinerary	6
IV	Tour packaging and coasting: Classification of tour packages.	6
V	Travel Trade Associations: Role and Functions.	6

Text Books:

1. Bhatia,A.K., 2016, *Tourism Management*, Sterling Publications, New Delhi.
2. Bhatia, A.K., 2014, *The Business of Travel Agency and Tour Operations Management*, Sterling, Publications, New Delhi.
3. Bhatia, A., 1991, *International Tourism*, Sterling Publishers, New Delhi.
4. Purthi, R.K., 2004, *International Tourism*, Raj Publication, New Delhi.
5. Selvaraj, C., *Principles of Tourism*,2008., C.S.R. Publication, Udamarthandam.

Reference Books:

1. Marc Mancini, 2000, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand.
2. Negi, J., 2004., *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi.
3. Pran Nath Seth, 2008, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi.
4. Evans, N., Campbell., B., Stone house, G., 2003, *Strategic Management for Travel and Tourism*, Butterworth – Heinemann, Oxford.
5. Gupta, A., 1995, *A Stakeholder analysis approach for interorganizational systems*, New Delhi.

Web Resources

1. <https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>
2. <http://d-nb.info>
3. https://books.google.com/books/about/Introduction_To_Tourism.html?id=HFWjoeVCLk0C
4. https://books.google.com/books/about/Introduction_to_Tourism.html?id=muLAzQEACAAJ
5. S: https://books.google.com/books/about/An_Introduction_to_Tourism.html?id=5Jx6BoEjL4IC

SEMESTER II

Core Course III: HISTORY OF MEDIEVAL INDIA – 1206 – 1707 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232CC1	4	1	0	0	5	5	75	25	75	100

Pre-requisite:

The students should have basic knowledge about Medieval India.

Learning Objectives:

1. To understand the genesis of the Muslim rule and their contributions.
2. To illustrate the administration, art and architecture during Bahmini and Vijayanagar Kingdoms.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	name the important rulers of Medieval India.	K1
2	discuss the impact of Muslim rule on Indian Society and Economy.	K2
3	outline the characteristic features of Medieval Indian Culture.	K3
4	illustrate the religious devotees of Medieval India	K1
5	compare and contrast the achievements of medieval Indian administrators.	K3

K1 - Remember; **K2** - Understand; **K3**

Units	Contents	No. of Hours
I	Establishment of Sultanate Rule in India – Slave Dynasty – Qutb – Uddin - Aibak – Iltutmish–Sultana Raziya – Balban – Khilji Dynasty – Jalaluddin Khilji – Alauddin Khilji – Malik Kafur’s Invasion	15
II	Tughlaq Dynasty – Mohammed-bin-Tughlaq – Feroz Shah Tughlaq – Sayyids and Lodis –Administrative System under Delhi Sultanate	15
III	Advent of Mughals – Babur – Humayun – Sher Shah Administration- conquests of Akbar - Jehangir - Shah Jahan – Aurangazeb	15
IV	Mughal administration- Mughal Art and Architecture - Rise of the Marathas –Shivaji – Shivaji’s Administration.	15
V	Bahmini Kingdom – Vijayanagar Empire – Administration – Art and Architecture.	15

Self study	Mughal Art and Architecture
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Text books

1. Khurana, K.L., 1994. *History of India 1526-1947 A.D*, Agra, Lakshmi Narani Agarwal.
2. Kunda, D.N., 1974. *History of India 1526 to the Present Day*, Gur Das, Kapur & Sons, New Delhi.
3. Majumdar, R.C., 1952. *Medieval India*, Banaras, Motilal Barsidars Publications.
4. Nilakanta Sastri, K.A., 1952. *History of India, Part II & III*, S. Viswanathan Centre Press, Madras.

