

**B.A.,  
HISTORY**

**SYLLABUS**

**FROM THE ACADEMIC YEAR  
2023 - 2024**

**ALAGAPPA UNIVERSITY,  
KARAIKUDI– 630 003.**

### **B.A., HISTORY SYLLABUS**

<b>S.No.</b>	<b>Courses</b>	<b>Titles</b>
1	Core Course 1	History of Ancient India up to 1206 CE
2	Core Course 2	History of Tamil Nadu up to 1311 CE
3	Generic Elective Course 1	Introduction to Archaeology
4	Skill Enhancement Course - Foundation Course	Introduction to History
5	Skill Enhancement Course SEC 1	Introduction to Tourism
6	Core Course 3	History of Medieval India - 1206 - 1707 CE
7	Core Course 4	History of Tamil Nadu - 1311 – 1800 CE
8	Generic Elective Course – 2	Western Political Thought
9	Skill Enhancement Course SEC 2	Indian Constitution
10	Skill Enhancement Course SEC 3	Basic Journalism
11	Core Course 5	History of India - 1707 - 1857 CE
12	Core Course 6	History of Tamil Nadu since 1801 CE
13	Generic Elective Course – 3	Indian Political Thought
14	Skill Enhancement Course SEC 4 (Entrepreneurial Skill)	Entrepreneurship Development
15	Skill Enhancement Course SEC 5	Introduction to Management
16	Core Course 7	Freedom Struggle in India
17	Core Course 8	History of Modern Europe - 1789 - 1919 CE
18	Generic Elective Course – 4	Modern Governments
19	Skill Enhancement Course SEC 6	Computer Training
20	Skill Enhancement Course SEC 7	Hotel Management
21	Core Course 9	History of the World 1919 -2020 CE
22	Core Course 10	Selected Themes in History of U.S.A
23	Core Course 11	Regional History (History of Sivagangai)
24	Core Course 12	Project (with viva voce)
25	Discipline Specific Elective 1 / 2	Elements of Human Rights/ Women Studies
26	Discipline Specific Elective 3 / 4	History of Dravidian Movement / History of Revolutions
27	Core Course 13	Contemporary History of India
28	Core Course 14	India and Her Neighbours
29	Core Course 15	History of Science and Technology in India
30	Discipline Specific Elective – 5 / 6	International Relations since 1919/ History of Latin America
31	Discipline Specific Elective – 7 / 8	History of China and Japan 1900 To 2000 CE
32	Professional Competency Skill Enhancement Course	General Studies for Competitive Examinations

## B.A., HISTORY

CHOICE BASED CREDIT SYSTEM AND LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK BASED B.A. ECONOMICS SYLLABUS	
<b>Programme:</b>	<b>U.G.</b>
<b>Programme Code:</b>	
<b>Duration:</b>	<b>3 Years(UG)</b>
<b>Programme Outcomes:</b>	<p><b>PO1: Knowledge of Economics:</b> Ability to understand Economic Theories and functioning of Economic Models. To develop an adequate competency in the Economic Theory and Methods.</p> <p><b>PO2: Analytical Reasoning and Critical Thinking:</b> Critically Analyze and assess the way in which economists examine the real world to understand the current events and evaluate specific proposals.</p> <p><b>PO3: Logical Reasoning and Quantitative Ability:</b> Ability to understand how to collect and analyse data and use empirical evidence to evaluate the validity of hypothesis, using Quantitative Methodology and conduct data analysis to interpret results.</p> <p><b>PO4: Communication and Research Skills:</b> Communication and Research related skills. Developing a sense of capability for relevant/appropriate inquiry and asking questions, synthesising and articulating and reporting results and to efficiently communicate thoughts and ideas in a clear and concise manner.</p> <p><b>PO5: Gender, Environment and Sustainability:</b> Comprehend the Environmental issues and Sustainable Development and strive to achieving economic and social equity for women and be Gender Sensitive.</p> <p><b>PO6: Employability and Leadership Skills:</b> Become empowered individuals to be employed in various positions in industry, academia and research and have the potential to become Entrepreneurs and take leadership roles in their chosen occupations and communities.</p> <p><b>PO7: Social Interaction:</b> Acquire the ability to engage in relevant conversations and have the ability to understand the views of society that would help initiate policy making.</p> <p><b>PO8: Digital Literacy and Lifelong Learning:</b> Capability to use ICT tools in a variety of learning situation and use appropriate software for analysis of data - Ability to acquire Knowledge situations and skills for life through self directed learning and adapt to different learning environments.</p>
<b>Programme Specific Outcomes:</b>	<p><b>PSO1:</b> To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making.</p> <p><b>PSO 2:</b> To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment.</p> <p><b>PSO 3:</b> To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.</p> <p><b>PSO 4:</b> Evaluate various social and economic problems in the society and develop answer to the problems as global citizens.</p> <p><b>PSO 5:</b> Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies.</p>

