

Holy Cross College (Autonomous), Nagercoil
Kanyakumari District, Tamil Nadu.
Accredited with A⁺⁺ by NAAC - V Cycle (CGPA 3.53)

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli



Semester I - VI
UG Guidelines & Syllabus

DEPARTMENT OF HISTORY



2023-2026
(With effect from the academic year 2025-2026)

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.

Graduate Attributes

Graduates of our College develop the following attributes during the course of their studies.

➤ **Creative thinking:**

Equipping students with hands-on-training through skill-based courses and promote startup.

➤ **Personality development:**

Coping with increasing pace and change of modern life through value education, awareness on human rights, gender issues and giving counselling for the needful.

➤ **Environmental consciousness and social understanding:**

Reflecting upon green initiatives and understanding the responsibility to contribute to the society; promoting social and cultural diversity through student training and service-learning programmes.

➤ **Communicative competence:**

Offering effective communication skills in both professional and social contexts through bridge courses and activities of clubs and committees.

➤ **Aesthetic skills:**

Engaging mind, body and emotions for transformation through fine arts, meditation and exercise; enriching skills through certificate courses offered by Holy Cross Academy.

➤ **Research and knowledge enrichment:**

Getting in-depth knowledge in the specific area of study through relevant core papers; ability to create new understanding through the process of critical analysis and problem solving.

➤ **Professional ethics:**

Valuing honesty, fairness, respect, compassion and professional ethics among students. The students of social work adhere to the *National Association of Social Workers Code of Ethics*

➤ **Student engagement in the learning process:**

Obtaining extensive and varied opportunities to utilize and build upon the theoretical and empirical knowledge gained through workshops, seminars, conferences, industrial visits and summer internship programmes.

➤ **Employability:**

Enhancing students in their professional life through Entrepreneur development, Placement & Career guidance cell.

➤ **Women empowerment and leadership:**

Developing the capacity of self-management, team work, leadership and decision making through gender sensitization programmes.

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

Mapping of POs and PSOs

POs	PSO1	PSO 2	PSO3	PSO4	PSO5
PO 1	S	S	S	S	S
PO 2	S	M	S	S	M
PO 3	S	M	S	S	S
PO4	S	S	S	S	S
PO5	S	S	S	M	S
PO6	S	M	S	S	S
PO7	S	S	S	M	S

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

Core Course	Core – Theory Papers	(14x100)	1400
	Core Project	(1x100)	100
Elective Course	Elective – Theory Papers	(4x100)	400
	Discipline Specific Elective – Theory Papers	(4x100)	400
Total Marks			2300

Part III (Core Course and Elective Course)**Course Structure****Distribution of Hours and Credits****Curricular Courses**

Course	S I	S II	S III	S IV	S V	S VI	Total	
							Hours	Credits
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	4 (4) 4 (4)	4 (4) 4 (4)	4 (4) 4 (4)	4 (4) 4 (4)	5 (4)+ 5 (4)+ 5 (4)+ 5 (4)	6(5)+ 6(5)+ 6(4)	70	62
Core Research Project								
Elective /Discipline Specific Elective Courses	6 (5)	6 (5)	6 (5)	6 (5)	4(3) 4 (3)	5(3) 5(3)	42	32
Part IV								
Non-major Elective	2 (2)	2 (2)	-	-	-	-	4	4

Skill Enhancement Course	-	2 (2)	2 (2) 2 (2)	2 (2)	-		8	8
Foundation Course	2(2)	-	-	-	-	-	2	2
Environmental Studies	-	-		2(2)	-	-	2	2
Internship	-	-	-	-	(2)	-	-	2
Professional Competency Skill					2(2)	2 (2)	4	4
Environmental Studies	-	-		2(2)	-	-	2	2
Total	30 (23)	30 (23)	30 (23)	30 (23)	30 (26)	30 (22)	180	140

Co-curricular Courses

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				(2)			2
Student Training Activity: Clubs & Committees / NSS				(1)			1
Community Engagement Activity: RUN				(1)			1
Human Rights, Justice and Ethics					(1)		1
Gender Equity and Inclusivity						(1)	1
Total							14

Total number of Compulsory Credits = Curricular credits + Co-curricular credits: **140 + 14**

**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	EU241EL1	English: A Stream	3	6
	EU241EL2	English: B Stream		
	EU241EL3	English: C Stream		
Part III	HU241CC1	Core Course I: History of Ancient India upto 712 CE	5	5
	HU231CC2	Core Course II: History of Tamil Nadu upto 1311 CE	5	5
	HU231EC1	Elective Course I: Introduction to Archaeology	3	4
Part IV	HU241NM1	Non-Major Elective NME I: Introduction to Tourism	2	2
	HU241FC1	Foundation Course: Introduction to History	2	2
		Total	23	30

SEMESTER II

Course	Course Code	Title of the Course	Credits	Hours/Week
	FU232FL1	Language Tamil French	3	6
Part II	EU242EL1	English: A Stream	3	6
	EU242EL2	English: B Stream		
	EU242EL3	English: C Stream		
Part III	HU242CC1	Core Course III: History of Medieval India 712 CE to 1526 CE	5	5
	HU242CC2	Core Course IV: History of Tamil Nadu 1311 CE - 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

SEMESTER III

Course	Course Code	Title of the Course	Credits	Hours/Week
Part I	TU233TL 1 FU233FL 1	Language Tamil French	3	6
Part II	EU243EL1	English: A Stream	3	6
	EU243EL2	English: B Stream		
	EU243EL3	English: C Stream		
Part III	HU243CC1	Core Course V: History of India 1526 CE – 1707 CE	5	5
	HU233CC2	Core Course VI: History of Tamil Nadu 1801 CE - 1956 CE	5	5
	HU233EC1	Elective III: Indian Political Thought	3	4
Part IV	HU233SE1	Skill Enhancement Course SEC II Archaeological Sites in India	2	2
	HU234SE1	Skill Enhancement Course SEC-III: Fitness for Well-being	2	2
		Total	23	30

SEMESTER IV

Course	Course Code	Title of the Course	Credits	Hours/Week
Part I	TU234TL1 FU234FL1	Language Tamil French	3	6
Part II	EU244EL1	English: A Stream	3	6
	EU244EL2	English: B Stream		
	EU244EL3	English: C Stream		
Part III	HU244CC1	Core Course VII: History of India 1707 CE – 1857 CE	5	5
	HU234CC2	Core Course VIII: Contemporary History of Tamil Nadu 1956 CE - 2021 CE	5	5
	HU234EC1	Elective Course IV: Modern Government	3	4
	HU234SE2	Skill Enhancement Course SEC IV: Digital Fluency	2	2
	UG234EV1	Environmental Studies	2	2
		Total	23	30

SEMESTER V

Course	Course Code	Title of the Course	Credits	Hours/Week
Part III	HU235CC1	Core Course IX: History of India 1858CE - 1947CE	4	5
	HU235CC2	Core Course X: History of Kanyakumari	4	5
	HU235CC3	Core Course XI: Historiography	4	5
	HU235RP1	Core Research Project	4	5
	HU235DE1	Discipline Specific Elective I: a) History of Ancient World Civilizations	3	4
	HU235DE2	Discipline Specific Elective I: b) International		

		Relations from 1919 CE to 1989 CE	3	4
	HU235DE3	Discipline Specific Elective I: c) Liberal Movements		
	HU235DE4	Discipline Specific Elective II: a) Archives Keeping		
	HU235DE5	Discipline Specific Elective II: b) Contemporary World Since 1989 CE		
	HU235DE6	Discipline Specific Elective II: c) History of Dravidian Movement		
Part IV	UG235PS1	Professional Competency Skill I: Career Skills	2	2
	HU235IS1	Internship	2	-
		Total	26	30

SEMESTER VI

Course	Course Code	Title of the Course	Credits	Hours/Week
Part III	HU236CC1	Core Course XII: Contemporary History of India since 1947 CE	5	6
	HU236CC2	Core Course XIII: History of China and Japan	5	6
	HU236CC3	Core Course XIV: History of Science and Technology in India	4	6
	HU236DE1	Discipline Specific Elective III: a) History of Medieval Europe	3	5
	HU236DE2	Discipline Specific Elective III: b) India and Her Neighbours		
	HU236DE3	Discipline Specific Elective III: c) Peasant's and Labour Movements in India		
	HU236DE4	Discipline Specific Elective IV: a) History of Europe from 1789 CE to 1945 CE	3	5
	HU236DE5	Discipline Specific Elective IV: b) History of Revolutions		
	HU236DE6	Discipline Specific Elective IV: c) Women's Studies		
	HU236PS1	Professional Competency Skill II – Technology to the Aid of History	2	2
		Total	22	30
TOTAL			140	180

Co-curricular Courses

Part	Semester	Code	Title of the Course	Credit
Part V	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
	VI	UG236OC1 & UG236OC2	MOOC	2
	III & IV	UG234LC1	Life Skill Training II: Catechism	1
		UG234LM1	Life Skill Training II: Moral	
	IV & VI	GVAC2401- GVAC24--	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, Justice and Ethics	1
	VI	UG236GS1	Gender Equity and Inclusivity	1
			Total	14

Specific Value-added Course

Sl. No.	Semester	Course Code	Name of the Course	Credits	Total Hours
1	I	HU231V01	Travel Agency and Tour Operation	1	30
2	I	HU231V02	Travel Agency Management	1	30
3	I	HU231V03	Eco Tourism	1	30
4	III	HU233V01	Beach Tourism	1	30
5	III	HU233V02	Hotel Management	1	30
6	III	HU233V03	Front Office Management	1	30

Self-learning Course

Sl. No.	Semester	Course Code	Credits	Name of the Course
1	III/V	HU233SL1/HU235SL1	1	History for Competitive Examinations – I
2	IV/VI	HU234SL1/HU236SL1	1	History for Competitive Examinations – II

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.

i. 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 2 x 6 (Internal choice)	12	Part B 5 x 6 (Internal choice)	30
Part C 2 x 12 (Internal choice)	24	Part C 5 x 12 (Internal choice)	60
Total	40	Total	100

ii. 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 Research Project

Ratio of Internal and External = 25:75

Components	Marks
Internal	25
External	
Core Research Project Report	40
Viva voce	35
Total	100

Part - IV**i. Non-major Elective, Skill Enhancement Course I & II, Foundation Course, Value Education, Professional Competency Skill**Ratio of Internal and External = **25: 75****Internal Components and Distribution of Marks**

Components	Marks
Internal test (2) – 25 marks	10
Quiz (2) – 20 marks	5
Assignment: (Model Making, Exhibition, Role Play, Album, Group Activity, etc. (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 4 (Open choice any Five out of Eight)	20
Part C 1 x 9 (Open choice One out of Three)	9	Part C 5 x 9 (Open choice any Five out of Eight)	45
Total	25	Total	75

ii. Skill Enhancement Course III & IV**Digital Fluency**

Components	Marks
Internal	
Quiz (15 x 1)	15
Lab Assessment (5 x 2)	10
Total	25
External	
Practical (2 x 25)	50
Procedure	25
Total	75

Fitness and Wellbeing

Components	Marks
Internal	
Quiz (15 x 1)	15
Exercise (2 x 5)	10
Total	25
External	
Written Test: Part A: Open choice – 5 out of 8 questions (5 x 5)	25
Part B: Open choice – 5 out of 8 questions (5 x 10)	50
Total	75

iii. Environmental Studies**Internal Components**

Component	Marks
Project Report	15
Viva voce	10
Total	25

Question Pattern

External Exam	Marks
Part A 5 x 2 (No Choice)	10
Part B 5 x 4 (Open choice any Five out of Eight)	20
Part C 5 x 9 (Open choice any Five out of Eight)	45
Total	75

iv. Internship

Components	Marks
Industry Contribution	50
Report & Viva-voce	50
Total	100

v. Professional Competency Skill

Internal Components	Marks
Test – 20 marks	5
Individual Activity	10
Group Activity	10
Total	25
External Exam	Marks
Part A 5 x 2 (No Choice)	10
Part B 5 x 4 (Open choice any Five out of Eight)	20
Part C 5 x 9 (Open choice any Five out of Eight)	45
Total	75

Co-Curricular Courses:**i. Life Skill Training: Catechism & Moral, Human Rights, Justice and Ethics**
Gender Equity and Inclusivity**Internal Components**

Component	Marks
Project - Album on current issues	25
Group Activity	25
Total	50

External Components

Component	Marks
Written Test: Open choice – 5 out of 8 questions (5 x 10)	50
Total	50

ii. Skill Development Training - Certificate Course:

Components	Marks
Attendance & Participation	50
Skill Test	50
Total	100

iii. Field Project:

Components	Marks
Field Work	50
Field Project Report & Viva-voce	50

Total	100
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iv. Specific Value-Added Courses & Generic Value-Added Courses:

Components	Marks
Internal	25
External	75
Total	100

v. Student Training Activity: Clubs and Committees

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

Component	Marks
Attendance	25
Participation	75
Total	100

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

Components	Marks
Attendance & Participation	50
Field Project	50
Total	100

vii. Self-learning Course

Internal Components	Marks
Internal test – 25 x1= 25 (Multiple choice)	25
Total	25
External Component	
External Exam	
Part A 75 x 1 (Multiple choice)	75
Total	75
Total	100

Outcome Based Education (OBE)**(i) Knowledge levels for assessment of Outcomes based on Blooms Taxonomy**

S. No.	Level	Parameter	Description
1	K1	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:**

Number of questions for each cognitive level:														
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	1	-	1	1	1	1	-	1	-	-	-	8
	External	5	2	1	3	2	2	2	1	2	-	-	-	20
II UG	Internal	1	1	-	1	1	1	1	-	1	1	-	-	8
	External	5	1	1	4	1	1	-	3	1	1	-	2	20
III UG	Internal	1	-	-	1	-	1	1	1	1	1	1	-	8
	External	5	1	1	4	1	1	-	3	1	1	-	2	20

The levels of assessment are flexible and it should assess the cognitive levels and outcome attainment.

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.
- 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 UPTO 712 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU241CC1	4	1	-	-	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 – Early Vedic Age – Later Vedic Age.	15
II	Buddhism – Buddha – Mahayana – Hinayana – Preachings - Jainism – Mahavira – Preachings - Greek and Persian Invasions of India– Alexander’s Invasion	15
III	Rise of Mahajanapadas - Magadhan Empire – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture - Satavahanas	15
IV	Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya - Samudragupta –Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas - Nalanada, Vikramasila and Valabhi Universities	15
V	Vardhanas - Harshavardhana – Administration – Religious Contributions – Provincial Dynasties – Chalukyas – Rashtrakutas - Paramaras – Palas – Senas - Art and Architecture - Cultural contributions.	15
	Total	75

Textbooks

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. Anlet Sobithabai., W. *History of India upto 712 AD.*, 2006. Sharon publications.

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://inabooks.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	-	-	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 - Rajendra Chola I – Overseas Expansion – Kulothunga – Chalukya – Chola relations – Administrative system – Land Grants and Temple Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature – Art and Architecture – Bronze Sculptures.	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
	Total	75

Textbooks

1. Eriyaran, 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)*, ManivasagarPathipakam. 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 I: INTRODUCTION TO ARCHAEOLOGY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231EC1	3	1	-	-	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 Growth of Archaeology as a discipline – Selected 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
	Total	60

Textbooks

1. Rajan, K., 2002, Archaeology: Principles and Methods, Thanjavur, Manoo Pathippakam.
2. Rajan, K., 2016, Understanding Archaeology: Field Methods, Theories and Practices, Thanjavur, Manoo Pathippakam.
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. RobertF.Heizer, 1969, The Archaeologist at WorkA Source Book in Archaeological Method and Interpretation, New York, Harper & Row.
4. Renfrew,C.,& Paul Bahn, 201 ArchaeologyTheories Methods and Practice, London,Thames&Hudson.
5. Edward Harris,(198), Principles and Methods of Archaeology, Channai, 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
HU241NM1	2	-	-	-	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.	K3

K1 - Remember; K2 - Understand; K3 - Apply

Units	Contents	No. of Hours
I	Definition of Tourism – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation	6
II	Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors.	6
III	Forms of Tourism: Domestic and International Tourism – Types of Tourism - Leisure Tourism – Pilgrimage Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism	6
IV	Travel Agency: Types of Travel Agency – Tour Operator- Types of Tour Operator- Role of Tour Operator- Itinerary Planning – Tourist guides	6
V	Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance -Characteristics of a tourist guide.	6
	Total	30

Textbooks

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, Devasthanam.

References 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

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
HU241FC1	2	-	-	-	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 writings.	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	6
III	Kinds of History – Political History – Economic History – Military History – Social History – Developmental History - Environmental History.	6
IV	History and Allied Disciplines – Debates on history: Science or an Art.	6
V	Specific Historian in the World: Herodotus – Thucydides – Livy – Tacitus	6
	Total	30

Textbooks

1. Ashirbadi Lal, 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.

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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=7VyOANl2qx0C
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	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231V01	2	-	-	-	1	2	30	25	75	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
	Total	30

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

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2	2	2	3	3	2	3	2
CO2	3	3	2	3	3	2	3	3	3	2	2	3
CO3	3	3	2	3	3	3	3	3	3	3	3	3
CO4	3	3	2	3	3	2	3	3	3	2	3	3
CO5	3	3	2	3	3	3	3	3	3	3	2	3
TOTAL	15	15	10	15	14	12	13	15	15	12	13	14
AVERAGE	3	3	2	3	2.8	2.4	2.8	3	3	2.4	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER I
SPECIFIC VALUE-ADDED COURSE: TRAVEL AGENCY MANAGEMENT

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231V02	2	-	-	-	1	2	30	25	75	100

Pre-requisite

The students should have basic knowledge about Travel Agency Management

Learning Objectives:

1. To analyse the important aspects of Travel Agency Operations
2. To estimate the effective functions of the Sales and Customer Relationship Management

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

1	describe the travel and tourism industry	K1
2	explain the travel agency operations	K2
3	illustrate the destination knowledge and product development	K3
4	highlight the sales techniques and customer relationship.	K4
5	Assess the knowledge on the business management and financial planning	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	Introduction to Travel and Tourism Industry – History – Stakeholders - shaping the travel sector - Role of Travel Agencies.	6
II	Travel Agency Operations - Booking Procedures - Customer Service Standards - Technological Advancements - Legal and Ethical Considerations.	6
III	Destination Knowledge and Product Development - Product Evaluation – Itinerary Design - Negotiation Skills and Marketing Strategies - Travel Packages.	6
IV	Sales and Customer Relationship Management - Sales Techniques - Customer Relationship.	6
V	Business Management and Financial Planning - Financial Management Skills - Pricing Strategies - Risk Management Techniques.	6
	Total	30

Textbooks

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.