5. Srivastava, A.L., 1960. *The Mughal Empire*, Central Book Depot, Allahabad.

Reference Books

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

Web Resources

1. https://www.academia.edu/14264572/Basic_Concept_on_Tourism
2. <http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf>
3. https://books.google.co.in/books/about/History_of_Medieval_India.html?id=nMWSQuf4oSIC&redir_esc=y
4. https://books.google.co.in/books/about/History_of_Medieval_India.html?id=qHnHHwAACA&redir_esc=y
5. https://books.google.co.in/books/about/History_of_Medieval_India_1000_1740_A_D.html?id=18EKAQAIAAJ&redir_esc=y

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3
TOTAL	15	15	15	15	15	15	15	15	15	15	15	15
AVERAGE	3	3	3	3	3	3	3	3	3	3	3	3

3– Strong, 2- Medium, 1- Low

SEMESTER II

Core Course IV: HISTORY OF TAMIL NADU - 1311 – 1800 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232CC2	4	1	0	0	5	5	75	25	75	100

Pre-requisite

The students should have basic knowledge about History of Tamil Nadu.

Learning Objectives:

1. To understand the rise of the Madurai Sultanate and its contribution.
2. To demonstrate the contributions of the Marathas, Nayaks and Poligars.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	list the achievements of Madurai Sultans, Nayaks and other regional rulers.	K1
2	relate the contributions of Medieval Tamil administrators with each other's.	K2
3	classify the art and architectural development of medieval Tamil Nadu	K3
4	summarize the socio-economic conditions of medieval Tamil Nadu	K2
5	demonstrate the religious and literary devotees.	K1

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy – Culture.	15
II	Impact of Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai.	15
III	Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers – Poligari system – Administration – Social and Economic Conditions – Religion – Temple Art and Architecture.	15
IV	Marathas of Tamil Country – Serfoji II – Administration – Contribution of Maratha to the Tamil Culture – Saraswathi Mahal Library – Sethupathis of Ramnad – Society – Economy – Religion and Culture.	15
V	Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations – Carnatic wars - Society – Economy and Religion and Culture - Poligar Rebellion – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers.	15

Self study	Poligar Rebellion
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Text books

1. Venkatesan, G., *History of Modern Tamil Nadu 1600-2011*, VC Publications, Rajapalayam.
2. Rajayyan, K., 1982. *History of Tamil Nadu, 1565 to 1982*, Raj Publishers.
3. Subramanian, N., 1976. *History of Tamil Nadu, 1336 to 1984*, Koodal Publications.

4. Noboru Karashima, 2014. *A Concise History of South India: Issues and Interpretations*, OUP.
5. Kalidoss, R., 1976. *History and Culture of Tamils*, Vijay Publishers, Dinduga, New Delhi.

Reference Books

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

Web Resources

1. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>
2. <https://www.amazon.in/History-Tamil-Nadu-Upto-D-ebook/dp/B07TKMZDW8>
3. <https://indiankanoon.org/doc/7384932/>
4. <https://www.amazon.in/History-Tamil-Nadu-1529-D/dp/1091280266>
5. https://books.google.co.in/books/about/History_of_Tamil_Nadu.html?id=M9AzxAEACAAJ&redir_esc=y

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3
TOTAL	15	15	15	15	15	15	15	15	15	15	15	15
AVERAGE	3	3	3	3	3	3	3	3	3	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER II
Elective Course II: WESTERN POLITICAL THOUGHT

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232EC1	3	1	0	0	3	4	60	25	75	100

Pre-requisite

The students should have basic knowledge about Western Political Thought

Learning Objectives:

1. To understand the knowledge about Greek philosophy and theories.
2. To analyse the political ideas of Machiavelli, John Locke, Jeremy Bentham, Karl Marx and Antonio Gramsci.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	define various political thoughts through the ages.	K1
2	list the writings of political scientist.	K2
3	classify the political contributions of western philosophers.	K3
4	compare and contrast various political ideologies.	K2
5	generalized the ideologies of various political thinkers.	K1