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>PSO 1</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 2</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO3</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 4</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 5</b>	Y	Y	Y	Y	Y	Y	Y	Y

**3 – Strong, 2- Medium, 1- Low**

#### **Highlights of the Revamped Curriculum:**

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

**Value additions in the Revamped Curriculum:**

Semester	Newly introduced Components	Outcome/ Benefits
<b>I</b>	<b>Foundation Course</b> To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens Gives rise to a new perspective.	<ul style="list-style-type: none"> <li>➤ Instill confidence among students</li> <li>➤ Create interest for the subject</li> </ul>
<b>I,II,III,IV</b>	<b>Skill Enhancement papers</b> (Discipline centric / Generic / Entrepreneurial)	<ul style="list-style-type: none"> <li>➤ Industry ready graduates</li> <li>➤ Skilled human resource</li> <li>➤ Students are equipped with the essential skills to make them employable</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Discipline centric skill will improve the Technical know-how of solving real life problems.</li> </ul>
<b>III,IV,V&amp; VI</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Strengthening the domain knowledge</li> <li>➤ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary nature</li> <li>➤ Emerging topics in higher education/industry/communication network/health sector etc. are introduced with hands-on-training.</li> </ul>

<b>IV</b>	ElectivePapers	<ul style="list-style-type: none"> <li>➤ Exposuretoindustryouldsstudentsintosolutionproviders</li> <li>➤ GeneratesIndustryready graduates</li> <li>➤ Employmentopportunitiesenhanced</li> </ul>
<b>VSemester</b>	Electivepapers	<ul style="list-style-type: none"> <li>➤ Self-learning isenhanced</li> <li>➤ Applicationoftheconceptto realsituationisconceivedresulting intangibleoutcome</li> </ul>
<b>VISemester</b>	Electivepapers	<ul style="list-style-type: none"> <li>➤ Enriches the studybeyondthe course.</li> <li>➤ Developingaresearchframework and presenting their independent and intellectual ideas effectively.</li> </ul>
<b>ExtraCredits: ForAdvancedLearners/Honorsdegree</b>		<ul style="list-style-type: none"> <li>➤ Tocater totheneeds ofpeer learners/research aspirants</li> </ul>
<b>SkillsacquiredfromtheCourses</b>		Knowledge, Problem Solving, Analytical ability,ProfessionalCompetency,ProfessionalCommunicationandTransferrable Skill

Methods of Evaluation		
<b>Internal Evaluation</b>	ContinuousInternalAssessmentTest	25 Marks
	Assignments	
	Seminars	
	AttendanceandClassParticipation	
<b>External Evaluation</b>	EndSemesterExamination	75 Marks
	Total	100 Marks
Methods of Assessment		
<b>Recall(K1)</b>	Simpledefinitions,MCQ,Recallsteps,Conceptdefinitions	
<b>Understand/Comprehend(K2)</b>	MCQ,True/False,Shortessays,Conceptexplanations,Shortsummaryor overview	
<b>Application (K3)</b>	Suggestidea/conceptwithexamples,Suggestformulae, Solveproblems, Observe,Explain	
<b>Analyze(K4)</b>	Problem-solvingquestions,Finishaprocedureinmanysteps,Differentiate betweenvariousideas,Mapknowledge	
<b>Evaluate(K5)</b>	Longer essay/Evaluationessay,Critiqueorjustifywithprosandcons	
<b>Create(K6)</b>	Checkknowledgeinspecificoroffbeatsituations,Discussion,Debatingor Presentations	