Reference Books

1. Marc Mancini., 2000. *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand.
3. Negi J., 2004. *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi.
4. PranNath Seth., 2008. *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi.
5. The Principles of Travel Agency and Tour Operation Management Paperback - 23 March 2021.
6. Dreaming of Becoming a Travel Agent paperback - Import, 2 October 2020 by Toni Anderson (Author), Sheila Popee(Editor)S

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

3. [3.https://books.google.com/books/about/Introduction_](https://books.google.com/books/about/Introduction_)
4. [4.https://books.google.com/books/about/Introduction_J](https://books.google.com/books/about/Introduction_J)
5. [5.https://books.google.com/books/about/An_Introductionto_Tourism.html?id=5Jx6BoEjL4IC](https://books.google.com/books/about/An_Introductionto_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	3	3	2	2	2	3	3	2	3	2
CO2	3	3	2	3	3	2	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	2	3	3
CO5	3	3	2	3	3	3	3	3	3	3	2	3
TOTAL	15	15	13	15	14	12	13	15	15	12	13	14
AVERAGE	3	3	2.6	3	2.8	2.4	2.8	3	3	2.4	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER I
SPECIFIC VALUE-ADDED COURSE: ECO TOURISM

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231V03	2	-	-	-	1	2	30	25	75	100

Pre-requisite:

The students should have basic knowledge about Ecotourism principles and practices.

Learning Objectives:

1. To analyze the important aspects of Ecotourism.
2. To understand the role of Eco tourism for sustainable development

Course Outcomes

On the successful completion of the course, student will be able to:		
1	describe the principles and concepts of Ecotourism	K1
2	explain the operations involved in managing Ecotourism destinations	K2
3	illustrate destination knowledge and sustainable product development in Ecotourism	K3
4	survey the sales techniques and customer relationship management in the context of Ecotourism	K4
5	evaluate the merits and demerits of business management and financial planning in the context of Ecotourism	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	Introduction to Ecotourism: Definition and Concept of Ecotourism - Historical Evolution of Ecotourism- Stakeholders in Ecotourism - Role of Ecotourism Agencies and Operators- Shaping the Ecotourism Sector	6
II	Ecotourism Operations: Booking Procedures for Ecotourism Activities - Customer Service Standards in Ecotourism - Technological Advancements in Ecotourism Operations - Legal and Ethical Considerations in Ecotourism	6
III	Destination Knowledge and Sustainable Product Development: Importance of Destination Knowledge in Ecotourism - Sustainable Product Evaluation in Ecotourism - Itinerary Design for Sustainable Tourism - Negotiation Skills and Marketing Strategies for Ecotourism - Development of Sustainable Travel Packages	6
IV	Sales and Customer Relationship Management in Ecotourism: Sales Techniques in Ecotourism - Customer Relationship Management in Ecotourism - Building Sustainable Partnerships with Customers and Communities	6
V	Business Management and Financial Planning for Ecotourism: Financial Management Skills for Ecotourism Enterprises - Pricing Strategies for Sustainable Tourism Products - Risk Management Techniques in Ecotourism Operations	6
	Total	30

Textbooks

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.
2. Bhatia, A., 1991, *International Tourism*, Sterling Publishers, New Delhi.

3. Purthi, R.K., 2004, International Tourism, Raj Publication, New Delhi.
4. 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, *Startegic Management for Travel and Tourism*, Butterworth – Heinemann, Oxford.
5. Balan.J,Fundementals of Tourism,Jayalakshmi Publishers,Madurai,2012.

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=muLAzQEA CAAJ
5. 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	3	3	2	2	2	3	3	2	3	2
CO2	3	3	2	3	3	2	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	2	3	3
CO5	3	3	2	3	3	3	3	3	3	3	2	3
TOTAL	15	15	13	15	14	12	13	15	15	12	13	14
AVERAGE	3	3	2.6	3	2.8	2.4	2.8	3	3	2.4	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER II**CORE COURSE III: HISTORY OF MEDIEVAL INDIA 712 CE–1526 CE**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU242CC1	4	1	-	-	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	Rajputs – Cultural Contributions – Arab Conquest of Sind – Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battle of Tarains.	15
II	Establishment of Sultanate Rule in India – Slave Dynasty – Qutb-ud Din - Aibak – Iltutmish – Sultana Raziya – Balban.	15
III	Khilji Dynasty – Jalaluddin Khilji – Alauddin Khilji – Malik Kafur's Invasion.	15
IV	Tughlaq Dynasty – Mohammed-bin-Tughlaq – Feroz Shah Tughlaq – Sayyids and Lodis	15
V	Administrative System under Delhi Sultanate – Central – Provincial – Art and Architecture – Socio Economic and Cultural conditions.	15
	Total	75

Textbooks

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.
2. Majumdar, R.C., 1952. *Medieval India*, Banaras, Motilal Barsidars Publications.
3. 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.
4. Chandra, Satish. 2005. *Essays on Medieval Indian History*, OUP New Delhi.
5. Mohammad Habib and K.A. Nizami., 1970. *Comprehensive History of India: The Delhi Sultanate (A.D. 1206-1526)*, People's publishing House, Delhi.

7. 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=qHnHHwAACAAJ&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 CE – 1800 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU242CC2	4	1	-	-	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	compare the contributions of Medieval Tamil administrators.	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	Vijayanagar Administration – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of the 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 – Society – Economy - Religion and Culture - Poligar Rebellion – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers.	15
	Total	75

Textbooks

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. Devanesan .A., 2002., *History of Tamil Nadu*, Renu Publications, Marthandam.

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=M9AzzxAEACAAJ&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	-	-	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 – Early life- Capitalism- Marxism- Martin Luther King- Philosophy- Early life- Civil rights movements.	12
	Total	60

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=9LgtAAAAYAAJ
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	-	-	-	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
	Total	30

Self study	Fundamental Rights
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Textbooks

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	-	-	-	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
	Total	30

Self study	Role, Qualities and Functions of an Editor
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Textbooks

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	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG232LC1	1	-	-	-	1	1	15	50	50	100

Objectives:

1. To develop human values through value education
2. To understand the significance of humane and values to lead a moral life

Upon completion of this course the students will be able to		
1	understand the aim and significance of value education	K1,K2
2	develop individual skills and act confidently in the society	K3
3	learn how to live lovingly through family values	K3
4	enhance spiritual values through strong faith in God	K6
5	learn good behaviours through social values	K6

K1 - Remember **K2**-Understand; **K3**-Apply; **K6**- Create

Units	Contents	No. of Hours
I	Value Education: Human Values – Types of Values – Growth – Components – Need and Importance - Bible Reference: Matthew: 5:3-16	3
II	Individual Values: Esther Vanishing Humanity – Components of Humanity – Crisis – Balanced Emotion – Values of Life - Bible Reference: Esther 8:3-6	3
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	3
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	3
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	3
	Total	15

Textbook

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

SEMESTER I & II
LIFE SKILL TRAINING I: MORAL

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG232LM1	1	-	-	-	1	1	15	50	50	100

Objectives:

1. To develop human values through value education
2. To understand the significance of humane and values to lead a moral life

Course Outcomes

Upon completion of this course the students will be able to:		
1	understand the aim and significance of value education	K1,K2
2	develop individual skills and act confidently in the society	K3
3	learn how to live lovingly through family values	K3
4	enhance spiritual values through strong faith in God	K6
5	learn good behaviours through social values	K6

K1 - Remember K2-Understand; K3-Apply; K6- Create

Units	Contents	No. of Hours
I	Value Education: Introduction – Limitations – Human Values – Types of Values – Aim of Value Education – Growth – Components – Need and Importance	3
II	Individual Values: Individual Assessment – Vanishing Humanity – Components of Humanity – Crisis – Balanced Emotion – Values of Life.	3
III	Family Values: Life Assessment – Respecting Parents – Loving Everyone – Confession – True Love.	3
IV	Spiritual Values: Faith in God – Wisdom – Spiritual Discipline – Fear in God – Spiritually Good Deeds.	3
V	Social Values: Good Behaviour – Devotion to Teachers – Save Nature – Positive Thoughts – Drug Free Path – The Role of Youth in Social Welfare. Cultural Values: Traditional Culture – Changing Culture – Food – Dress – Habit – Relationship – Media – The Role of Youth.	3
	Total	15

Textbook

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

SEMESTER III
CORE COURSE V: HISTORY OF INDIA 1526 CE - 1707 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU243CC1	5	-	-	-	5	5	75	25	75	100

Pre-requisite: Should have the knowledge of Muslim invasions and its impacts.

Learning Objectives:

1. To study the establishment of Mughal rule and its contributions to Indian Society.
2. To examine the impact of Mughal rule in India.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	acquire knowledge on the establishment of Mughal rule in India	K1
2.	understand the consolidation of Mughal power in India	K2
3.	apply the contributions of the Mughals to Indian Politics	K3
4.	analyse the features of Mughal Art and Architecture	K4
5.	assess the administration of Shivaji Estimate the teachings of Guru Nanak	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyse; **K5** - Evaluate

Units	Contents	No. of Hours
I	Foundation of Mughal Empire: Condition of India on the eve of Babur's invasion- Sources of Mughal History - Babur - Humayun - Sher Shah Sur - Administration and Military Reforms.	15
II	Consolidation of Mughal Power in India: Akbar the Great– wars and conquests of Akbar - Religious Policy – Mansabdari System - Rajput Policy, Deccan Policy – Wars and conquests of Jahangir - Nurjahan.	15
III	Mughal Empire under Shahjahan & Aurangzeb: Wars and conquests of Shahjahan – Golden Age of the Mughals - War of Succession - wars and conquests of Aurangzeb - Religious Policy.	15
IV	Mughal Administration & Development of Arts and Architecture: Mughal Administration - Central Administration – Provincial Administration – Military Administration - Social and Economic Condition under the Mughals - Art and Architecture - Paintings, Music and Literature.	15
V	Disintegration of Mughal Empire: Causes for the decline and disintegration of the Mughals-Rise of Marathas – Relationship between the Marathas and the Mughals - Rise of Sikhs - Relationship between the Sikhs and the Mughals.	15
Total		75

Self-study	Decline of Mughals and Guru Nanak
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Textbooks:

1. Jayapalan.N, 2023. *History of India*, Primemax books, Ghaziabad.
2. Chandra, Satish, 2007, *Medieval India: From Sultanate to the Mughals (Part 1: Delhi Sultanate)*, Har-Anand Publications, New Delhi.

Reference Books:

1. Krishna Reddy, 2009. *Indian History*, Tata M.C. Graw Hill Education Private Ltd, New Delhi.
2. Alam, Muzaffar, and Sanjay Subrahmanyam, 2000. *The Mughal State, 1526-1750*, Oxford University Press, New Delhi.
3. Kulke, Hermann, and Dietmar Rothermund, 2004. *A History of India*, Routledge, London. (Chapter on Medieval India).
4. Pathan, Shah Nawaz, 2015. *The Delhi Sultanate: A Political and Military History*, Oxford University Press, New Delhi.
5. Chitnis, K. N., 2005. *Medieval India: From the Sultanate Period to the Mughal Empire*, Wiley India Pvt. Ltd., New Delhi.

Web Resources:

1. https://en.wikipedia.org/wiki/Timeline_of_Indian_history
2. <https://www.britannica.com/place/India/The-Mughal-Empire-1526-1761>
3. <https://projects.iq.harvard.edu/timeline-southasianhistory/mughal-period>
4. <https://www.msuniv.ac.in/images/distance%20education/HistoryofMedievalIndia1206-1707CE>
5. <https://academiccommons.columbia.edu/doi/10.7916/D8JD4V6T>

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	2	3	3	3	3	3	3	3
CO2	2	3	2	2	3	3	3	3	3	3	3	3
CO3	2	3	2	2	3	3	3	3	3	3	3	3
CO4	2	3	2	2	3	3	3	3	3	3	3	3
CO5	2	3	3	2	2	3	3	3	3	3	3	3
TOTAL	10	15	12	10	13	15	15	15	15	15	15	15
AVERAGE	2	3	2.4	2	2.6	3	3	3	3	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER III**CORE COURSE VI: HISTORY OF TAMIL NADU SINCE 1801 CE – 1956 CE**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233CC2	5	-	-	-	5	5	75	25	75	100

Pre-requisite:

The students should have basic idea about freedom struggle in Tamil Nadu.

Learning Objectives:

1. To understand the colonial administration and early resistance in Tamil Nadu
2. To know the role of Tamil Nadu towards Freedom movements.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	summarize the colonial administration and early resistance in Tamil Nadu	K1
2	understand the achievements of social reforms in Tamil Nadu	K2
3	comprehend the political and social awakening of Tamil Nadu	K3
4	analyse the contributions of the Justice Party Ministry.	K4
5	reconstruct the formation of Tamil Nadu	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	Establishment of British Rule in Madras: South Indian Rebellion - Formation of Madras Presidency – Tamil Nadu under the Europeans – Vellore Mutiny of 1806.	15
II	Nationalism in Tamil Nadu: Madras Native Association – Madras Mahajana Sabha – Swadeshi Movement – V.O. Chidambaram Pillai - Bharathiyar - Home Rule Movement	15
III	Social and Political Awakening in Tamil Nadu: Dravidian Association – South Indian Liberal Movement - Non-Brahmin Movement - Justice Party Government – Social Justice Measures (Communal G.Os) – Social welfare measures.	15
IV	Tamils 'participation in National Movements: Non-Cooperation Movement – Civil Disobedience Movement: Vedaranyam Salt Satyagraha – impact of Gandhi's visit to Tamil Nadu- Congress Ministry – Quit India Movement – Towards Independence.	15
V	Rise of Dravidian ideologies: Periyar's Self Respect Movement – Formation of Dravidar Kazhagam – Periyar's Self- Respect campaign for social equality and women empowerment - Government after Independence: Rajaji Ministry (1952-54) – Linguistic States Reorganizations - Marshal Nesamony – Ma.Po. Sivagnanam – Potti Sriramulu.	15
	Total	75

Self-study	Mid-day Meals Scheme
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Textbooks

1. Rajayyan K., 1982. *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, Thiruvananthapuram.
2. Subramanian N., 1976. *History of Tamil Nadu, 1336 to 1984*, Koodal Publications.

Reference Books

1. Rajayyan K., 2015. *Tamil Nadu: A Real History*, EthirVeliyeedu, Pollachi.
2. Panneerselvan, A.S., 2021. *Karunanidhi: A Life*, Penguin Random House India Pvt. Ltd.,
3. NambiArooran K., *Tamil Renaissance and Dravidian Nationalism 1905-1944*, Koodal.
4. DR Manoranjithamoni C., 2015. *History of Tamil Nadu*, Volume 1 Publisher Create Space Independent Publishing Platform.
5. Narasimhan V.K., *Kamaraj: A Study*, National Book Trust, New Delhi, 2007

Web Resources

1. <https://archive.org/details/aclcp100000795a1498>
2. www.britannica.com/tamilnadu-india
3. https://books.google.co.in/books/about/History_of_Tamil_Nadu.
4. <https://www.amazon.in/History-Culture-Tamil-Nadu>.
5. <https://www.goodreads.com/en/book/show/25772976>

**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	2	2	2	3	3	2	3	2
CO2	3	3	2	3	3	2	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	2	3	3
CO5	3	3	2	3	3	3	3	3	3	3	2	3
TOTAL	15	15	13	15	14	12	13	15	15	12	13	14
AVERAGE	3	3	2.6	3	2.8	2.4	2.8	3	3	2.4	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER III
ELECTIVE COURSE III: INDIAN POLITICAL THOUGHT

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233EC1	3	1	-	-	3	4	60	25	75	100

Pre-requisite:

The students should have basic knowledge about Indian Political Thought

Learning Objectives:

1. To understand the characteristics of Ancient political thinkers
2. To analyse the Ideas of Egalitarian thinkers

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	describe kautilya's ideal of a state and administration.	K1
2.	elucidate the ideas of medieval thinkers like barani and Abul Fazal	K2
3.	illustrate the contributions of modern thinkers	K3
4.	analyse the ideas of radical thinkers such as tilak, Subramani Bharathi, v.o. Chidambaram Pillai and Aurobindo Ghosh	K4
5.	evaluate the social impact of the ideas of Periyar and Ambedkar.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	Ancient Thinkers: Thiruvalluvar - Thiru Kural – Kautilya – Arthasasthra – Kalhana-Rajatarangini.	12
II	Medieval Thinkers: Ziauddin Barani - Ideal Polity- AbulFazl- Views on Governance and Administration.	12
III	Modern Thinkers: Rajaram Mohan Roy - Swami Vivekananda –M.G. Ranade – G.K. Gokhale – Mahatma Gandhi.	12
IV	Radical Thinkers: Bal Gangadhar Tilak – Subramanya Bharathi – V.O. Chidambaram –Aurobindo Ghosh.	12
V	Egalitarian Thinkers: E.V.R. Periyar - B.R. Ambedkar Socialist Thinkers: Ram Manohar Lohia - Jayaprakash Narayanan.	12
	Total	60

Textbooks

1. Vishnool Bhagwan., 1999. *Indian Political Thinkers*, Atma Ram& Sons, New Delhi.
2. Ramachandra Guha., 2012. *Makers of Modern India*, Penguin India, New Delhi. .
3. Varma V.P., 2020. *Modern Indian Political Thought, Vol. II*, Laxmi Narain Agarwal, Agra.
4. Seijin V. History of Indian Political Thought

Reference Books

1. BidyutChakrabarty., 2009. *Modern Indian Political Thought: Text and Context*, Sage Pub., New Delhi.
2. Sharma. M., 2004. *Political Theory and Thought*, Anmol Publisher, New Delhi.
3. Mehta V.R., 2022. *Foundations of Indian Political Thought*, Taylor & Francis Exclusive, CBS Publishers & Distributors Pvt. Ltd., New Delhi,
4. . George Catlin, 2010. *The Story of the Political Philosophers*, Kessinger Pub.
5. Will Durant, 1991. *The Story of Philosophy*, Simon & Schuster, New York.