K1 - Remember; K2 - Understand; K3

Units	Contents	No. of Hours
I	Socrates -Lif and Contributions to Philosophy – Plato -His philosophical ideas- Aristotle- Literary theory and criticism-Aristotle’s Metaphysics-Moral philosophy.	12
II	Thomas Hobbes - His moral and political philosophy- Impact- John Locke- His philosophy- Social contract -Theory of knowledge- Rousseau- His general will theory- Philosophy on education- Social contract.	12
III	Voltaire – Biography- Works- Philosophy- Ideas- Beliefs and facts- Montesquieu - Separation of powers- Theory of liberty-Impact.	12
IV	Jeremy Bentham- Philosophy-His contribution – J.S. Mill – Philosophy- Social theory- Political theory.	12
V	Karl Marx – Eary life- Capitalism- Marxism- Martin Luther King- Philosophy- Early life- Civil rights movements.	12

Self study	Karl Marx
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Text books

1. George H. Sabine, 2019. *A History of Political Theory*, Oxford and IBH Pub, Co. Ltd, New Delhi.
2. Phyllis Doyle, 1963. *A History of Political Thought*, Jonathan Cape, London.
3. Gupta, R.C., 2012. *Western Political Thought*, Lakshmi Narain Agarwal, Agra.
4. Sharma, R.P., 1984. *Western Political Thought: Plato to Hugo*, Sterling Pub. Pvt. Ltd., New Delhi.
5. Vijayaraghavan, V and R. Jayaram, 1994. *Political Thought*, Sterling Pub. Pvt. Ltd.,

Reference Books

1. Brian R. Nelson, 1996. *Western Political Thought: From Socrates to the Age of Ideology*, Waveland Press Inc., Long Grove.
2. Des Raj Bhandari, 1963. *History of European Political Philosophy*, Bangalore: Print & Pub. Co.
3. George Catlin, 2010. *The Story of the Political Philosophers*, Kessinger Pub.,
4. McClelland, J.S., 1996. *A History of Western Political Thought*, Routledge London.
5. Will Durant, 1991. *The Story of Philosophy*, Simon & Schuster, New York.

Web Resources

1. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>
2. https://books.google.co.in/books/about/WESTERN_POLITICAL_THOUGHT.html?id=m2dGDwAAQBAJ&redir_esc=y
3. https://books.google.co.in/books/about/Western_Political_Thought_From_Plato_to.html?id=mjg7BAAAQBAJ&redir_esc=y
4. https://books.google.com/books/about/Western_Political_Thought.html?id=9LgtAAAAAAYAAJ
5. <https://inabooks.com/product/western-political-thought/>

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3
TOTAL	15	15	15	15	15	15	15	15	15	15	15	15
AVERAGE	3	3	3	3	3	3	3	3	3	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER II
NON-MAJOR ELECTIVE (NME II) - INDIAN CONSTITUTION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232NM1	2	0	0	0	2	2	30	25	75	100

Pre-requisite

The students should have basic knowledge about Indian Constitution

Learning Objectives:

1. To understand the salient features of the Indian Constitution
2. To illustrate the knowledge about the structure and functions of the various components of Government

Course Outcomes

On the successful completion of the course, student will be able to:		
1	understand the salient features of Indian Constitution.	K1
2	compare and contrast the Rights and Duties of citizens and Aliens.	K2
3	reconstruct the structure of Indian Government.	K3
4	recall the qualification and selection methods of various government branches.	K1
5	illustrate the functions of the branches of Indian government.	K2

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	Preamble – Salient Features – Citizenship – Selected Amendments 42 nd , 44 th , 73 rd .	6
II	Fundamental Rights – Directive Principles – Fundamental Duties.	6
III	Union Government: President – Vice President - Prime Minister and Council of Ministers.	6
IV	Parliament –Lok Sabha and Rajya Sabha, Speaker, Supreme Court of India	6
V	State Government: Chief Minister – Governor – State Legislature – High Courts	6