Web Resources

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

2. <https://attanticbooks.com.indian-political-thought-page>
3. <https://archive.org/details/in.gov.ignca./page20e/2up>
4. <https://poiscie.weebly.com>uplods>5>>
5. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>

**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	2	2	2	3	3	2	3	2
CO2	3	3	2	3	3	2	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	2	3	3
CO5	3	3	2	3	3	3	3	3	3	3	2	3
TOTAL	15	15	13	15	14	12	13	15	15	12	13	14
AVERAGE	3	3	2.6	3	2.8	2.4	2.8	3	3	2.4	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER III**SKILL ENHANCEMENT COURSE -SEC II: ARCHAEOLOGICAL SITES IN INDIA**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233SE1	2	-	-	-	2	2	30	25	75	100

Pre-requisite

The students should have basic knowledge about Archaeological Sites in India

Learning Objectives:

1. To Analyse the important aspects of Archaeological developments in India.
2. To estimate the effective functions of the Ancient Sites of Tamil Nadu

Course Outcomes

On the successful completion of the course, student will be able to:		
1	describe the Indus Valley civilization	K1
2	explain the archaeological sites in India	K2
3	illustrate the ancient sites of Tamil Nadu	K3
4	highlight the Keezhadi, Konthakai and Manalur	K4
5	evaluate the knowledge on the caves	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	Indus Valley Civilization: Harappa – Mohenjo-Daro – Chanchudaro	6
II	Sites in India: Lothal – Dholavira - Rakhigarhi	6
III	Ancient Sites of Tamil Nadu: Arikamedu – Adichchanallur – Kodumanal	6
IV	Contemporary Sites in Tamil Nadu: Keezhadi – Konthakai – Manalur	6
V	Caves: Ajanta – Ellora – Elephanta	6
	Total	30

Textbooks

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

Reference Books

1. Dillon B.D., 1989. *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics*, Institute of Archaeology, University of California, Los Angeles.
2. Stuart Fleming., 1978. *Dating in Archaeology: A Guide to Scientific Techniques*, J.M. Dent, London.
3. Robert, Heize.F., 1969. *The Archaeologist at Work: A Source Book in Archaeological Method and Interpretation*, Harper & Row, New York.
4. Renfrew.C & Paul Bahn, 2012. *Archaeology: Theories, Methods and Practice*, Thames & Hudson, London.
5. Surendranath Roy., 2011. *The Story of Indian Archaeology 1784-1947*, Archaeological Survey of India, New Delhi.

Web Resources

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

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3	3	2	2	2	3	3	2	3	2
C02	3	3	2	3	3	2	3	3	3	2	2	3
C03	3	3	3	3	3	3	3	3	3	3	3	3
C04	3	3	3	3	3	2	3	3	3	2	3	3
C05	3	3	2	3	3	3	3	3	3	3	2	3
TOTAL	15	15	13	15	14	12	13	15	15	12	13	14
AVERAGE	3	3	2.6	3	2.8	2.4	2.8	3	3	2.4	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER III / IV**SKILL ENHANCEMENT COURSE SEC-III: FITNESS FOR WELLBEING**

Course Code	L	T	P	S	Credits	Total Hours	Marks		
							CIA	External	Total
UG23CSE1	1	-	1	-	2	30	25	75	100

Pre-requisites: Basic understanding of health and wellness concepts

Learning Objectives

1. To understand the interconnectedness of physical, mental, and social aspects of well-being, and recognize the importance of physical fitness in achieving holistic health.
2. To develop proficiency in mindfulness techniques, yoga practices, nutritional awareness, and personal hygiene practices to promote overall wellness and healthy lifestyle.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	know physical, mental, and social aspects of health	K1
2	understand holistic health and the role of physical fitness.	K2
3	apply mindfulness and yoga for stress management and mental clarity.	K3
4	implement proper personal hygiene practices for cleanliness and disease prevention.	K3
5	evaluate and implement right nutritional choices.	K5

K1-Remember; K2-Understand; K3-Apply; K5-Evaluate

Unit	Contents	No. of Hours
I	Understanding Health and Physical Fitness Health – definition- holistic concept of well-being encompassing physical, mental, and social aspects. Physical fitness and its components- muscular strength- flexibility, and body composition. Benefits of Physical Activity- its impact on health and well-being.	6
II	Techniques of Mindfulness Mind – Mental frequency, analysis of thought, eradication of worries Breathing Exercises – types and its importance Mindfulness –pain management - techniques for practicing mindfulness - mindfulness and daily physical activities.	6
III	Foundations of Fitness Stretching techniques to improve flexibility. Yoga-Definition, yoga poses (asanas) for beginners, Sun Salutations (Surya Namaskar), Yoga Nidra – benefits of yoga nidra.	6
IV	Nutrition and Wellness Role of nutrition in fitness - macronutrients, micronutrients - mindful eating practices, balanced diet - consequences of overeating. Components of healthy food. Food ethics.	6
V	Personal Hygiene Practices Handwashing- techniques, timing, and importance, oral hygiene- brushing, flossing, and dental care, bathing and showering- proper techniques and frequency, hair care- washing, grooming, and maintaining cleanliness, maintaining personal hygiene, dangers of excessive cosmetic use.	6
	Total	30

Self-study	balance diet and basic excercises
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Textbook

Bojasa A. Rosy and Virgin Nithya Veena. V. 2024. *A Comprehensive Guide to Health, Fitness and Wellbeing*. JE Publications.

Reference Books

1. Arul Raja Selvan S. R, 2022. *Yogasanam and Health Science*. Self publisher.
2. Vision for Wisdom. 2016. *Value Education*. The World Community Service Centre Vethathiri Publications.
3. WCSC – Vision for Wisdom. 2016. *Paper 1: Yoga and Empowerment*. Vazhga Valamudan Offset Printers Pvt Ltd 29, Nachiappa St, Erode.
4. Lachlan Sleight. 2023. *Stronger Together the Family's Guide to Fitness and Wellbeing*. Self Publisher.
5. William P. Morgan, Stephen E. Goldston. 2013. *Exercise And Mental Health*. Taylor & Francis.

Web Resources

1. https://www.google.co.in/books/edition/Psychology_of_Health_and_Fitness/11YOAwAABAJ?hl=en&gbpv=1&dq=fitness+for+wellbeing&printsec=frontcover
2. https://www.google.co.in/books/edition/The_Little_Book_of_Active_Wellbeing/aA6SzgEACAAJ?hl=en
3. https://www.google.co.in/books/edition/Physical_Activity_and_Mental_Health/yy96DwAAQBAJ?hl=en&gbpv=1&dq=fitness+for+wellbeing&printsec=frontcover
4. https://www.google.co.in/books/edition/The_Complete_Manual_of_Fitness_and_Well/pLPAXPLIMv0C?hl=en&gbpv=1&bsq=fitness+for+wellbeing&dq=fitness+for+wellbeing&printsec=frontcover
- https://www.google.co.in/books/edition/The_Wellness_Code/4QGZtwAACAAJ?hl=en

SEMESTER III
SPECIFIC VALUE-ADDED COURSE: BEACH TOURISM

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233V01	2	-	-	-	1	2	30	25	75	100

Pre-requisite:

The students should have basic knowledge about Tour operations

Learning Objectives:

1. To provide basic knowledge of beach tourism
2. To know the basic components, functions and its importance

Course Outcomes

On the successful completion of the course, student will be able to:		
1	remember the basic components of beaches	K1
2	know the types of beaches	K2
3	apply the knowledge of beaches in their needs	K3
4	analyze the advantages and the disadvantages of beaches	K1
5	evaluate the value of beaches in tourism development	K3

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

Units	Contents	No. of Hours
I	Beach tourism - meaning – origin -scope – components of beaches - Beach tourism and the development of tourism – contribution – Regional - National-International values	6
II	World famous beaches - Miami, Rio – de Janeiro, Philippines, Malaysia, Australia, Panama, Purito Rico, Thailand, Seychelle, Francy, Maldives.	6
III	Famous Beaches of India - Mumbai - Kolkata - Andaman - Nicobar Minnicoy - Lakshadweep - Goa Beach - Balasore, Puri - Gokarna, Thiruvananthapuram.	6
IV	Famous Beachees of Tamil Nadu - VGP - Marina - Elliots - Mahabalipuram - Pamban - Dhanushkodi - Velankanni - ThoothuKudi - Manapad.	6
V	Beaches in Kanniya Kumari District - Kanyakumari beach - Thegaipatinam beach - Muttom beach - Shanhuthurai beach- Chothavilai beach- Manakkudi beach.	6
	Total	30

Textbooks

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. Balan.J, Fundamentals of Tourism, Jayalakshmi Publishers, Madurai, 2012.

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. 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	3	3	2	2	2	3	3	2	3	2
CO2	3	3	2	3	3	2	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	2	3	3
CO5	3	3	2	3	3	3	3	3	3	3	2	3
TOTAL	15	15	13	15	14	12	13	15	15	12	13	14
AVERAGE	3	3	2.6	3	2.8	2.4	2.8	3	3	2.4	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER III
SPECIFIC VALUE-ADDED COURSE: HOTEL MANAGEMENT

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233V02	2	-	-	-	1	2	30	25	75	100

Pre-requisite:

The students should have basic knowledge.

Learning Objectives:

1. To differentiate the types of accommodation on tourism and hotels.
2. To analyze the basic functions of hotel industry.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	remember the basic components of hotels	K1
2	understand the types of hotels	K2
3	apply the knowledge on hotel organization	K3
4	analyze the advantages and the disadvantages of hotel industry	K4
5	evaluate the importance of hotel industry	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	Introduction to accommodations - Traditional and Supplementary Accommodation- History of Hotels – Types of Hotels– Classification - Grading and Categorization	6
II	Major International Hotel Chains and Hotel chains of India - Federation of Hotel and Restaurant Association of India (FHRAI) International Hotel and Restaurant Association (IH and RA)	6
III	Menu Patterns and Food Services -Types of Menus - Banquet – Transport catering – Industrial catering– Welfare catering -Beverage Services	6
IV	Front Office - Definition -Functions and importance of Front Office- Lobby-Reception counter- Help Desk -Etiquette - Guest Handling - Guest Cycle-Reservation-Types - Methods - – Registration Procedure -Guest arrival – Pre - registration – Receiving Guests - Bell desk function – Departure Procedure - Night Auditing	6
V	Computers in Hotels – Computer Reservation System – Global Distribution System Transformation of Hospitality Industry - Future of Hotel Industry	6
	Total	30

Textbooks

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, Udayamarthandam.

Reference Books

1. Bhatnagar, S.K., Front Office Management, Frank Bros & Co, 2005.
2. Bhatia A.K., International Tourism Fundamentals and Practices, Sterling Publication Private Limited, 2002
3. Chakravarti, B.K, Concepts of Front Office Management, APH Publishing Corporation, 2008.

4. Mohammed Zulfiker, Tourism and Hotel Industry, Vikas Publishing House Pvt Limited, 1998
5. Sudhir Andrews, Hotel Tourism and Hospitality Management, Tata McGraw-Hill Education, 2000.

Web Resources

1. <https://www.uou.ac.in/sites>.
2. <https://ihmshimla.org/wp-content/uploads/2020/03/>
3. <https://setupmyhotel.com/train-my-hotel-staff/front-office-training>
4. <https://setupmyhotel.com/train-my-hotel-staff/front-office-training>
5. <https://www.hotelmanagementtips.com/types-of-food-service-styles/>

**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	2	2	2	3	3	2	3	2
CO2	3	3	2	3	3	2	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	2	3	3
CO5	3	3	2	3	3	3	3	3	3	3	2	3
TOTAL	15	15	13	15	14	12	13	15	15	12	13	14
AVERAGE	3	3	2.6	3	2.8	2.4	2.8	3	3	2.4	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER III
SPECIFIC VALUE-ADDED COURSE: FRONT OFFICE MANAGEMENT

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233V03	2	-	-	-	1	2	30	25	75	100

Pre-requisite:

The students should have basic knowledge about Hospitality Industry and Front Office Operations

Learning Objectives:

1. To analyse the important aspects of Front Office operations
2. To estimate the effective functions of Front Office sales and customer service

Course Outcomes

On the successful completion of the course, student will be able to:		
1	describe the hospitality industry and the role of front office	K1
2	explain front office operations and procedures	K2
3	illustrate guest service standards and communication skills	K3
4	highlight sales techniques and customer relationship management	K4
5	evaluate the knowledge on business management and financial planning	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate

Units	Contents	No. of Hours
I	Introduction to Hospitality Industry – History – Stakeholders - shaping the hospitality sector - Role of Front Office.	6
II	Front Office Operations - Reservation Procedures - Check-in and Check-out Procedures - Technological Advancements - Legal and Ethical Considerations.	6
III	Guest Service Standards and Communication Skills - Handling Guest Requests - Complaint Resolution - Effective Communication.	6
IV	Sales Techniques and Customer Relationship Management - Up-selling Techniques - Loyalty Programs - Handling Guest Feedback.	6
V	Telephone operators - Telephone etiquettes - role of computers in front office - room booking - pricing - billing.	6
	Total	30

Textbooks

1. Kasavana, M. L., & Brooks, R. M. (2017). Managing Front Office Operations. American Hotel & Lodging Educational Institute.
2. Walker, J. R. (2015). Introduction to Hospitality Management (5th ed.). Pearson Education.

Reference Books

1. Powers, T., & Barrows, C. W. (2017). Introduction to Management in the Hospitality Industry (11th ed.). Wiley.
2. Hayes, D. K., & Ninemeier, J. D. (2019). Hotel Operations Management. Pearson Education.
3. Hayes, D. K., & Miller, A. J. (2018). The Lodging and Food Service Industry (9th ed.). Wiley.
4. Jones, P., & Lockwood, A. (2016). Front Office Operations and Management. Goodfellow Publishers Limited.
5. Rourke, J. S., & Rutherford, D. G. (2014). Hotel Front Office Management. Wiley.

Web Resources

1. <https://www.ahlei.org/>
2. <https://www.hospitalitynet.org/>

**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	2	2	2	3	3	2	3	2
CO2	3	3	2	3	3	2	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	2	3	3
CO5	3	3	2	3	3	3	3	3	3	3	2	3
TOTAL	15	15	13	15	14	12	13	15	15	12	13	14
AVERAGE	3	3	2.6	3	2.8	2.4	2.8	3	3	2.4	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER III / V**SELF LEARNING COURSE: HISTORY FOR COMPETITIVE EXAMINATIONS- I**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233SL1/ HU235SL1	-	-	-	-	1	-	-	25	75	100

Pre-requisite:

The students should have basic knowledge about Competitive examinations.

Learning Objectives:

1. To inculcate knowledge on the evolution of mankind, Pre-history to Proto history.
2. To make students appear for Competitive examinations and get employed.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	explain the evolution of mankind from pre historic period to historic period	K1
2	analyse the emergence of social political institutions and religions	K2
3	apply the rise of Mahajan padas, foreign invasion and the effect of Alexander's invasions	K3
4	discuss the ancient dynasties and their contributions	K4
5	evaluate the emergence of Muslim rule in India	K5

K1 - Remember; K2 - Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate

Units	Contents
I	Evolution of mankind: Darwin's theory of evolution -pre-history historical period -written documents- inscriptions monuments
II	Socio political transformation: Indus valley civilization -Vedic period -Aryans- emergence of social and political institutions -rise of Buddhism -Jainism
III	Rise of Mahajan padas: Avanthi -kosala -Kalinga Indo- greeks- Persian invasions -Alexander
IV	Emergence of dynasty's: Maurya dynasty- Gupta dynasty- Vardhana dynasty- North India after Harsha -Yadavas- Rashtrakutas
V	Establishment of Muslim rule: Arab contest of Sind -Muhammad Gori Muhammad Foundation of Delhi sultanate- Alaud din Khilji - rise of Mughals -Akbar- impact of Muslim Rule.

**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	2	2	2	3	3	2	3	2
CO2	3	3	2	3	3	2	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	2	3	3
CO5	3	3	2	3	3	3	3	3	3	3	2	3
TOTAL	15	15	13	15	14	12	13	15	15	12	13	14
AVERAGE	3	3	2.6	3	2.8	2.4	2.8	3	3	2.4	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER IV
CORE COURSE VII: HISTORY OF INDIA 1707 CE – 1857 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU244CC1	5	-	-	-	5	5	75	25	75	100

Pre-requisite: Should have knowledge on European settlements in India.

Learning Objectives:

- 1.To evaluate the causes for the establishment of European colonies in India.
- 2.To assess the impacts of the policies of the British Governor Generals.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	highlight the causes for the decline of Mughal empire and emergence of regional and foreign powers in India.	K1
2.	illustrate the events led to the establishment of British Raj in India.	K2
3.	sketch the internal and external policies of 18 th and 19 th centuries administrators of India.	K3
4.	examine the administration of India during the 18 th and 19 th centuries.	K4
5.	justify the establishment of British India.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyze; **K5** - Evaluate

Units	Contents	No. of Hours
I	Emergence of Regional powers: Peshwas – Balaji Viswanath – Baji Rao – Balaji Baji Rao – Third Battle of Panipat - Ahmad Shah Abdali - Nadir Shah - Raja Ranjit Singh.	15
II	Establishment of European Settlements: The Portuguese – The Dutch – The English East India Company – The French East India Company – The Anglo – French Rivalry – Causes for the failure of the French – Rise of British Power in Bengal – Robert Clive – Battle of Plassey and Buxar	15
III	Regulation of the Company's rule: Regulating Act – Foreign Policy - Reforms – impeachment – Lord Cornwallis – Permanent Land Revenue Settlement – Other reforms - Foreign Policy- Hyder Ali-Tippu Sultan-Anglo-Mysore war	15
IV	Consolidation of British Power: Subsidiary Alliance – Anglo Maratha War - Lord William Bentinck – Internal Reforms – External Policy.	15
V	Establishment of British India: Internal Reforms - Doctrine of Lapse – External Policy- Anglo Sikh War Anglo Afghan War - Lord Canning – Great Revolt of 1857 – causes - characteristics - causes for its failure – impacts.	15
Total		75

Self-study	Lord William Bentinck and Results of 1857 Revolt
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Textbooks:

1. Chandra, Satish, 2007, *History of Medieval India: 1526-1857*, Har-Anand Publications, New Delhi.
2. Mahajan, V. D., 2008, *Modern India*, S. Chand & Company Ltd., New Delhi .

Reference Books:

1. Gupta, S.P., 2009. *History of India (1707-1857)*, Ramesh Publishing House, New Delhi.
2. Mehta, J. L., 2015. *Advanced Study in the History of Modern India: Volume 1 (1707-*

1857), Sterling Publishers, New Delhi..

3. Nair, K. K., 2010. *The Indian Rebellion of 1857*, Pearson Education, New Delhi..
4. V. D. Mahajan, 2010. *History of Medieval India*, S. Chand & Company Ltd., New Delhi.
5. Ranjan, S. K., 2006. *India's Struggle for Independence (1707-1857)*, Vikash Publishing, New Delhi.

Web Resources:

1. <https://egyankosh.ac.in/handle/123456789/76473>
2. https://www.msuniv.ac.in/images/distance%20education/learning%20materials/ug%20pg%202023/ug%202021/JMHY31IIISemHistoryofIndia1707_1857CE.pdf
3. https://www.jmi.ac.in/upload/programme/cs_fhl_hs_ba_hist_h_sem-5.pdf
4. <https://egyankosh.ac.in/handle/123456789/73867>
5. <https://www.amazon.in/History-India-1707-Lakshmi-Subramanian/dp/8125040935>

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	2	3	3	3	3	3	3	3
CO2	2	3	2	2	3	3	3	3	3	3	3	3
CO3	2	3	2	2	3	3	3	3	3	3	3	3
CO4	2	3	2	2	3	3	3	3	3	3	3	3
CO5	2	3	3	2	2	3	3	3	3	3	3	3
TOTAL	10	15	12	10	13	15	15	15	15	15	15	15
AVERAGE	2	3	2.4	2	2.6	3	3	3	3	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER IV
CORE COURSE VIII: CONTEMPORARY HISTORY OF TAMIL NADU 1956 CE
– 2021 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU234CC2	5	-	-	-	5	5	75	25	75	100

Pre-requisite:

The students should have basic idea about Chief Ministers of Tamil Nadu

Learning Objectives:

1. To understand the administration of K. Kamaraj, C.N. Annaduari, M. Karunanithi and J. Jayalalitha.
2. To know the contemporary issues of Tamil Nadu

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	recall the welfare measures of Kamaraj.	K1
2.	understand the achievements of DMK Governments.	K2
3.	apply the internal policies of MGR and J. Jayalalitha	K3
4.	analyse the comprehend the issues of aftermath J. Jayalalitha.	K4
5.	evaluate the contemporary issues of Tamil Nadu.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	Congress Ministry in Tamil Nadu (1954-1967): Mid - day Meals Scheme – Industrialization – Kamaraj (1954- 1965)- Agriculture and Irrigation Reforms – Bhaktavatsalam (1965-1967) – Anti-Hindi Agitation 1965.	15
II	Formation of DMK: – C.N. Annadurai reservation- women welfare – agriculture and industrial development- renaming Madras State as Tamil Nadu - Karunanidhi's Administration - Social Justice	15
III	Birth of ADMK: M.G. Ramachandran - Nutritious Meal Scheme - J. Jayalalitha - Internal policy and special reference to women welfare schemes.	15
IV	ADMK government after Jayalalitha - Split of ADMK - Ministry of O. Panneer Selvam - Ministry of Edapadi Palani Sami - Reforms.	15
V	Contemporary Issues in Tamil Nadu: Integration of Tamil Districts – River Water Disputes of Kaveri and Mullai Periyar Dam – Sri Lankan Tamil Refugee Crisis – Industrial and Educational Development - Change of Government and formation of Stalin Ministry.	15
	Total	75

Self-study	J. Jayalalitha and women welfare schemes.
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Textbooks

1. Dharmaraj, J., 2014. *History of Tamil Nadu* Sivakasi, Tensy Publications.
2. Subramanian N., 1991. *History of Tamil Nadu, 1336 to 1984*, Koodal Publications.
3. Rajayyan K., 1982. *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, Thiruvananthapuram.

Reference Books

1. Rajayyan K., 2015. *Tamil Nadu: A Real History*, EthirVeliyeedu, Pollachi.
2. Panneerselvan, A.S., 2021. *Karunanidhi: A Life*, Penguin Random House India Pvt. Ltd.,

3. NambiArooran K., *Tamil Renaissance and Dravidian Nationalism 1905-1944*, Koodal.
4. Manoranjithamoni C., 2015. *History of Tamil Nadu*, Volume 1 Publisher Create Space Independent Publishing Platform.
5. Narasimhan V.K., *Kamaraj: A Study*, National Book Trust, New Delhi, 2007

Web Resources

1. <https://archive.org/details/aclcpl00000795a1498>
2. www.britannica.com/tamilnadu-india
3. https://books.google.co.in/books/about/History_of_Tamil_Nadu.
4. <https://www.amazon.in/History-Culture-Tamil-Nadu>.
5. <https://www.goodreads.com/en/book/show/25772976>

**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	2	2	2	3	3	2	3	2
CO2	3	3	2	3	3	2	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	2	3	3
CO5	3	3	2	3	3	3	3	3	3	3	2	3
TOTAL	15	15	13	15	14	12	13	15	15	12	13	14
AVERAGE	3	3	2.6	3	2.8	2.4	2.8	3	3	2.4	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER IV
ELECTIVE COURSE IV: MODERN GOVERNMENT

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU234EC1	3	1	-	-	3	4	60	25	75	100

Pre-requisite

The students should have basic knowledge about modern governments

Learning Objectives:

1. To analyse the important aspects of the State Government
2. To estimate the effective functioning of the Indian Constitution

On the successful completion of the course, student will be able to:		
1	describe the meaning and types of constitution.	K1
2	explain the different types of government.	K2
3	illustrate the powers and functions of the legislature	K3
4	highlight the powers and functions of the executive.	K4
5	evaluate the significance of judicial review.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	Constitution: Meaning, Purpose and Contents - Classification: Written and unwritten – Rigid and Flexible	12
II	State: Meaning and Features – Classification: Unitary – Federal – Quasi Federal – Theory of Separation of Powers.	12
III	Legislature: Types: Unicameral - Bicameral; Powers and Functions of legislature – Role of Political Parties	12
IV	Executive: Types: Parliamentary Form – Presidential Form – Powers and Functions of Executive – Merits and Demerits.	12
V	Judiciary: Rule of Law – Administrative Law - Role and functions of Judiciary- Independence of Judiciary – Judicial Review	12
	Total	60

Textbooks

1. Kapur A.C., 2006. *Principles of Political Science*, S. Chand & Co, New Delhi.
2. Johari J.C., 2009. *Principles of Modern Political Science*, Sterling Pub. Pvt. Ltd., New Delhi.
3. Dharmaraj, J. 2013. *Modern Governments(TI)*, Sivakasi, Tensy publications.
4. Gomathinayagam & Ebi James., 2013. *Modern Governments*, Sivakasi, Tensy Publications.
5. Khanna, V.N., 1981. *Constitution and Government of India*, New Delhi, Book well.

Reference Books

1. Alan.R. Ball., 1993. *Modern Politics and Government*, Palgrave Macmillan, London.
2. Wheare, K.C. 1966. *Modern Constitutions*, Oxford University Press, London.
3. Norman P. 2000. Barry, *An Introduction to Modern Political Theory*, Palgrave, Hampshire.
4. Rajeev Bhargava and Ashok Acharya, ed., 2008. *Political Theory: An Introduction*, Pearson Longman, New Delhi.
5. Nainta, R.P., 2000. *The Government and the Constitution*, New Delhi, Deep & Deep Publications.

Web Resources

1. <http://core.ac.uk/download/pdf/7048759.pdf>
2. <http://core.ac.uk/download/pdf/64.pdf>
3. <https://attanticbooks.com>modern-governments -and-co>
4. <https://attanticbooks.com>modern-governments -hardbo>

5. <https://opac.nis.ac.in/cgi-bin/koha/opac>

**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	2	2	2	3	3	2	3	2
CO2	3	3	2	3	3	2	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	2	3	3
CO5	3	3	2	3	3	3	3	3	3	3	2	3
TOTAL	15	15	13	15	14	12	13	15	15	12	13	14
AVERAGE	3	3	2.6	3	2.8	2.4	2.8	3	3	2.4	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER III / IV
SKILL ENHANCEMENT COURSE SEC IV: DIGITAL FLUENCY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG23CSE2	2	-	-	-	2	2	30	50	50	100

Pre-requisite: Basic computer knowledge

Learning Objectives:

1. To provide a comprehensive suite of productivity tools that enhance efficiency
2. To build essential soft skills that are needed for professional success.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	work with text, themes and styles	K1
2.	produce a mail merge	K2
3.	secure information in an Excel workbook	K2
4.	perform documentation and presentation skills	K2, K3
5.	add special effects to slide transitions	K3

K1 - Remember; K2 - Understand; K3 – Apply

Units	Contents	No. of Hours
I	Microsoft Word 2010: Starting Word 2010 - Understanding the Word Program Screen - Giving Commands in Word - Using Command Shortcuts – Document: Creating - Opening - Previewing - Printing and Saving. Getting Started with Documents: Entering and Deleting Text - Navigating through a Document - Viewing a Document. Working with and Editing Text: Spell Check and Grammar Check-Finding and Replacing Text - Inserting Symbols and Special Characters – Copying, Moving, and Pasting Text.	6
II	Formatting Characters and Paragraphs: Changing Font Type, Font Size, Font Color, Font Styles and Effects, Text Case, Creating Lists, Paragraph Alignment, Paragraph Borders and Shadings, Spacing between Paragraphs and Lines. Formatting the Page: Adjusting Margins, Page Orientation and Size, Columns and Ordering, Headers and Footers, Page Numbering. Working with Shapes, Pictures and SmartArt: Inserting Clip Art, Pictures and Graphics File, Resize Graphics, Removing Picture's Background, Text Boxes, Smart Art, Applying Special Effects. Working with Tables: Create Table, Add and delete Row or Column, Apply Table Style - Working with Mailings.	6
III	Microsoft Excel 2010: Creating Workbooks and Entering Data: Creating and Saving a New Workbook - Navigating the Excel Interface, Worksheets, and Workbooks - Entering Data in Worksheets - Inserting, Deleting, and Rearranging Worksheets. Formatting Worksheets: Inserting and Deleting Rows, Columns and Cells - Formatting Cells and Ranges - Printing your Excel Worksheets and Workbooks. Crunching Numbers with Formulas and Functions: Difference between Formulae and Functions - Applying Functions. Creating Powerful and Persuasive Charts: Creating, Laying Out, and Formatting a Chart.	6
IV	Microsoft PowerPoint 2010: Creating a Presentation - Changing the Slide Size and Orientation - Navigating the PowerPoint Window - Add content to a Slide - Adding, Deleting, and Rearranging Slides - Using views to work on Presentation. Creating Clear and Compelling Slides: Planning the Slides in Presentation - Choosing Slide Layouts to Suit the Contents - Adding Tables, SmartArt, Charts, Pictures, Movies,	6

	Sounds, Transitions and Animations - Slideshow.	
V	Digital Platforms: Graphic Design Platform: Canva - Logo Making, Invitation Designing. E-learning Platform: Virtual Meet – Technical Requirements, Scheduling Meetings, Sharing Presentations, Recording the Meetings. Online Forms: Creating Questionnaire, Publishing Questionnaire, Analyzing the Responses, Downloading the Response to Spreadsheet.	6
	Total	30

Self-study	Parts of a computer and their functions
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Textbook

Anto Hepzie Bai J. & Divya Merry Malar J., 2024, Digital Fluency, Nanjil Publications, Nagercoil.

Reference Books

1. Steve Schwartz, 2017, *Microsoft Office 2010 for Windows*, Peachpit Press.
2. Ramesh Bangia, 2015, *Learning Microsoft Office 2010*, Khanna Book Publishing Company.
3. Bittu Kumar, 2018, *Mastering MS Office*, V & S Publishers.
4. James Bernstein, 2020, *Google Meet Made Easy*, e-book, Amazon.
5. Zeldman, Jeffrey, 2005, *Web Standards Design Guide*, Charles River Media.

Web Resources

1. <https://www.youtube.com/watch?v=oocieLn6umo>
2. https://www.youtube.com/watch?v=pPSwbK4_GdY
3. <https://www.youtube.com/watch?v=DKAiSDhU4To>
4. <https://www.youtube.com/watch?v=sbeyPahs-ng>
5. <https://www.youtube.com/watch?v=fACEzzmXelY>

SEMESTER IV
ENVIRONMENTAL STUDIES

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG234EV1	2	-	-	-	2	2	30	25	75	100

Pre-requisite: Interest to learn about nature and surrounding.

Learning Objectives

- 1.To know the different types of pollutions, causes and effects
- 2.To understand the importance of ecosystem, resources and waste management

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	know the different kinds of resources, pollution and ecosystems	K1
2.	understand the biodiversity and its constituents	K2
3.	use the methods to control pollution and, to conserve the resources and ecosystem	K3
4.	analyse the factors behind pollution, global warming and health effects for sustainable development	K4
5.	evaluate various water, disaster and waste management systems	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyse; **K5** - Evaluate

Units	Contents	No. of Hours
I	Nature of Environmental Studies Multidisciplinary nature of environmental studies- scope of environmental studies - environmental ethics-importance- types- natural resources - renewable and non-renewable resources – forest, land, water and energy resources.	6
II	Biodiversity and its Conservation Definition: genetic, species of biodiversity - biodiversity hot-spots in India - endangered and endemic species of India – Red Data Book - In-situ and Ex-situ conservation of biodiversity. Ecosystem- types - structure and function - food chain - food web- ecological pyramids- forest and pond ecosystems.	6
III	Environmental Pollution Pollution - causes, types and control measures of air, water, soil and noise pollution. Role of an individual in prevention of pollution. Solid waste management: Causes, effects and control measures of urban and industrial wastes. Disaster management– cyclone, flood, drought and earthquake.	6
IV	Environmental Management and Sustainable Development From unsustainable to sustainable development -Environmental Law and Policy – Objectives; The Water and Air Acts-The Environment Protection Act - Environmental Auditing-Environmental Impact Assessment-Life Cycle Assessment- Human Health Risk Assessment, Water conservation, rain water harvesting, watershed management.	6
V	Social Issues and the Environment Population explosion-impact of population growth on environment and social environment. Women and Child Welfare, Role of information technology in environment and human health. Consumerism and waste products. Climate change - global warming, acid rain and ozone layer depletion. Field work: Address environmental concerns in the campus (or) Document environmental assets- river / forest / grassland / hill / mountain in the locality (or) Study a local polluted site-urban / rural / industrial / agricultural area.	6

	Total	30
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Self-study	Pollutants, Ecosystems and Resources
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Textbook

Punitha A and Gladis Latha R, 2024. Fundamentals of Environmental Science.

Reference Books

1. Agarwal, K.C., 2001. *Environmental Biology*, Nidi Publishers. Ltd. Bikaner.
2. Brunner R.C., 1989, *Hazardous Waste Incineration*, McGraw Hill Ltd.
3. Gorhani, E & Hepworth, M.T. 2001. *Environmental Encyclopedia*, Jaico Publ. House, Mumbai.
4. De A.K., 2018. *Environmental Chemistry*, Wiley Eastern Ltd.
5. Gleick, H.P. 1993. *Water in crisis*, Pacific Institute for Studies Oxford Univ. Press.

Web Resources

1. <https://www.sciencenews.org/topic/environment>
2. <https://news.mongabay.com/2024/05/>
3. https://www.sciencedaily.com/news/earth_climate/environmental_issues/
4. <https://wildlife.org/rising-oryx-numbers-may-distress-new-mexico-ecosystem/>
5. <https://phys.org/news/2024-02-global-wild-megafauna-ecosystem-properties.html>

SEMESTER III & IV
LIFE SKILL TRAINING II: CATECHISM

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG234LC1	1	-	-	-	1	1	15	50	50	100

Learning Objectives:

1. To develop human values through value education
2. To understand the importance of personal development to lead a moral life

Course Outcomes

Upon completion of this course the students will be able to		
1	know and understand the aim and importance of value education	K1,K2
2	get rid of inferiority complex and act confidently in the society	K3
3	live lovingly by facing loneliness and make decisions on their own	K3
4	develop human dignity and able to stand bravely in adversity	K6
5	learn unity in diversity and grow in a life of grace	K6

K1 - Remember K2-Understand; K3-Apply; K6- Create

Units	Contents	No. of Hours
I	Face Loneliness: Loneliness – Causes for Loneliness – Loneliness in Jesus Christ Life – Ways to Overcome Loneliness – Need and Importance Bible Reference: Matthew: 6:5-6	3
II	Inferiority Complex: Inferiority Complex - Types – Ways to Get Rid of Inferiority Complex – Words of Eric Menthol – Balanced Emotion – Jesus and his Disciples. Bible Reference: Luke 8:43-48	3
III	Decision Making: Importance of Decision Making – Different Steps – Search – Think – Pray – Decide- Jesus and his Decisions Bible Reference: Mathew 7:7-8 Independent: Freedom from Control – Different Types of Freedom - Jesus the Liberator Bible Reference: Mark 10:46-52	3
IV	Human Dignity: Basic Needs – Factors that Degrade Human Dignity – How to Develop Human Dignity. Bible Reference: Luke 6:20-26 Stand Bravely in Adversity: Views of Abraham Maslow – Jesus and his Adversity. Bible Reference: Luke 22:43	3
V	Unity in Diversity: Need for Unity – The Second Vatican Council on the Mission of Christian Unity. Bible Reference: I Corinthians 1:10 To Grow in a Life of Grace: Graceful Life – View of Holy Bible – Moses – Amos – Paul – Graceful Life of Jesus Bible Reference: Amos 5:4	3
TOTAL		15

Textbooks

Valyukku Valikattuvom, Christian Life Committee, Kottar Diocese
The Holy Bible

SEMESTER III & IV
LIFE SKILL TRAINING II: MORAL

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG234LM1	1	-	-	-	1	1	15	50	50	100

Learning Objectives:

1. To cultivate human values through value education
2. To comprehend the importance of humane and morals to lead ethical and moral life.

Course Outcome

Upon completion of this course the students will be able to		
1	know the significance of life	K1
2	understand the importance of self-care	K2
3	realise the duty of youngsters in the society and live up to it	K3
4	analyse how to achieve success in profession	K4
5	develop mystical values by inculcating good thoughts	K5

K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyse; K5 – Evaluate

Unit	Contents	No. of Hours
I	Edu Care: Introduction- -Personal Care-Temple of Mind-Emotional stability- Inner views- Internal and external Beauty- Life is a Celebration	3
II	Self-care: Self- discipline- Selfishness in doing good things- Adolescence stage- What am I? - Self-esteem- Self-Confidence- Respect for womanhood	3
III	Profession based Values: Time Management-Continuous effort- What next? –Present moment is yours, Hard work and Smart Work-Broad view- destruct your failures	3
IV	Mystical Values: Thoughts- Positive and negative thoughts- Origin of negative thoughts-Moralisation of needs- Elimination of obstacles	3
V	Society and you: Knowing Humanity-Thankfulness- love and happiness- Honesty- Heroism -Youth is gift of God-Youngsters in politics and social media utilization.	3
TOTAL		15

Text Book

“Munaetrathin Mugavari”, G. Chandran, Vaigarai Publisher

SEMESTER IV/VI**SELF LEARNING COURSE: HISTORY FOR COMPETITIVE EXAMINATIONS- II**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU234SL1/ HU236SL1	-	-	-	-	1	-	-	25	75	100

Pre-requisite:

The students should have basic idea about Competitive examinations.