Self study	Fundamental Rights
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Tex Books

- 1, India's Constitution in the Making, Orient Longmans.Madras.1960

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

Reference Books

1. Khurana, K.L. *History of India: Earliest times to 1526 A.D.*, Agra: Lakshmi Narain Agarwal.
2. Sharma, L.P., 2018. *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi.
3. Majumdar, R.C., 1974. et. al., *An Advanced History of India*, Mac Millan., Delhi.
4. Sharma, R.S., 2017. *India's Ancient Past*, Oxford University Press. New Delhi.
5. Ranabir Chakravarti, 2016. *Exploring Early India up to c. AD 1300*, Primus, New Delhi.

Web Resources

1. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>
2. <http://www.indianculture.gov.in/ebooks/indias-constitution-making>
3. <https://www.bookishsanta.com/blogs/booklings-world/books-on-indian-constitution>
4. <https://iasbabuji.com/upsc-books/indian-constitution-book/>
5. <https://www.sanfoundry.com/best-reference-books-indian-constitution-society/>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	2	3	2	3	3	3	3
CO2	3	3	3	3	3	2	3	3	3	3	3	3
CO3	3	3	3	3	3	2	3	2	3	3	3	3
CO4	3	3	3	3	3	2	3	2	3	3	3	3
CO5	3	3	3	3	3	2	3	2	3	3	3	3
TOTAL	15	15	15	15	15	10	15	11	15	15	15	15
AVERAGE	3	3	3	3	3	2	3	2.2	3	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER II

SKILL ENHANCEMENT COURSE (SEC -I) - BASIC JOURNALISM

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232SE1	2	0	0	0	2	2	30	25	75	100

Pre-requisite

The students should have basic knowledge about Basic Journalism

Learning Objectives:

1. To understand the definition, types, and determinants of news.
2. To utilize reporting and writing as their job.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	understand the definition, types, and determinants of news	K1
2	recall newspaper organization structure	K1
3	outline the role, qualities, and responsibilities of a reporter	K3
4	apply reporting and writing	K3
5	summarize of the role, qualities, and responsibilities of an editor.	K2

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	Definition of News – Types of News – Determinants of News – News Evaluation	6
II	Newspaper Organization Structure – News Sources and Agencies – Target audience	6
III	Role, Qualities and Responsibilities of a Reporter – Lead Writing – News Pegs – Developing a News Story	6
IV	Interviews – Interpretative Reporting – Investigative Reporting – Reviews – Feature Writing – Travelogues – Web Writing	6
V	Role, Qualities and Functions of an Editor – Headlines – Layout – Placement of Photographs – Caption Writing – Infographics	6

Self study	Role, Qualities and Functions of an Editor
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Text Books

1. Shrivastava, M. 1991. News Reporting and Editing, New Delhi: Sterling Pub. Pvt. Ltd.,
2. Verma, M.K. 2009. News Reporting and Editing, New Delhi: APH Publishing Corporation.
3. Barun Roy, 2013. Beginners' Guide to Journalism and Mass Communication, Delhi: Pustak

Mahal.

4. Graham Greer, A New Introduction to Journalism, Juta and Co. Ltd., Kenwyn, South Africa,
5. Carole Fleming, et.al. 1999. An Introduction to Journalism, New Delhi: SAGE Publications Ltd.,

Reference Books

1. Khurana, K.L., *History of India: Earliest times to 1526 A.D.*, Lakshmi Narain Agarwal, Agra.
2. Sharma, L.P., 2008. *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi.
3. Majumdar, R.C., et. al., 1974. *An Advanced History of India*, MacMillan, Delhi.
4. Sharma, R.S., 2017. *India’s Ancient Past*, Oxford University Press. New Delhi.
5. Ranabir Chakravarti, 2016. *Exploring Early India up to c. AD 1300*, Primus Books, New Delhi.