Learning Objectives:

1. To obtain knowledge on the emergence of Europeans and their activities in India
2. To acquire an idea on the various rights provided by the constitution of India to the citizens

On the successful completion of the course, student will be able to:		
1	discuss the various causes for the advent of Europeans in India	K1
2	evaluate the aggressive policies of the British in India	K2
3	analyse the role of Gandhi in freedom movements	K3
4	explain the framing of the Indian constitution and the constitution safeguards	K4
5	estimate the policies of the contemporary India	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents
I	Emergence of Europeans in India: Portuguese -Vasco da Gama- Dutch British - French Anglo conflicts -Carnatic wars Dupleix
II	Aggressive policies of the British: Robert Clive -dual government Warren Hastings -Regulating act-Cornwallis- permanent land revenue settlement - Wellesley -subsidiary alliance -Dalhousie doctrine of lapse -the great revolt of 1857.
III	Freedom movement: Formation of INC -Muslim League-khilafat movement- Jallianwala Bagh massacre -Gandhi era in freedom movements- role of Tamil Nadu in freedom movement -Indian independence
IV	Framing of Indian constitution: Constituent assembly -drafting committee- Ambedkar -silent features of the constitution -fundamental rights- fundamental duties – constitutional amendments -constitutional remedies.
V	Contemporary India: Indian union -Patel -state reorganization act of India - foreign policy -NAAM- SAARC -ASEAN - BRICKS- five year plans- Nithi Aayog -development of education -science and technology -transport and telecommunications.

**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	2	2	2	3	3	2	3	2
CO2	3	3	2	3	3	2	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	2	3	3
CO5	3	3	2	3	3	3	3	3	3	3	2	3
TOTAL	15	15	13	15	14	12	13	15	15	12	13	14
AVERAGE	3	3	2.6	3	2.8	2.4	2.8	3	3	2.4	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER V
CORE COURSE IX: HISTORY OF INDIA 1858 CE – 1947 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU235CC1	5	-	-	-	4	5	75	25	75	100

Pre-requisite:

Should know the contributions of the social reformers and the important events of Indian freedom movement.

Learning Objectives:

1. To elucidate the contributions of the social reformers in India
2. To discuss the important events of Indian freedom movement

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	highlight the administration of Viceroys.	K1
2.	illustrate the impacts of the Socio-Religious movements of the 19 th Century.	K2
3.	construct the emergence and effects of Indian Nationalism.	K3
4.	analyze the historical events of India during the 19 th and 20 th Centuries	K4
5.	assess the role of personalities in reforming the Indian society.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyze; **K5** - Evaluate

Units	Contents	No. of Hours
I	Administration: Lord Canning – Lord Lytton – Lord Rippon – Resolutions on Local Self Government – Illbert Bill controversy – Lord Curzon – Reforms in administration – Partition of Bengal.	15
II	Reforms Movement: Causes for the Socio – Religious Reform Movements in 19 th Century - Brahma Samaj – Arya Samaj – Ramakrishna Mission – Aligarh Movement – Theosophical Society.	15
III	Growth of Indian Nationalism: Birth of Indian National Congress – Moderates Extremists – Swadeshi Movement – Minto - Morley Reforms Act (1909) – Home Rule Movement - Montague – Chelmsford Act (1919).	15
IV	Gandhian Era: – Jallianwala Bagh Massacre – Non-Cooperation Movement – Swaraj Party – Simon Commission – Nehru Report – Jinnah's 14 Points – Civil Disobedience Movement – Round Table Conference - Cripps Mission — Quit India Movement – Cabinet Mission – Wavell Plan – Mountbatten Plan – Indian Independence Act.	15
V	Prominent Personalities of Freedom Movement: Dadabai Navroji – Gopala Krishna Gokhale – Bala Gangadara Tilak – Lala Lajpat Roy – Subash Chandra Bose – Jawaharlal Nehru – V. O. Chidambaram Pillai – Subramaniya Siva – Bharathi – Annie Besant, Sarojini Naidu, Aruna Asaf Ali.	15
Total		75

Self-study:	Swadeshi Movement, Non -Cooperation Movement.
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Textbooks:

1. Anlet Sobithabai W, 2006. *History of India upto 712 A.D*, Sharon Publications, Marthandam.
2. Jayapalan N. 2023. *History of India*, Vol. I Primemax Publications.

Reference Books

1. Mahjan V.D, 2020. *Modern Indian History*, Chand & Co. Ltd., New Delhi.
2. Khurana K.L, 2020. *History of India 1526-1947 A.D.* Lakshmi Narain Agarwal Educational Publishers, Agra.
3. Nanda S. P, 2012. *Political History of India*. Dominant Publishers & Distributors, Delhi.
4. Nanda S.P, 2012. *History of Medieval India*. Dominant Publishers & Distributors, Delhi.
5. Prothero M, 2011. *History of India Down to the end of the Reign of Queen Victoria*, Low Price Publications.

Web Resources

1. <https://www.exoticindiaart.com/book/details/indian-national-uprising-of-1857>
2. https://www.google.co.in/books/edition/Modern_Indian_History
3. <http://www.dc.infi.net/~gunther/india/medieval.html>
4. <https://archive.org/details/ancientindiafrom00raps>
5. <https://www.ebcwebstore.com/product/modern-indian-history-by-v-d-mahajan>

**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	2	3	2	3	3	3	3	3
CO2	3	3	3	3	2	3	2	3	3	3	3	3
CO3	3	3	3	3	2	2	3	3	3	3	3	3
CO4	3	3	3	3	2	2	3	3	2	2	3	3
CO5	3	3	3	2	2	3	3	3	3	2	3	3
TOTAL	15	15	15	14	10	13	13	15	14	13	15	15
AVERAGE	3	3	3	2.8	2	2.6	2.6	3	2.8	2.6	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER V
CORE COURSE X: HISTORY OF KANYAKUMARI

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU235CC2	5	-	-	-	4	5	75	25	75	100

Pre-requisite:

Know socio – economic and cultural heritage of Kanyakumari District

Learning Objectives:

1. To acquire knowledge on the local history and political frame work of Kanyakumari District.
2. To inculcate an idea of the socio economic and religious conditions of Kanyakumari District.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	record the historical events and cultural heritage of the district on chronological order	K1
2.	describe the socio – economic religious and cultural condition of our own land.	K2
3.	judge the causes for the cultural heritage of Kanyakumari District	K3
4.	mind map the resources available in Kanyakumari district	K4
5.	justify the growth of education and its causes in Kanyakumari District.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyse; **K5** - Evaluate

Units	Contents	No. of Hours
I	Over view of Knayakumari District: Geography – Political History – Aye kingdom — Travancore rulers – Marthanda Varma - Colachel War – De Lennoy – South Travancore in the Freedom Struggle – Salt Satyagraha — Quit India Movement – Travancore Tamil Nadu Congress – State – re – organization - Formation of Kanyakumari District.	15
II	Social and Economic Condition: Caste System – Social reform movements – Upper Cloth Movement – Temple Entry Movement – Suchindram Satyagraha –Agriculture – Irrigation – Fishing – Api culture – Weaving – Industries – Transport and Communication.	15
III	Religious Condition: Hinduism – Saivism – Vaishnavism – Folk worship - Hindu Festivals – Sivalaya Ottam – Jainism – Advent of Christianity – Roman Catholics – London Missionary Society - Salvation Army – Other Missionary Activities – Islam – Religious reformists – Muthukutti Swamigal.	15
IV	Education and Local Governance: Contribution of early Missionaries – Primary Education – Secondary Education – Higher Education – Technical Education – Evolution of Local Self Government in South Travancore – The Travancore Village Panchayats Act – The Travancore Village Unions Act of 1939 – The Travancore – Cochin Panchayat Act of 1950 – The Municipal Act of Travancore, 1920 - The Travancore District Municipalities Act of 1941 - Panchayat Raj and Rural Development.	15
V	Monuments: Forts and Palaces – Padmanabhapuram – Udagagiri – Udachi Fort – Venkalarajan Fort - Eraniel Fort – Vattakkottai – Gandhi mandapam – Kamarajar mandapam – Vivekandha Rock – Thiruvalluvar Statue.	15
Total		75

Self-study	Marshal Nesamony, Hindu Festivals.
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Textbooks:

1. Perumal A.K, 2003. *Then KumariyinKathai*, United Writers, (TI) Chennai.
2. Thangamani S, 2005. *Kanniyakumari Maavatta Arasiyal Samooga Varalaru*, (TI), Kanniyakumari Maavatta Varalattupperavai Veliyeedu, Chennai.

Reference Books:

1. Agur C.M, 2024. *Church History of Travancore*, S.P.S Press, New Delhi.
2. Daniel D, 2008. *Travancore Tamil Struggle for Identity (1938-1956)*, Raja Publishers, Madurai.
3. Emily Gilchrest Hatch, 2023. *Travancore – A Guide Book for the Visitor*, Humphery Milford, New York.
4. Nagam Aiya V, 2020. *Travancore State Manual*, Vol. II, III, IV, Asian Educational Services, New Delhi.
5. Velu Pillai T.K, 2018. *The Travancore State Manual*, Vol. II, IV, Government of Travancore, Trivandrum.

Web Resources:

1. <https://www.keralatourism.org/christianity>
2. <https://www.google.com/search?q=linkedinVelu+Pillai>
3. <https://archive.org/search?query=subject%3A%22Kanyakumari%22>
4. <https://archive.org/details/kanyakumari-kalvettukkal-iii>
5. <https://archive.org/details/history-of-kanyakumari-district-e-book->

**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	2	3	2	3	3	3	3	3
CO2	3	3	3	3	2	3	2	3	3	3	3	3
CO3	3	3	3	3	2	2	3	3	3	3	3	3
CO4	3	3	3	3	2	2	3	3	2	2	3	3
CO5	3	3	3	2	2	3	3	3	3	2	3	3
TOTAL	15	15	15	14	10	13	13	15	14	13	15	15
AVERAGE	3	3	3	2.8	2	2.6	2.6	3	2.8	2.6	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER V
CORE COURSE XI: HISTORIOGRAPHY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU235CC3	5	-	-	-	4	5	75	25	75	100

Pre-requisite:

Should know Scope and purpose of History

Learning Objectives:

1. To understand theories of history and the contributions of important historians.
2. To get vast knowledge to identify and opt good research problem.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	recall the concept of historical Research and its contributors.	K1
2.	summarize the requirements of historical research.	K2
3.	utilize the important Historical writings.	K3
4.	analyze the necessary skills to write historical research.	K4
5.	appraise the significance of historiography.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyze; **K5** - Evaluate

Units	Contents	No. of Hours
I	Meaning of History: Definition – Scope and purpose – Kinds of History – History and other Disciplines – Uses and abuses of History – Lessons of History – Art or Science – Theories and Concepts – Causation & Change – Historical materialism – Positivism.	15
II	Theory of Great Men: Role of Ideas and Institutions – Historical Determinism - Traditions of Historical writings – Greek Historiography	15
III	Ideologies: Roman – Chinese – Indian – Ancient - Medieval – Western – Arabic – Idealist – Classical – Maxim Karghi - Approaches to History - Theological – St. Augustine – Orientalist – Max Muller – Imperialist – James Mill - V.A. Smith.	15
IV	Indian Historians: Jadunath Sarkar- R.C. Majumdar – K.A. Nilakanta Sastri – T.V. Mahalingam – Irfan Habib - Ranajit Guha – D.D. Kosambi - Romila Thapar – K.K. Pillai – N.Subramanian- K. Rajayyan - A.R.Venkatachalapathy .	15
V	Thesis Engineering: Selection of a topic – Collection of data – Criticism – Card System – Research Ethics – Report Writing - Foot Notes – Bibliography – Appendix.	15
Total		75

Self-study	Kinds of History – History, Kalkhana.
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Textbooks:

1. Jayapalan N, 2021. *Historiography*. Atlantic Publishers, Chennai.
2. Subramanian N, 2013. *Historiography*, Ox board university press India.

Reference Books:

1. Helen Carr and Suzannah Lipscomb, 2021. *What is History?* Now, Weidenfeld & Nicolson Ltd.
2. Collingwood R.G, 2002. *The idea of History*, Oxford University Press, Oxford.
3. Sreedharan E, 2004. *Text book of Historiography*, Orient Black Swan publishers.
4. Peter Claus, John Marriott, 2023. *History an Introduction to Theory and Method*,

Routledge publishers.

5. Carr E.H, 2001. *What is History*, MacMillan India Press, Madras.

Web Resources:

1. <https://global.oup.com/academic/category/arts-and-humanities/history/historiography/>
2. <https://www.richardjevans.com/publications/in-defence-of-history>
3. https://books.google.co.in/books/about/History_A_Very_Short_Introduction.
4. <https://books.google.co.in/books/about/Historiography>
5. <https://www.routledge.com/History-An-Introduction-to-Theory-and-Method>

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	2	3	2	3	3	3	3	3
CO2	3	3	3	3	2	3	2	3	3	3	3	3
CO3	3	3	3	3	2	2	3	3	3	3	3	3
CO4	3	3	3	3	2	2	3	3	2	2	3	3
CO5	3	3	3	2	2	3	3	3	3	2	3	3
TOTAL	15	15	15	14	10	13	13	15	14	13	15	15
AVERAGE	3	3	3	2.8	2	2.6	2.6	3	2.8	2.6	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER V
DISCIPLINE SPECIFIC ELECTIVE I: a) HISTORY OF ANCIENT WORLD
CIVILIZATIONS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU235DEI	4	-	-	-	3	4	60	25	75	100

Pre-requisite:

Should have a basic knowledge on civilization, society and archaeology.

Learning Objectives:

1. To examine the impact of ancient world civilizations on the modern society and Science and Technology.
2. To acquire full hand knowledge on the contributions of ancient world civilizations in the fields of art and architecture.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	describe the emergence and glories of various civilizations.	K1
2.	summarize the socio-economic condition of ancient civilizations.	K2
3.	sketch the development of art and architecture during ancient time.	K3
4.	illustrate the contributions of ancient people for language and literature.	K4
5.	assess the impacts of ancient science and technology on modern world.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	River Valley civilization: Egyptian civilization- Sumerian civilization - Chinese civilization.	12
II	Civilization of the Fertile Crescent: Babylonian - Assyrians - Hittites - Arameans - Phoenicians - Hebrews – Persian.	12
III	Greek civilization: Aegean Civilization – Greek city states - politics and public life - Art and Architecture - Literature - Religion - Philosophy - Contributions to the world.	12
IV	Roman civilization: Rise and Fall of Roman Republic - Rise of Imperial Empire - Government and Public life - Art and Architecture - Literature - Religion – Philosophy- Contribution to the world.	12
V	Ancient civilization in America: Land and the people - Mayan - Aztec - Incas - Art - Religion- Literature and Learning.	12
Total		60

Self-study	Egyptian Civilization – River Nile – Pyramids.
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Textbooks:

1. James Edger Swain, 1947. *History of World Civilization*, Eurasia Publishing House (P) Ltd, New Delhi.
2. *Longman Illustrated Encyclopaedia of World History*, 1976. Ivy Leaf, London.

Reference Books:

1. Felipe Fernández-Armesto, 2001. *Civilizations: Culture, Ambition, and the Transformation of Nature*, Free Press, Simon & Schuster. New Delhi.
2. John Bowle (ed), 1958, *The Concise Encyclopaedia of World History*. Hutchinson of London, London,
3. Arthur Cotterelli. (1983). *Encyclopaedia of Ancient Civilization*. Papermac, London
4. Philip J. Adler and Randall L. Pouwels, Vol.1. 1948. Cengage Learning.

5. Bruce G. Trigger, 2001. *Early Civilizations Ancient Egypt in Context*, The American University in Cairo Press.

Web Resources:

1. <https://www.google.com/search?q=world+civilization+book&rlz>
2. <https://www.britannica.com/topic/list-of-ancient-civilizations-2079395>
3. <https://www.history.com/news/first-earliest-human-civilizations>
4. <https://study.com/academy/lesson/ancient-history-overview-civilizations-events.html>
5. <https://www.sciencedirect.com/topics/social-sciences/ancient-civilizations>

**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 V
DISCIPLINE SPECIFIC ELECTIVE I: b) INTERNATIONAL RELATIONS FROM
1919 CE TO 1989 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU235DE2	4	-	-	-	3	4	60	25	75	100

Pre-requisite:

Should have prior knowledge on world politics

Learning Objectives:

1. To study the nature of international relations and diplomacy.
2. To analyse the importance of various international organizations.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	highlight the important happenings of the world during the 20 th century	K1
2.	associate the events of 20 th century with 21 st century	K2
3.	sketch the impacts of national politics on international relations	K3
4.	appraise the peace initiatives taken by world nations.	K4
5.	assess the causes and results of different wars and peace initiatives	K5

K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyse; K5 - Evaluate

Units	Contents	No. of Hours
I	International Relations after I World War: Definition - Diplomacy - types - Formation of League of Nations – Organs – Specialized agencies – Achievements – causes for its failure.	12
II	International Relations after II World War: Formation of U.N.O – Organs of U.N.O – Specialized agencies – Achievements of U. N. O – NAM.	12
III	Arab – Israel Rebellion: Zionism – Formation of Israel, 1948 – Palestinian Problem – War with Egypt - Suez Canal issue.	12
IV	Peace Initiatives: International Law and disarmament - Collective Security system - Test Ban Treaty 1963 – Non-Proliferation Treaty 1968 - Salt Strategic Arms Limitation Treaty (1972).	12
V	Cold War: Causes - various phases of Cold War – Truman doctrine – Marshall Plan – NATO – SEATO – CENTO – Warsaw Pact - Korean War – Vietnam War – Cuban crisis - German problem – Demolition of Berlin Wall.	12
Total		60

Self-study	NATO – SEATO – CENTO
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Textbooks:

1. Khurana K. L, 1947. *20th Century World*. Eurasia Publishing House (P) Ltd, New Delhi.
2. Aneek Chatterjee, 2010. *International Relations Today: Concepts and Applications*. Dorling Kindersley (India) PV. Ltd, New Delhi.

Reference Books:

1. Bartlett C.J, 1984. *The Global Conflict 1880 – 1970*. London, New Extended Edition, Hanap / Galley Press.
2. Johari J.C, 1984. *International Relations and Politics*. 1976, Ivy Leaf, New Delhi.
3. Cromwell R.D, 1969. *World History in the Twentieth Century*. London, Hutchinson of London.

4. Srivastava L.N, 2022. *International Relations*. Visionias, Delhi.
5. Chand S. 2023. *International Relations*. Chand and Company Ltd, Delhi.

Web Resources:

1. <https://www.britannica.com/topic/international-relations>
2. <https://internationalrelations.sfsu.edu/what-international-relations>
3. <https://www.e-ir.info/>
4. <https://polisci.wisc.edu/international-relations/>
5. <https://polisci.columbia.edu/content/international-relation>

**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 V
DISCIPLINE SPECIFIC ELECTIVE I: c) LIBERAL MOVEMENTS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU235DE3	4	-	-	-	3	4	60	25	75	100

Pre-requisite:

Know the rise of individualism, economic changes, political awaking, legal and constitutional rights.

Learning Objectives:

1. To understand the philosophical foundations of liberalism.
2. To analyze historical and contemporary liberal movements.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	outline the origin and evolution of liberalism during the 19 th and 20 th centuries.	K1
2.	paraphrase the political and social impacts of liberal movements	K2
3.	display the impacts of economic liberalism.	K3
4.	analyze the consequence of liberal movements.	K4
5.	grade the idea of liberalism in contemporary contexts.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyze; **K5** - Evaluate

Units	Contents	No. of Hours
I	Introduction to Liberal Movements: Definition and core principles of Liberalism – Historical origin and Early influence - Prime thinkers- John Locke, Adam Smith, John Stuart Mill.	12
II	Political Liberalism and Democratization: Constitutionalism and Rule of Law - Liberal democracy and representative government - Separation of Powers - civil liberties - spread of liberal democracy.	12
III	Liberalism and Social Movements: The abolition of slavery and human rights – Women Rights and gender equity – apartheid.	12
IV	Liberalism in the 20th and 21st Century: The Cold War and Liberal Democracies – Globalization and Neoliberalism – Challenges – Populism – illiberalism and Authoritarianism.	12
V	Contemporary Issues and Future Directions: Liberal Responses to Economic inequality – Human Rights and Liberalism – The future of Liberalism in Changing World.	12
Total		60

Self-study	John Locke, Adam Smith, John Stuart Mill.
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Textbooks:

1. Devanesan, 2002. *Liberal Movement*, Renu publication, Marthandam.
2. Rajayyan K, 2000. *A History of The United States*. Ratna Publications, Madurai.

Reference Books:

1. Alan S. Kahan, 2023. *Freedom from fear: An Incomplete History of Liberalism*, Princeton publication.
2. Greg Martin, 2000. *Social Movements and Protest Politics*, Taylor & Francis publication.
3. Mahajan V.D, 2009. *History of Modern Europe Since 1789*, S. Chand & Company LTD., Ram Nagar, New Delhi.
4. Mahajan V.D, 2007. *Modern Indian History*, S. Chand & Company LTD., Ram Nagar, New Delhi.

5. Mikayla Novak, 2023. *Freedom in Contention Social Movements and Liberal Political Economy*, Lexington Books.

Web Resources:

1. https://archive.org/details/cu31924103993378?utm_source=chatgpt.com
2. <https://books.google.gg/books?id=378hEJUvM6kC&printsec>
3. https://catalog.hathitrust.org/Record/102140516?utm_source=chatgpt.com
4. https://catalog.hathitrust.org/Record/102140516?utm_source=chatgpt.com
5. https://catalog.hathitrust.org/Record/001370740?utm_source=chatgpt.com

**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 V
DISCIPLINE SPECIFIC ELECTIVE II: a) ARCHIVES KEEPING

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU235DE4	4	-	-	-	3	4	60	25	75	100

Pre-requisite:

Familiar with original and secondary sources and its preservation.

Learning Objectives:

1. To acquire knowledge of preservation and conservation of records.
2. To analyse the importance of archives in historiography.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	locate important archives of India and the World and their services.	K1
2.	summarize the organization and functions of archives.	K2
3.	articulate the history, importance and contributions of archives through the ages.	K3
4.	analyze the methods adopted for the preservation and conservation of records through the ages.	K4
5.	evaluate the origin and development of archives at regional, national and global levels.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyse; **K5** - Evaluate

Units	Contents	No. of Hours
I	Introduction: Archives - Definition and scope- Basic Concepts- Types of Archives- Characteristics- History of Archives Keeping – Ancient, Medieval and Modern period.	12
II	Archival Organization: Organization of Archives - Functions of Archives - Importance of Archives - Problems of Archives Keeping- Uses of Archives.	12
III	Archives Materials: Palm Leaves- Birch Bark – Papyrus- Parchment and Vellum – Leather – Textile - Records – Modern day materials.	12
IV	Preservation and Conservation: Agents of Deterioration - Biological Deterioration- Chemical Deterioration – Preventive Measures - Principles of repair- Cleaning- Washing- Flattening- De-acidification- Wet Method- Non- Aqueous De-acidification- Dry methods- Vapor and Phase De-acidification.	12
V	Important Archives: International Commission on Archives (ICA)- Indian Historical Records Commission (IHRC)- The British Records Association - The Historical Manuscripts Commission - National Archives of India - Regional Centre of National Archives - Tamil Nadu State Archives- Private Archives.	12
Total		60

Self-study	Origin and Growth of Tamil Nadu Archives
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Textbooks:

1. Thiagarajan J, 2002. *Archives Keeping*. Prabha Publications, Madurai.
2. Kumaraswamy, 2003. *Archives Keeping*. Nalini Publications. Nagercoil.

Reference Books:

1. Helen Forde & Jonathan Rhys Lewis, 2013. *Preservation and Conservation of Archives*, Facet Publishing, London.
2. Alistair Tough & Michael Moss, 2006. *Record Keeping in a Hybrid Environment*. Chandos Publishing, New York.
3. Bruce W. Dearstyne, 2012. *Archivist's & Records Manager's Bookshelf*. Chicago, ALA Editions.
4. Geoffrey Yeo, 2018, *Records, Information and Data*. Facet Publishing, London.
5. Jens Boel & Eng Sensavang, 2020. *Record Keeping in International Organizations*. Routledge Publishers, New York.

Web Resources:

1. https://www.google.co.in/books/edition/Archives_Recordkeeping_and_Social_Justic
2. https://www.google.co.in/books/edition/Organizing_Archival_Records
3. <https://www.google.co.in/books/edition/Archives>
4. https://www.google.co.in/books/edition/Ancient_Archives_and_Archival_Traditions
5. https://www.google.co.in/books/edition/The_Future_of_Archives_and_Recordkeeping

**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 V
DISCIPLINE SPECIFIC ELECTIVE II: b) CONTEMPORARY WORLD SINCE
1989 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU235DE5	4	-	-	-	3	4	60	25	75	100

Pre-requisite:

Should have prior knowledge on contemporary world politics

Learning Objectives:

1. To examine the nature of international relations during the 21st century
2. To analyse the role of regional and international organizations in modern day world politics.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	describe the nature of international relations and diplomacy	K1
2.	annotate the important happenings of the world during the 21 st century.	K2
3.	integrate the events of 21 st century with 20 th century.	K3
4.	assess the significance of the formation of international organizations.	K4
5.	examine the importance of various international organizations in international relations.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyse; **K5** - Evaluate

Units	Contents	No. of Hours
I	After math of Cold war: Re unification of Germany – Fading out of Cold War – causes and consequences - WTO – GATT – Impacts.	12
II	Fall of Communism: The era of Mikhail Gorbachev – Domestic Policy - Glasnost, Perestroika – Dismemberment of the U.S.S.R. – Confederation of Independent States (CIS) and its consequences.	12
III	Regional Associations: Association of South East Asian Nation (ASEAN) - Organization of BRICS - Asia-Pacific Economic Cooperation (APEC) - African Union (AU) - Arab League (AL) - Union of South American Nations (USAN)	12
IV	European Unions: Council of Europe (CoE) - Eurasian Economic Union (EAEU) - European Political Community (EPC) – European Economic Community (EEC) European Union (EU).	12
V	Contemporary West Asia: Arab-Israel conflict - Washington Treaty, 1993 – Gulf War - Afghan problem - Middle Eastern crisis	12
Total		60

Self-study	WTO – ASEAN
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Textbooks:

1. Christian Boucharenc, 2008. *Design for a Contemporary World* National University of Singapore. Singapore.
2. Aneek Chatterjee, 2010. *International Relations Today: Concepts and Applications*. Dorling Kindersley (India) PV. Ltd, New Delhi.

Reference Books:

1. Bartlett C.J, 1984. *The Global Conflict 1880 – 1970*. London, New Extended Edition, Hanap / Galley Press.
2. Johari J.C, 1984. *International Relations and Politics*. 1976, Ivy Leaf, New Delhi.
3. Cromwell R.D, 1969. *World History in the Twentieth Century*. London, Hutchinson of London.
4. Srivastava L.N, 2022. *International Relations*. Visionias, Delhi.
5. Chand S. 2023. *International Relations*. Chand and Company Ltd, Delhi.

Web Resources:

1. https://www.google.co.in/books/edition/Power_and_Issue_Framing_in_the_Contemporary
3. https://www.google.co.in/books/edition/Contemporary_World
4. <https://polisci.wisc.edu/international-relations/>
5. <https://polisci.columbia.edu/content/international-relation>

**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 V**DICIPLINE SPECIFIC ELECTIVE II: c) HISTORY OF DRAVIDIAN MOVEMENT**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU235DE6	4	-	-	-	3	4	60	25	75	100

Pre-requisite:

Should know the early Dravidian Associations and achievements

Learning Objectives:

1. To analyze the efforts taken by the Dravidian Movement to eliminate cast-based discrimination and to promote social equality.
2. To examine the political vision of leaders like E.V. Ramasamy Periyar.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	describe the emergence and the impact of Dravidian ideologies.	K1
2.	illustrate the significance of Dravidian movements	K2
3.	estimate the role of Dravidian parties in social and political reformation.	K3
4.	classify the welfare measures of the Dravidian ministries.	K4
5.	appraise the socio-economic development of Tamil Nadu under Dravidian governments.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyze; **K5** – Evaluate

Units	Contents	No. of Hours
I	Early Dravidian Associations: Theories on Dravidian Ideology – Robert Coldwell -Ayothidhas Pandithar - Madras Mahajan Sabha – Dravida Sangam – Foundation of the South Indian Liberal Federation - Dr. Natesa Mudaliyar - Dr T.M. Nair- Sir P.T Theagaraya Chetty.	12
II	Rise of Dravidianism: Pure Tamil Movement - Maraimalai Adigal - Non Brahmin Manifesto - Rise of Justice Party -Administration - Communal G.O. – Women empowerment – other reforms.	12
III	Age of Political Transformation: Periyar E.V. Ramasamy – Rational ideologies of Periyar - Self-Respect Movement – Formation of Dravida Khazagham.	12
IV	Dravida Munnetra Khazagam: C.N.Annadurai - Anti- Hindi Agitations - Self-Respect Marriages Act - M. Karunanidhi's - Social Welfare measures – education, agriculture and industrial development- women empowerment schemes.	12
V	AIADMK: M.G. Ramachandran – Welfare measures – J. Jayalalitha - Welfare Schemes- Impact of Dravidian Movement – socio-economic, educational and cultural development in Tamil Nadu.	12
Total		60

Self-study:	Rise of Justice Party, Periyar E.V. Ramasamy
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Textbooks:

1. Rajayyan K, 2005. *Tamil Nadu- A real History*, Rathna Publications, Madurai.
2. Baskaran T. N, 2022. *Periyar and the Dravidian Ideology: Social Reform in Tamil Nadu*, Routledge, New Delhi.

Reference Books:

1. Kumar V, 2022. *The Dravidian Question: Politics, Identity, and the Future of Tamil Nadu*, Cambridge University Press, Cambridge.
2. Muthiah S, 2020. *Dravidians and the Politics of Tamil Identity*, Sage Publications, New

Delhi.

3. Tharakan P.V, 2021. *The Legacy of the Dravidian Movement in Contemporary Tamil Politics*, Routledge, London.
4. Subramanian S, 2020. *The Dravidians: A Social and Political History*, Harvard University Press, Cambridge.
5. Devarajan R, 2021. *Dravidians and Their Struggle for Identity*, Sage Publications, New Delhi.

Web Resources:

1. https://www.mids.ac.in/assets/doc/WP_120.pdf
2. <https://repositories.lib.utexas.edu/handle/2152/88016>
3. https://en.m.wikipedia.org/wiki/Dravidian_movement
4. <https://www.epw.in/engage/article/modern-challenges-dravidian-movement->
5. <https://www.thegeostrata.com/post/the-dravidian-movement-role-and-impact-on-southern>

**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	3	2	3	2	3	3	3
CO5	3	3	3	3	2	3	3	3	2	3	2	3
TOTAL	15	15	15	15	14	12	14	13	13	15	14	15
AVERAGE	3	3	3	3	3	2.2	3	2.5	2.5	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER V
PROFESSIONAL COMPETENCY SKILL I- CAREER SKILLS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG235PS1	1	1	-	-	2	2	30	25	75	100

Pre-requisite: A foundational understanding of the basic communication skills and computer literacy.

Learning Objectives

1. To develop effective communication and interpersonal skills to enhance workplace interactions and teamwork
2. To build job readiness skills such as resume writing, interview techniques, and professional ethics

Course Outcomes

On the successful completion of the course, students will be able to:		
1	outline key career skills such as communication, teamwork, and problem-solving	K1
2	explain the importance of professional ethics, workplace etiquette, and time management	K2
3	demonstrate effective resume writing, interview techniques, and job application strategies	K3
4	assess different workplace scenarios to determine appropriate communication and conflict resolution strategies	K4
5	develop a personal career plan with clear goals, skills assessment, and strategies for professional growth	K5

K1- Remember; **K2-** Understand; **K3-** Apply; **K4-** Analyse; **K5-** Evaluate

Units	Contents	No. of Hours
I	Linguistic Skills Vocabulary, Resume Writing, Report Writing, Technical Writing, Agenda Preparation, Preparing Minutes, E-mail.	6
II	Employability Skills Social Etiquette, Telephone Etiquette, Interview Skills, Types of Interviews, Mock Interview, Group Discussion.	6
III	Digital Capabilities Digital Learning, Digital Participation, ICT Proficiency, Creative Production, Digital Identity, Digital well-being	6
IV	Body Language Defining Body Language, Scope and Relevance, Proxemics, Oculistics, Haptics, Kinesics, Paralanguage, Chronemics, Chromatics and Olfactics	6
V	Coping Mechanisms Goal Setting, Emotional Intelligence, Team Management, Stress Management, Time Management, Leadership Skills, Problem solving Skills, Decision Making.	6
	Total	30

Self-study	Basic language skills and communication skills
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Textbook

Virgin Nithya Veena. V & Jemi A.R. 2025. *New Age Career Skills*.

Reference Books

1. Herta A. Murphy and Herbert W. Hildebrandt. 1997. *Effective Business Communication*. 7th edition. McGraw- Hill.
2. Jeff Butterfield. 2020. *Soft Skills for Everyone*. Cengage India Pvt. Ltd.
3. Jayaprakash N Satpathy. 2024. *Soft Skills for Career*. Urania Publishing House.
4. S. Xavier Alphonse S. J. 2008. *Change or Be Changed*. ICRDCE. Sri Venkateswara Printers. Chennai.
5. AK. Xavier. 2025. *Employability Skills*. JKP Publications. Madurai.

Web Resources

1. <https://exchange.nottingham.ac.uk/content/uploads/Professional-Competencies-Handbook-Sept-2018.pdf>
2. <https://vpge.stanford.edu/professional-development/competencies-grad-grow>
3. <https://vpge.stanford.edu/professional-development/competencies-grad-grow>
4. <https://www.indeed.com/career-advice/resumes-cover-letters/core-competencies-and-skills-valued-by-employers>
5. <https://resources.hrsg.ca/blog/what-s-the-difference-between-skills-and-competencies>

**SEMESTER V
INTERNSHIP**

Course Code	L	T	P	S	Credits	Inst. Hours	Marks
CU235IS1	-	-	-	-	2	-	100

FRAMEWORK FOR INTERNSHIP

- Preparatory Inputs
- Industrial Visit
- Internship
- Periodic reviews by industry supervisor and faculty guide
- Report Writing
- Viva-voce

Note: Industries allowed – Govt./NGO/MSME/Rural Internship/Innovation / Entrepreneurship / Private Industry.

S.No.	Components	Marks
1	Industry Contribution	50
2	Report & Viva-voce	50

GUIDELINES FOR PREPARING INTERNSHIP REPORT

The training report should be presented in the following format only:

- a) The report should be printed in A4 sheets.
 - b) Text Format in the report:
 - Times New Roman 12 Font size, with 1.5 line spacing.
 - Margins 1.5” left and 1” all other sides of the report.
 - c) Page numbers should be placed at the bottom middle position.
 - d) Chapters should be numbered as I, II, III and IV.
 - e) The tables and charts should be in the format of 1.1, 1.2, etc.
- f) The training report should have a minimum of 25 pages and should not exceed 50 pages.
- g) Students should submit 2 hard copies of report (department copy + student copy) duly signed by the faculty guide and the HOD.
- h) The hard copy should be in bound format with soft binding as the cover page.
- i) Students are eligible for training evaluation only if she has completed 25 days of

training.

FORMAT FOR INTERNSHIP REPORT

The report should be bound with pages in the following sequence:

- 1) Cover page - Outer cover of the report.
- 2) Front page - The format of cover page and front page should be one and the same.
- 3) Certificate
- 4) Company Certificate
- 5) Declaration
- 6) Acknowledgement
- 7) Contents
- 8) List of Tables if any
- 9) List of Figures/Charts if any
- 10) List of Abbreviations, if any
- 11) Chapter I, II, III and IV
- 12) Appendices
- 13) Bibliography

GUIDELINES FOR WRITING ACKNOWLEDGEMENT

The summer training report should contain acknowledgements in the following order:

- Principal & Secretary, College Management
- The Head of the Department
- Faculty guide and Industry supervisor
- Management of the organization in which training was taken up.

GUIDELINES FOR WRITING CHAPTERWISE REPORT

- **Chapter I** of the report should be titled as "**INTRODUCTION**". The Introduction chapter should include Introduction, Importance, Objectives, Scope and Period of the training.
- **Chapter II** of the report should be titled as "**COMPANY PROFILE**".
- **Chapter III** of the report should be titled as "**ACTIVITIES DONE.**" The third chapter should cover the objectives of the different departments and its functioning and also the learning outcome.
Tables and figures in a chapter should be placed in the immediate vicinity of the reference where they are cited.
- **Chapter IV** should be titled as "**CONCLUSION**". The Conclusion part should include the observations made by the trainee in each department and the extent of fulfillment of training objectives and also reflections.

SEMESTER V
HUMAN RIGHTS, JUSTICE AND ETHICS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG235HR1	1	-	-	-	1	1	15	50	50	100

Learning Objectives

1. To identify issues, problems, and violations of human rights.
2. To promote awareness of social justice, equality and human dignity.