Web Resources

1. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>
2. <https://bookauthority.org/books/beginner-journalism-books>
3. <https://www.amazon.in/Basic-Journalism/dp/9351381048>
4. <https://open.umn.edu/opentextbooks/subjects/journalism-media-studies-communications>
5. <https://www.journaliststoolbox.org/2023/03/21/journalism-books/>

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	-	2	3	3	3	3	3	3	3	3	2
CO3	3	2	3	3	3	3	3	3	3	3	3	3
CO4	3	2	3	3	3	3	3	2	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3	3	3
TOTAL	15	9	14	15	15	15	15	14	15	15	15	14
AVERAGE	3	2.5	2.8	3	3	3	3	2.8	3	3	3	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER I & II
Life Skill Training I: Catechism
Course Code: UG232LC1

Hours	Credit	Total Hours	Total Marks
1	1	30	100

Objectives:

1. To develop human values through value education
2. To understand the significance of humane and values to lead a moral life
3. To make the students realize how values lead to success

Course Outcome	Upon completion of this course the students will be able to
CO-1	understand the aim and significance of value education
CO-2	develop individual skills and act confidently in the society
CO-3	learn how to live lovingly through family values
CO-4	enhance spiritual values through strong faith in God
CO-5	learn good behaviours through social values

Unit I

Value Education:

Human Values – Types of Values – Growth – Components – Need and Importance

Bible Reference: Matthew: 5:3-16

Unit II

Individual Values: Esther

Vanishing Humanity – Components of Humanity – Crisis – Balanced Emotion – Values of Life

Bible Reference: Esther 8:3-6

Unit III

Family Values: Ruth the Moabite

Respecting Parents – Loving Everyone – Confession – True Love

Bible Reference: Ruth 2:10-13

Spiritual Values: Hannah

Faith in God – Wisdom – Spiritual Discipline – Fear in God – Spiritually Good Deeds

Bible Reference: 1 Samuel 1:24-28

Unit IV

Social Values: Deborah

Good Behaviour – Devotion to Teachers – Save Nature – Positive Thoughts – The Role of Youth in Social Welfare

Bible Reference: Judges 4:4-9

Unit V

Cultural Values: Mary of Bethany

Traditional Culture – Changing Culture – Food – Dress – Habit – Relationship – Media – The Role of Youth

Bible Reference: Luke 10:38-42

Text Book

Humane and Values. Holy Cross College (Autonomous), Nagercoil

The Holy Bible

SEMESTER I & II
Life Skill Training I: Moral
Course Code: UG232LM1

Hours	Credit	Total Hours	Total Marks
1	1	30	100

Objectives:

1. To develop human values through value education
2. To understand the significance of humane and values to lead a moral life
3. To make the students realize how values lead to success

Course Outcome	Upon completion of this course the students will be able to
CO-1	understand the aim and significance of value education
CO-2	develop individual skills and act confidently in the society
CO-3	learn how to live lovingly through family values
CO-4	enhance spiritual values through strong faith in God
CO-5	learn good behaviours through social values

Unit I

Value Education:

Introduction – Limitations – Human Values – Types of Values – Aim of Value Education – Growth – Components – Need and Importance

Unit II

Individual Values:

Individual Assessment – Vanishing Humanity – Components of Humanity – Crisis – Balanced Emotion – Values of Life

Unit III

Family Values:

Life Assessment – Respecting Parents – Loving Everyone – Confession – True Love

Unit IV

Spiritual Values:

Faith in God – Wisdom – Spiritual Discipline – Fear in God – Spiritually Good Deeds

Unit V

Social Values:

Good Behaviour – Devotion to Teachers – Save Nature – Positive Thoughts – Drug Free Path – The Role of Youth in Social Welfare

Unit VI

Cultural Values:

Traditional Culture – Changing Culture – Food – Dress – Habit – Relationship – Media – The Role of Youth

Text Book

Humane and Values. Holy Cross College (Autonomous), Nagercoil