Course Outcomes

On the successful completion of the course, students will be able to:		
6.	explain human rights principles and the role of the UN, with a focus on human rights issues in India.	K1, K2
7.	apply ethical principles in social, national, and professional contexts.	K3
8.	analyse social justice issues like untouchability, casteism, and discrimination.	K4
9.	examine legal frameworks for women's and child rights in India.	K4
10.	assess media's influence on values, digital rights, and consumerism.	K5

K1-Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyse; **K5** - Evaluate

Units	Contents	No. of Hours
I	Social Justice: Concept and need for social justice-Parameters of social justice - Issues: untouchability, casteism, and discrimination	3
II	Foundations of Human Rights: Concept and principles of human rights- United Nations and Human Rights- Human rights concerns in India	3
III	Women's Rights and Child Rights: UN and women's rights – major issues -Constitutional and legal provisions for women in India - Child rights in India – Major Issues -legal framework and enforcement	3
IV	Values and social media: Media Power- Socio, cultural and political consequences of mass mediated culture - New media prospects and challenges - Role of media in value building -Digital Rights and Privacy- Consumerist culture	3
V	Ethics: Meaning and Importance- Social ethics: Tolerance, equity, justice for all -Nationalism: love for nation, pride for nature- Professional ethics: Dedication to work and duty.	3
	Total	15

Self-study	Mass Media: Effects and Influence on youth and children
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Reference Books

1. Baxi, Upendra. 2008 *The Future of Human Rights*. Oxford University Press,.
2. Donnelly, Jack. 2013. *Universal Human Rights in Theory and Practice*. Cornell University Press.
3. Agnes, Flavia. *Law and Gender Inequality: The Politics of Women's Rights in India*. Oxford University Press, 2001.
4. *State of the World's Children 2021*. UNICEF
5. McLuhan, Marshall. *Understanding Media: The Extensions of Man*. MIT Press, 1994.
6. Zuboff, Shoshana. *The Age of Surveillance Capitalism: The Fight for a Human Future*

at the New Frontier of Power. PublicAffairs, 2019.

7. Singer, Peter. *Practical Ethics*. Cambridge University Press, 2011.

Web Recourses

1. http://www.oxfordreference.com/views/BOOK_SEARCH.html?book=t286
2. <http://globetrotter.berkeley.edu/humanrights/bibliographies/>
3. <https://libguides.princeton.edu/history/humanrights>

SEMESTER VI**CORE COURSE XII: CONTEMPORARY HISTORY OF INDIA SINCE 1947 CE**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU236CC1	5	1	-	-	5	6	90	25	75	100

Pre-requisite:

Basic knowledge of India's socio-economic condition.

Learning Objective:

1. To estimate the impacts of the political, social and economic developments in modern India.
2. To discuss the effects of Foreign Policies of different administration in India.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	illustrate the foreign policy of various governments and its effects.	K1
2.	compare the scientific development of India under different administration.	K2
3.	articulate the role of various national leaders in the development of modern India	K3
4.	analyse the impacts of the internal reforms of different administrations.	K4
5.	assess the economic developments of India down the years since independence	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyse; **K5** - Evaluate

Units	Contents	No. of Hours
I	The Nehruvian Era 1947-64: Democratic Socialism – Economic Policy – Five-Year Plans – Foreign Policy - Panchsheel – Non-Aligned Movement –Lal Bahadur Sastri – Domestic and Foreign Policies	18
II	Indira Gandhi's Ministry: Administrative Reforms – Indo-Pakistan War – National Emergency, 1976 - Twenty Point Programmes – Janata Government – Morarji Desai - Second Ministry of Indira Gandhi Domestic and Foreign Policy	18
III	India on the close of 20th Century: Rajiv Gandhi: New Educational Policy - Panchayat Raj -Development of Science and Technology -Foreign Policy - V.P.Singh - Mandal Commission – Coalition Governments – P.V. Narasimha Rao – New Economic Policy	18
IV	India on the dawn of 21th Century: National Democratic Alliance - Deva Gowda - I. K. Gujral – A.B. Vajpayee – Foreign Policy – Golden Quadrilateral Project - Kargil War – Man Mohan Singh - Right to education - MGNAREGA - Economic Reforms - Political development	18
V	NDA Government: Narendra Modi - 2014, 2019 and 2024 General Elections - Leadership and Governance - Economic Reforms - Goods and Services Tax (GST) - Demonetization - Startup India - Social Welfare Schemes - Foreign Policy and Global Diplomacy.	18
Total		90

Self-study	Five-year plans
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Textbooks:

1. Anlet Sobithabai W, 2006. *Contemporary History of India 1947- 2004*, A.D, Sharon publications, Marthandam.

2. Jayapalan N, 2023. *History of India Vol III*, Primemax Publications.

Reference Books:

1. AchinVanaik and Rajeev Bhargava (Ed.), 2017. *Understanding Contemporary India – Critical Perspective*, Orient Black Swan, Delhi.
2. Dhyeya Las, 2022. *India after Independence*, True Word Publications Pvt Limited.
3. Dutt,V.P, 2021. *India's Foreign Policy*, Vikas Publishing House PVT Ltd, Delhi.
4. GhaiU.R, 2020. *India's Foreign Policy*, New Academy Publishers, New Delhi.
5. Nagaraj R and Motiram S, 2021. *The Political Economy of Contemporary India*, Cambridge University Press.

Web Resources:

1. <https://www.britannica.com/place/India>
2. <https://www.historydiscussion.net/modern-india>
3. <https://www.indianhistoryonline.com/>
4. <https://www.sahapedia.org/modern-history>
5. <https://www.ncbc.nic.in>

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	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	3	3	3	3
CO3	3	3	3	3	2	2	2	2	3	2	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3	3	3
TOTAL	15	15	15	14	13	12	14	15	15	14	15	15
AVERAGE	3	3	3	2.8	2.6	2.4	2.8	3	3	2.8	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER VI
CORE COURSE XIII: HISTORY OF CHINA AND JAPAN

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU236CC2	5	1	-	-	5	6	90	25	75	100

Pre-requisite:

Should know the Far Eastern Countries and their Culture.

Learning Objective:

1. To estimate the impacts of the socio-political and cultural transformation in the Far East.
2. To describe the emergence of China and Japan as economic powers in the twentieth century.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	outline the political history of China and Japan during the 19 th and 20 th Centuries.	K1
2.	interpret the events happened in China and Japan to make them world power.	K2
3.	examine the role of China and Japan in world politics.	K3
4.	justify the impacts of globalisation in the economic development of the Far Eastern Countries.	K4
5.	review the causes that lead to the emergence of China and Japan as economic super power.	K5

K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyse; K5 - Evaluate

Units	Contents	No. of Hours
I	Background – Chinese Revolution of 1911: Causes – Dr Sun Yat Sen- Tung Meng Hui - Kuo-Min-Tang – Impact of the Revolution – Yuan Shi Kai – China in First World War – May Fourth Movement.	18
II	Background – Japanese Imperialism: Japan in First World War – 21 Demands – Washington Conference.	18
III	Kuo Min Tang rule: Chiang Kai Shek-Manchurian Crisis – Second Sino-Japanese war – China in Second World War – China under Mao-Tse-Tung – Chinese Communist Party (CCP) – Reforms – Cultural Revolution	18
IV	Japan in Second World War II: Japan's expansion into Manchuria and the second Sino – Japanese war - Pearl Harbour Attack – Greater East Asia Co-Prosperity Sphere – impact	18
V	Post World War China and Japan: Mao Tse Tung- Communist government in China – Jiang Zemin – Hu- Jintao - Economic reforms – Foreign Policy- Japan and World's affairs - Economic ties- Territorial Issues – Senkaku Islands Dispute.	18
Total		90

Self-study	China under Deng Xiaoping -Economic reforms – 1976- 1989 – Jiang Zemin – Hu- Jintao - Foreign Policy 1949-1990
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Textbooks:

1. Swaminathan A, 2010. *History of China and Japan*, Deepa Publications , Chennai.

2. Majumdar R.K & Srivastava A.N, 2005. *History of Far East*, SBD Publishers Distributors, Delhi.

Reference Books:

1. Mikiso Hane, 2018. *Modern Japan: A Historical Survey*, Routledge.
2. Khurana K.L, 2018. *History of China and Japan*, Lakshmi Narain Agarwal Educational Publications, Sivakasi.
3. Mikiso Hane, 2018. *Modern Japan: A Historical Survey*, Routledge.
4. Jayapalan N, 2000. *History of China*, Primemax Publications.
5. Thiagarajan J, 2010. *History of China and Japan*, Pavai Pathippagam, Madurai.

Web Resources:

1. <https://www.britannica.com/topic/history-of-East-Asia>
2. <https://www.history.com/topics/far-east>
3. <https://www.chinahistoryforum.com/>
4. <https://www.japanesestudies.org.uk/>
5. <https://www.koreanhistory.info/>

**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	3	3	3	3	3
CO2	3	3	3	3	2	3	2	3	3	2	3	3
CO3	3	3	3	3	2	2	2	3	3	3	3	3
CO4	3	3	3	3	2	2	2	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	2	3	3
TOTAL	15	15	15	15	12	12	13	15	15	13	15	15
AVERAGE	3	3	3	3	2.4	2.4	2.6	3	3	2.8	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER VI
CORE COURSE XIV: HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU236CC3	5	1	-	-	4	6	90	25	75	100

Pre-requisite:

Basic knowledge on the Indian scientific developments.

Learning Objective:

1. To analyze the contributions of Indian scientists and technologists to global knowledge.
2. To evaluate the impact of science and technology on India's socio-economic development.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	define science and technology in Indian context.	K1
2.	summarize the development of science through the ages.	K2
3.	present the technological advancements of India since pre – historic age.	K3
4.	appraise the science and technological progress of India from the ancient period.	K4
5.	comment on the impact of science and technology in India.	K5

K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyse; K5 – Evaluate

Units	Contents	No. of Hours
I	Prehistoric technology in the Indian subcontinent: stone tools - urban planning – early agriculture - standardization of weights and measures - early metallurgy- early mathematical developments – early scientific developments.	18
II	Ancient Science and Technology: Mathematics – Astronomy – Aryabhata - Bhaskara – Varahamihira - Metallurgy - Iron and Steel - Iron pillar in Delhi - Wootz Steel - Architecture - Stupas and Temples – Caves of Ajanta and Ellora - Textile Technology.	18
III	Medieval Science and Technology: Mathematics - Decimal System and Zero - Algebra and Trigonometry - Astronomy – technology and engineering - agricultural innovations - architecture – temple – minars - mosques – domes.	18
IV	Modern Science and Technology: Development of science and technology during the colonial period – irrigation – road and railways – architecture – science and technology after independence – agriculture –irrigation – space – defence – production - telecommunication.	18
V	Pioneers of Modern Science in India: C.V. Raman – Srinivasa Ramanujan – Jagadish Chandra Bose - Homi J. Bhabha – Vikram Sarabhai – S. Chandrasekhar - M.S Swaminathan- Verghese Kurien– G.D. Naidu. Dr.A.P.J. Abdul Kalam – Annadurai - Sivan	18
Total		90

Self-study	Green Revolution – White Revolution – Blue Revolution
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Textbooks:

1. Vargese Jayaraj S, 2000. *History of Science and Technology*, Uthamapalayam, Arms Publication.
2. Navaneethan S, 2022. *Science and Technology in the Development of India*, Tamizhi Books, Chennai.

Reference Books:

1. Anderson R, 2015. *Scientific and Technology in India*, samba Publication, Chennai.

2. Baber Zaheer, 2005. *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*, State University of New York Press, New York.
3. Barghava, Pushpa and ChandanaChakrabarthi, 2023. *The Saga of Indian Science since Independence*, University Press, Hyderabad.
4. Kamlesh Mohan, 2022. *Science and Technology in Colonial India*, University Press, Hyderabad.
5. Navaneethan S, 2022. *Science and Technology in the Development of India*, Deepa Publication, Chennai.

Web Resources:

1. <https://www.britannica.com/science/Indian-mathematics>
2. <https://www.isro.gov.in/>
3. <https://www.csir.res.in/>
4. <https://www.historyofscience.in/>
5. <https://www.nobelprize.org/prizes/themes/indian-scientists/>

**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	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	3	3	3	3
CO3	3	3	3	3	2	2	2	3	3	2	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3	3	3
TOTAL	15	15	15	14	13	12	14	15	15	14	15	15
AVERAGE	3	3	3	2.8	2.6	2.4	2.8	3	3	2.8	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER VI**DISCIPLINE SPECIFIC ELECTIVE III: a) HISTORY OF MEDIEVAL EUROPE**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU236DE1	5	-	-	-	3	5	75	25	75	100

Pre-requisite:

Should know the greatest emperors of Europe

Learning Objectives:

1. To estimate the impacts of Renaissance and the geographical discoveries
2. To discuss the important political figures and events of medieval Europe

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	describe the origin of world and origin of man	K1
2.	associate the medieval society with the modern society	K2
3.	sketch the progress of economy in medieval Europe and its impacts	K3
4.	appraise the contributions of Medieval Europe towards the promotion of science and technology.	K4
5.	assess the impact of Medieval Europe in the fields of art, architecture, language and literature	K5

K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyse; K5 - Evaluate

Units	Contents	No. of Hours
I	Renaissance: Meaning - Causes and Effects - Renaissance in Philosophy - Literature- Architecture - Art and Science - Results - Geographical Discoveries.	15
II	Reformation: Meaning - Causes- Protestantism in Germany and England - Calvinism - Zwingli - Counter Reformation - Results of Reformation.	15
III	European Empires: Rise of Spain- Ferdinand and Isabella- Charles V- Philip II- Rise of France- Henry IV - Cardinal Richelieu- Cardinal Mazarin- Thirty Years War.	15
IV	Emergence of England: Henry VIII- Queen Elizabeth I- Elizabethan Age- Literature- Art and Architecture.	15
V	The Age of Enlightenment: Louis XIV- Reforms - Peter the Great- Catherin II- Frederick the Great of Prussia- Maria Theresa of Austria- Joseph II of Austria	15
Total		75

Self-study	Louis XIV- Peter the Great- Catherin II
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Textbooks:

1. Swaminathan A, 2019. *History of Europe 476 A.D – 1789 A.D*) Coral Publishers & Distributors.
2. Rajagopal, 1978. *History of Europe Since 1453*. Tamil Nadu Text Book Corporation, Government of Tamil Nadu, Madras.

Reference Books:

1. Mishra V.N, 2011. *European History*. DSP Publishing House, New Delhi.
2. George W. Southgate, 1967. *A Text Book of Modern European History 1643- 1848*, J. M. Dent and Sons Ltd, London.
3. Mahajan V. D, 2008. *History of Modern Europe*, S. Chand and Co, New Delhi.

4. Arockiaswamy A, 1980. *History of Europe 1500-1915*, Amutha Nilayam Pvt.Ltd., Chennai
5. Moor R. I, 2013. *History of Medieval Europe from Constantine to saint Louis*, Routledge, New York.

Web Resources:

1. <https://www.britannica.com/event/Middle-Ages>
2. <https://www.britannica.com/topic/history-of-Europe/The-Middle-Ages>
3. <https://www.history.com/topics/middle-ages/middle-ages>
4. https://www.coreknowledge.org/wp-content/uploads/2016/12/G4_U3_MedievalEurope
5. <https://www.sciencedirect.com/topics/social-sciences/medieval-europe>

**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 VI
DISCIPLINE SPECIFIC ELECTIVE III: b) INDIA AND HER NEIGHBOURS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU236DE2	4	1	-	-	3	5	75	25	75	100

Pre-requisite:

Should know the neighbouring countries of India.

Learning Objective:

1. To explore the historical, cultural and political relations between India and its neighbouring countries.
2. To assess the socio-economic and strategic dimensions of India's neighbourhood policy.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	define India's foreign policy towards the neighbours.	K1
2.	associate the underlying issues in India's neighbourhood.	K2
3.	articulate the border disputes and negotiations between India and her neighbours.	K3
4.	mind – map the peace initiatives undertaken by India with her neighbour	K4
5.	defend the role of India in maintain peace in South Asia.	K5

K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyse; K5 - Evaluate

Units	Contents	No. of Hours
I	Historical and Geographical Setting: Geo Strategic location of India – India's position in South Asia – India's Neighbourhood Policy: Panchsheel – SAARC – Relationship issues.	15
II	India's relations with Pakistan: Legacy of the colonial policy – Partition of India – Kashmir Issue – Indo -Pak Wars of 1948, 1965, 1971 – Impact of Cold War on Indo-Pak Relations – Nuclear Tests and Missile Race – Kargil War – Surgical Strike at Balakot – Cross Border Terrorism – Indus River Water Sharing – Chinese influence in Indo-Pak relations	15
III	India's relations with China: Early Years – Indo-China War of 1962 – Border Dispute and Negotiations – Tibetan Issue – Recognition of Sikkim as an integral part of India – Chinese interest in the Indian Ocean region – Economic relations.	15
IV	India's relations with other neighbours: Creation of Bangladesh in 1971– Farakka Barrage – Rohingya Refugee crisis India's relations with Sri Lanka: Dispute in the Palk Straits – Katchatheevu Issue – Sri Lankan Tamil Issue – IPKF – Nepal – Afghanistan – Bhutan – Maldives.	15
V	Relations in the 20th Century: Neighbourhood first strategy – border issues – water sharing – transport – kaladan multi-modal Transit Transport – Rail Services Agreement.	15
Total		75

Self-study	SAARC: Origin – Contribution to cooperation and development in South Asia
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Textbooks:

1. Dharmaraj J, 2013. *India and her Neighbours (Tamil)*, Tensy Publications, Sivakasi.
2. Nalini Kant Jha., (2003), *South Asia in the 21st Century: India, Her Neighbours and the Great Powers*, South Asia Publishers, New Delhi.

Reference Books:

1. Appadorai A, 2000. Select Documents on India's Foreign Policy and Relations 1947-1972, Oxford University Press.
2. Dixit J.N, 2001. India's Foreign Policy and its Neighbours, Gyan Publishing House, New Delhi.
3. Rajiv Sikri, 2009. Challenge and Strategy: Rethinking India's Foreign Policy, Sage Publications India Pvt. Ltd., New Delhi.
4. Sahadevan P, 2001. Conflict and Peacekeeping in South Asia, Lancer Books, New Delhi.
5. Sandra Destradi, 2012. *Indian Foreign and Security Policy in South Asia: Regional Power Strategies*, Routledge, New York.

Web Resources:

1. <https://mea.gov.in/>
2. <https://www.brookings.edu/topic/india-south-asia/>
3. <https://www.idsa.in/>
4. <https://www.saarc-sec.org/>
5. <https://www.orfonline.org/>

**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	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	3	3	3	3
CO3	3	3	3	3	2	2	2	3	3	2	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3	3	3
TOTAL	15	15	15	14	13	12	14	15	15	14	15	15
AVERAGE	3	3	3	2.8	2.6	2.4	2.8	3	3	2.8	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER VI
DISCIPLINE SPECIFIC ELECTIVE III: c) PEASANT'S AND LABOUR
MOVEMENTS IN INDIA

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU236DE3	5	-	-	-	3	5	75	25	75	100

Pre-requisite:

Should know the rise of various industries and Labour parties

Learning Objectives:

1. To inculcate knowledge on agrarian changes and its impact
2. To get an idea of various labour movements

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	define the role of various ideologies in shaping the labour and peasant.	K1
2.	summarize the major peasant and labour movements, their leadership, sterilizes, demerits and outcomes.	K2
3.	relate the underlying motives for peasant movement with labour movements	K3
4.	analyze agrarian reforms and socio – economic policies.	K4
5.	Assess the contribution of trade unions and peasants' association in mobilizing the working class and rural masses.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyse; **K5** - Evaluate

Units	Contents	No. of Hours
I	Condition of Peasants: Zamindari - Ryotwari - Mahalwari systems- Conditions of Peasantry - Famines – agricultural - Indebtedness -Bonded labour - Plantation labour.	15
II	Peasant Uprising and Movements: Peasant Struggles in the Colonial Period - Mappila Uprising - Santhal - Indigo Revolt – Phulaguri Dawa – Champaran Satyagraha – Kisan Sabha Movement - Tebhaga Movement - Telangana Movement. – Keezhvenmani Massacre.	15
III	Industrial Society: Rise of Industries - Migration to Cities - Labour Mobility - Condition of Workers-Women and Children in Factories - Rise of Working Class	15
IV	Trade Unionism & Labour Movement: Development of Trade Unions in India - Types of Trade Unions - Left Wing Trade Unions Problems of organizing Union in India – local labour movements.	15
V	Labour Laws and Legislations: Concept and definition of Strikes and Lockout –Labour Strikes - ILO's Convention and Recommendation - Trade Union Act, 1926 - Industrial Disputes Act - Malviya Commission on Labour Welfare - National Commission on Labour - Modern day Challenges.	15
Total		75

Self-study	Trade Unions and Labour movements
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Textbooks:

1. Shah, G., 2020. *The Peasant Movements in India, 1920-1950*. Cambridge University Press, New Delhi.
2. Ghosh, S., 2021. *Peasants, Agrarian Struggles, and the Politics of Contemporary India*, Oxford University Press, New Delhi.

Reference Books:

1. Patel, S., 2021. *The Agrarian Question in Contemporary India: Peasant Struggles in a Globalizing World*, Sage Publications, New Delhi.
2. Singh, A., 2022. *Peasant Resistance and Agrarian Politics in Modern India*, Routledge, London.
3. Dhar, R., 2020. *Farmers' Movements in India: Issues, Impact and Future Directions*, Pearson Education, New Delhi.
4. Basu, K., 2021. *Agrarian Struggles in India: Context and Response*, Routledge, London.
5. Bhattacharya, A., 2021. *The Agrarian Crisis in India: Movements and Responses*, Sage Publications, New Delhi.

Web Resources:

1. <https://www.drishtiias.com/to-the-points/paper1/peasant-movements-in-india>
2. <https://www.drishtiias.com/to-the-points/paper1/peasant-movements-in->
3. https://testbook.com/ias-preparation/peasant-movement-in-india-?utm_source=chatgpt.com
4. <https://www.civildaily.com/important-rebellions-and-peasant-movements/>
5. <https://www.drishtiias.com/to-the-points/paper1/peasant-movements-in-india>

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	2	3	3	3	3	3	3	3
CO2	2	3	2	2	3	3	3	3	3	3	3	3
CO3	2	3	2	2	3	3	3	3	3	3	3	3
CO4	2	3	2	2	3	3	3	3	3	3	3	3
CO5	2	3	3	2	2	3	3	3	3	3	3	3
TOTAL	10	15	12	10	13	15	15	15	15	15	15	15
AVERAGE	2	3	2.4	2	2.6	3	3	3	3	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER VI
DISCIPLINE SPECIFIC ELECTIVE IV: a) HISTORY OF EUROPE FROM 1789 CE TO 1945 CE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU236DE4	5	-	-	-	3	5	75	25	75	100

Pre-requisite:

Should know about the French society and administration of various rulers.

Learning Objectives:

1. To acquire knowledge on causes and impacts of French Revolution
2. To recognize the achievements of UNO in promoting world peace.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	recognize the emergence of democratic ideologies.	K1
2.	classify the circumstances led to the formation of nation states in Europe	K2
3.	articulate the concepts of nationalism, radical nationalism and imperialism	K3
4.	contest between nationalist and expansionist ideologies.	K4
5.	assess the peace initiatives taken through the ages and their achievements.	K5

K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyze; K5 - Evaluate

Units	Contents	No. of Hours
I	French Revolution: France on the eve of the French Revolution- Political, social and economic condition – causes, course, results of the French Revolution – Napoleonic Era – Domestic and Foreign policy of Napoleon – Congress of Vienna.	15
II	Emergence of Nationalism in Europe: Unification of Italy – Crimean War -Unification of Germany – The Greek war of Independence- Congress of Berlin.	15
III	European Alliance: The Triple Alliance and the Triple Entente – The First World War – Causes, Course and Results – League of Nations Causes and Failure- – Russian Revolution.	15
IV	Radical Nationalism: Fascism in Italy – Mussolini - Nazism in Germany – Adolf Hitler - Turkey under Mustafa Kamal Pasha.	15
V	Imperialism: Rome – Berlin – Tokyo Axis – The Second world war – Causes, Course and Results – UNO – Origin – Organization and Achievements.	15
Total		75

Self-study	Mustafa Kamal Pasha, UNO.
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Textbooks:

1. Charles A. Fairman, 2022. *A History of Europe 1789-1945*, Cambridge University Press, Cambridge.
2. Taylor A. J. P, 2020. *The Struggle for Mastery in Europe: 1848-1918*, Oxford University Press, Oxford.

Reference Books:

1. Mazower M, 2018. *Dark Continent: Europe's Twentieth Century*, Vintage, New York.
2. Norman Davies, 2002. *Europe: A History*, Oxford University Press, Oxford.
3. Keith Lowe, 2021. *The Fear and the Freedom: How the Second World War Changed Us*, Viking, London.

4. Overy R. J, 2020. *The Bombing War: Europe 1939-1945*, Penguin Books, London.

5. Zbigniew Brzezinski, 2020. *The Grand Chessboard: American Primacy and Its Geostrategic Imperatives*, Basic Books, New York.

Web Resources:

1. https://en.m.wikipedia.org/wiki/History_of_Europe
2. <https://www.britannica.com/topic/history-of-Europe>
3. https://www.britannica.com/topic/history-of-Europe?utm_source=perplexity
4. https://www.britannica.com/place/Europe?utm_source=perplexity
5. <https://european-union.europa.eu/principles-countries-history/history-eu/1945->

**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	3	3	3	3	3
CO2	3	3	3	3	2	3	2	3	3	3	2	3
CO3	3	3	3	3	2	2	2	3	3	3	3	3
CO4	3	3	3	3	2	2	2	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	2	3
TOTAL	15	15	15	15	12	12	13	15	15	15	13	15
AVERAGE	3	3	3	3	2.4	2.4	2.6	3	3	3	2.8	3

3 – Strong, 2- Medium, 1- Low

SEMESTER VI
DISCIPLINE SPECIFIC ELECTIVE IV: b) HISTORY OF REVOLUTIONS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU236DE5	5	-	-	-	3	5	75	25	75	100

Pre-requisite:

Familiar with the types of socio – economic formations

Learning Objectives:

1. To understand the causes and consequences of the American Revolution
2. To access the impact of Marxism and role of Lenin in the Russian Revolution

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	define the concept of Revolution and its impacts	K1
2.	classify major revolutions of the world.	K2
3.	relate the revolutionary ideologies of medieval age with modern contest.	K3
4.	correlate the role of leadership and mass movements.	K4
5.	evaluate revolutionary strategies and tactics.	K5

K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyze; K5 - Evaluate

Units	Contents	No. of Hours
I	American Revolution: British Colonialism – Causes - Political – Social – Economic – Intellectual – Course – Impact.	15
II	French Revolution: Feudalism-Causes: Political – Social – Economic – Intellectual – National Assembly and its work – National Convention – Directory – Impact of French Revolution.	15
III	Russian Revolution: Authoritarianism -Causes: Political – Social – Economic – First World War – February Revolution – Provisional Government - October Revolution – Civil War – Impact – Communism.	15
IV	Chinese Revolution: Chronic Colonialism Causes: Role of Sun Yat Sen – Kuo Min Tang (KMT) – Tung Meng Hui – End of Monarchy, 1911– Mao – Tse Tung – socialism.	15
V	Iranian Revolution: Oligarchy– Causes – Course – Results and important personalities.	15
Total		75

Self-study	Role of Sun Yat Sen, Impact of French Revolution.
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Textbooks:

1. Bevins V, 2023. *If We Burn: The Mass Protest Decade and the Missing Revolution*, Hachette Book Group, New York.
2. Kaushik Karuna, 2006. *History of Communist Russia 1917-1991*, Macmillan Publishers India Ltd, Delhi.

Reference Books:

1. Clark C, 2023. *Revolutionary Spring: Fighting for a New World 1848–1849*, Crown Publishing Group, New York.
2. Dwivedi D & Mohan S, 2024. *Indian Philosophy, Indian Revolution: On Caste and Politics*, Hurst Publishers, London.
3. Hernández, K, 2021. *Bad Mexicans: Race, Empire, and Revolution in the Borderlands*, Norton & Company, New York.

4. Various Authors, 2020. *Revolutions: How They Changed History and What They Mean Today*, Thames & Hudson, London.
5. Davies, N, 2021. *The First Revolution: The Origins of the French Revolution of 1789*, Oxford University Press, Oxford.

Web Resources:

1. <https://en.m.wikipedia.org/wiki/Revolution>
2. <https://podcasts.apple.com/us/podcast/revolutions/id703889772>
3. <https://www.worldatlas.com/articles/the-10-most-important-revolutions-of-all-time.html>
4. <https://www.worldatlas.com/articles/the-10-most-important-revolutions>
5. https://www.britannica.com/topic/revolution-politics?utm_source=perplexity

**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	3	3	3	3	3
CO2	3	3	3	3	2	3	2	3	3	2	3	3
CO3	3	3	3	3	2	2	2	3	3	2	3	3
CO4	3	3	3	3	2	2	2	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	2	3	3
TOTAL	15	15	15	15	12	12	13	15	15	12	15	15
AVERAGE	3	3	3	3	2.4	2.4	2.6	3	3	2.4	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER VI
DISCIPLINE SPECIFIC ELECTIVE IV: c) WOMEN'S STUDIES

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU236DE6	4	1	-	-	3	5	75	25	75	100

Pre-requisite:

Awareness on gender issues and social dynamics.

Learning Objective:

1. To understand the key feminist theories and movements shaping women's studies.
2. To critically examine contemporary gender issues and their global implications.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	describe the historical and cultural perspectives on women's roles in society.	K1
2.	discuss key feminist theories and their impact on social change.	K2
3.	examine women's contributions to fields like politics, education, and economics.	K3
4.	analyze systemic issues affecting gender equality, such as patriarchy and intersectionality.	K4
5.	evaluate the effectiveness of contemporary policies and movements for women's empowerment.	K5

K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyse; K5 - Evaluate

Units	Contents	No. of Hours
I	Introduction to Women's Studies: Meaning - Scope and Objectives of Women's Studies - Historical overview of gender roles - Theoretical foundations of feminism Liberal – Radical – Marxist and Socialist Feminism	15
II	Women in History: Women's roles in pre-modern societies - Impact of colonization and industrialization on women - Contributions of women to reform and independence movements.	15
III	Feminist Movements and Theories: Waves of feminism in USA - Gender and intersectionality - Women's Suffrage Movement - Feminist movements in India and other parts of the world. Policy and Advocacy- Global and National policies for women's empowerment (CEDAW, SDGs) - Legal frameworks supporting women's rights - Role of NGOs and advocacy groups in Gender equality.	15
IV	Contemporary Issues: Women and work - Gender-based violence - Representation of women in media - Women in leadership and decision-making roles – Workplace harassment – Visaka Committee	15
V	Prominent Women Achievers: Women in Politics and Leadership - Indira Gandhi- Sarojini Naidu-Pratibha Patil-Mayawati-Women in Science and Technology – Grace Hopper – Katherine Johnson- Hedy Lamarr - Women in Sports -P. T. Usha - Mary Kom -Saina Nehwal	15
Total		75

Self-study	Representation of women in media
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Textbooks:

1. Shah N. M, 2005. *Women's Studies: A Comprehensive Introduction*. Sage Publications, New Delhi.
2. Desai N & Thakkar U, 2001. *Women in Indian Society*, National Book Trust, New Delhi.

Reference Books:

1. Beauvoir S, 2005. *Womens Studies*, Vintage Publications, London.
2. Divya K, 2021. *Womens Movement in India*, Cambridge University Press, Cambridge.
3. Forbes G, 2011. *Women in Modern India*. Cambridge University Press Cambridge.
4. Hooks b, 2008. *Feminist Theory: From Margin to Centre*, South End Press. Boston.
5. Rowbotham S, 2000. *A Century of Women: The History of Women in Britain and the United States*, New York.

Web Resources:

1. <https://www.unwomen.org/en>
2. <https://www.care.org/our-work/womens-empowerment>
3. <https://www.britannica.com/topic/feminism>
4. <https://www.globalgoals.org/5-gender-equality>
5. <https://www.historyextra.com/feminism>

**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	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	3	3	3	3
CO3	3	3	3	3	2	2	2	3	3	2	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3	3	3
TOTAL	15	15	15	14	13	12	14	15	15	14	15	15
AVERAGE	3	3	3	2.8	2.6	2.4	2.8	3	3	2.8	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER VI**PROFESSIONAL COMPETENCY SKILL II: TECHNOLOGY TO THE AID OF HISTORY**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU236PS1	2		-	-	2	2	30	25	75	100

Pre-requisite:

Basic knowledge of history and technological tools.

Learning Objective:

1. To explore the integration of technology into history teaching.
2. To develop competencies for using technological tools effectively in history education.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	classify various technologies that can enhance the teaching of history	K2
2.	apply technological tools in archaeological and historical studies.	K3
3.	analyse the role of modern-day technological developments in the teaching of history	K4
4.	evaluate the importance of technology to preserve historical document and archaeological artifacts and sites.	K5
5.	create history teaching aids using modern technological tools.	K6

K2 - Understand; K3 – Apply; K4 - Analyse; K5 - Evaluate; K6 - Create

Units	Contents	No. of Hours
I	Introduction to Technology in History Education: Defining technology in history education - The role of technology in modern history teaching - Technological tools for history education - Benefits and challenges of integrating technology in history teaching.	6
II	Digital Storytelling & Multimedia in History: Tools for creating digital stories - Designing and engaging multimedia in history teaching – Preparation of history - Lessons using images, videos and sound.	6
III	Geographic Information Systems (GIS): GIS applications in archaeological fieldwork - Hands-on practice with GIS tools – ArcGIS - QGIS	6
IV	3D Modelling and Visualization: Tools for creating 3D models – Autodesk - Agisoft Metashape - Applications of 3D visualization in archaeological presentations – Usage of 3D in architecture modelling.	6
V	Virtual Reality (VR) and Augmented Reality (AR): The role of VR in public outreach and museum exhibits - Applications of AR in enhancing archaeological education – Virtual tour.	6
Total		30

Text Books:

1. Bruck S, 2017. *The Digital Past: A Survey of Digital Tools in History and Archaeology*. Oxford University Press. Oxford.
2. Montgomery A, & Smithey J, 2013. *Historical Visualization with 3D Models: Tools and Techniques for Teaching History*. Academic Press. London.

Reference Books:

1. Bierlein P, & Brown A, 2016. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*, University of Chicago Press, Chicago.

2. Klein A. M, 2007. *The GIS Guide for Historians: Using Geographic Information Systems in Historical Research*, Oxford University Press, Oxford.
3. Green D. W, 2003. *The Archaeology of Digital Tools: A Comparative Perspective*, Cambridge University Press, Cambridge.
4. Boulton M, 2016. *Creating Interactive Visualizations in History Education: A Practical Guide*, McGraw Hill Education, New York.
5. Phelps T & Nelson L , 2017. *Augmented Reality in Education: The Role of AR in the Classroom*, Pearson Education, London.

Web Resources:

1. <https://www.history.org.uk>
2. <https://www.digitalhumanities.org>
3. <https://www.arcgis.com>
4. <https://www.qgis.org>
5. <https://www.autodesk.com>

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	2	3	3	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	3	3	3	3	3
CO3	3	3	3	3	2	2	2	3	3	3	2	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3	3	3	3
TOTAL	15	15	15	14	13	12	14	15	15	15	14	15	15
AVERAGE	3	3	3	2.8	2.6	2.4	2.8	3	3	3	2.8	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER VI
GENDER EQUITY AND INCLUSIVITY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG236GE1	1	-	-	-	1	1	15	50	50	100

Learning Objectives

1. To understand the challenges faced by women in the society.
2. To analyze the legitimate rights and laws that aid women to march towards emancipation and empowerment.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	interpret the life struggles of women and to promote equality	K1
2	identify the socio-cultural and religious practices that subjugate women	K2
3	probe deep into the root cause of marginalization of women and to promote an inclusive nature	K3
4	investigate the challenges faced by women in practical life	K4
5	evaluate exploitation of women as commercial commodities in advertisements and media	K5

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 – Evaluate

Unit	Contents	No. of Hours
I	Life Struggle of a Woman: Challenges faced by girl students, education and religion, woman and society, working environment.	3
II	Cultural Traits: Myths and religious texts, opposition and rebuttal, contemporary literature, cultural decay, opportunities provided by social media.	3
III	Women's Rights: Democratic women's association, Laws for women's rights, essential legal rights of girl child in India, gender justice, millennium development goals, Political parties.	3
IV	Women's Liberation: Struggle for social rebirth, role of government and NGO's- self-help group for women, Indian political of legal profession and gender representation. the supreme courts efforts, challenging patriarchal narratives, global responsibility, women in sustainable development.	3
V	Inclusivity: Equal opportunities for women and men, equal access and opportunities for disabled people, indigenous populations, refugees and migrants - Importance of challenging and redefining gender roles - value and respect towards all gender identities.	3
TOTAL		15

Reference Books

1. Hosoda, M. 2021. Promoting Gender Diversity and Inclusion at Workplace: A Case Study of Japanese Retail and Financial Service Company. Rikkyo University
2. Palo, S., Jha, K. K. 2020. Introduction to Gender. Tata Institute of Social Sciences.
3. Debois, E. and L. Dumenil. 2005. Through Women's Eyes: An American History With Documents. St. Martin Press.
4. Carter, Sarah. Mansell, 1990. Women's Studies: A Guide to Information Sources
5. .Datchana Moorthy Ramu.2020. Gender Equality and Sustainable development Goals,Notion Press.

Web Resources

1. https://en.wikipedia.org/wiki/Women%27s_studies
2. <https://libguides.berry.edu/wgs/reference>
3. <https://www.albany.edu/~dlafonde/women/wssresguide9602>
4. <https://openbooks.library.umass.edu/introwgss/chapter/references-feminist-movements/>
5. <https://libguides.niu.edu/womensandgenderstudies/ReferenceSources>