### B.A., History- Programme Structure

SEM	PART	COURSE CODE	COURSES	SEMESTER – I						
				COURSES	T/P	CREDITS	HOURS	MAX. MARKS		
								CIA	EXT	Total
I	Part I	2311T	T/OL	தமிழ் இலக்கிய வரலாறு-I /Other Languages-I	T	3	6	25	75	100
	Part II	2312E	E	General English-I	T	3	6	25	75	100
	Part III	23BHI1C1	CC-I	History of Ancient India upto 1206 CE	T	5	5	25	75	100
		23BHI1C2	CC-II	History of Tamil Nadu upto 1363CE	T	5	5	25	75	100
		-	Generic Elective Course (Allied)	Tamil/Economics/Political Science / BBA	T	3	4	25	75	100
	Part IV	23BHI1S1	SEC	Introduction to History	T	2	2	25	75	100
		23BHI1FC	FC	Introduction to Tourism	T	2	2	25	75	100
				<b>Total</b>		<b>23</b>	<b>30</b>	<b>175</b>	<b>525</b>	<b>700</b>
II	Part I	2321T	T/OL	தமிழ் இலக்கிய வரலாறு-II /Other Languages-II	T	3	6	25	75	100
	Part II	2322E	E	General English-II	T	3	6	25	75	100
	Part III	23BHI2C1	CC-III	History of Medieval India - 1206 - 1707 CE	T	5	5	25	75	100
		23BHI2C2	CC-IV	History of Tamil Nadu - 1311 – 1801 CE	T	5	5	25	75	100
		--	Generic Elective (Allied)	Tamil/Economics/Political Science / BBA	T	3	4	25	75	100
	Part IV	23BHI2S1	SEC -II	Indian Constitution	T	2	2	25	75	100
		23BHI2S2	SEC-III	Basic Journalism	T	2	2	25	75	100
			NMC	Naan Mudhalvan Course						
				<b>Total</b>		<b>23</b>	<b>30</b>	<b>175</b>	<b>525</b>	<b>700</b>
III	Part-I	2331T	T/OL	தமிழக வரலாறும் பண்பாடும் / Other Languages-III	T	3	6	25	75	100
	Part-II	2332E	E	General English-III	T	3	6	25	75	100
	Part-III	23BHI3C1	CC-V	History of India - 1707 - 1857 CE	T	5	5	25	75	100
		23BHI3C2	CC-VI	History of Tamil Nadu since 1801 CE	T	5	5	25	75	100
		--	Generic Elective (Allied)	Tamil/Economics/Political Science / BBA	T	3	4	25	75	100
	Part-IV	23BHI3S1	SEC-IV	Entrepreneurship Development	T	2	2	25	75	100
		234AT/ 23BHI3S2	SEC-V	Adipadai Tamil 1/Introduction to Management	T	2	2	25	75	100
				Naan Mudhalvan Course						
				<b>Total</b>		<b>23</b>	<b>30</b>	<b>175</b>	<b>525</b>	<b>700</b>



IV	Part-I	2341T	T/OL	தமிழும் அறிவியலும்/ Other Languages -IV	T	3	6	25	75	100
	Part-II	2342E	E	General English-IV	T	3	6	25	75	100
	Part-III	23BHI4C1	CC-VII	Freedom Struggle in India	T	5	5	25	75	100
		23BHI4C2	CC-VIII	History of Modern Europe – 1789 – 1919 CE	T	4	4	25	75	100
		--	Generic Elective ( Allied)	Tamil/Economics/Political Science / BBA	T	3	3	25	75	100
	Part-IV	23BHI4S1	SEC -VI	Computer Training	T	2	2	25	75	100
		234AT/ 23BHI4S2	SEC - VII	Adipadai Tamil 2/Tourism and Hotel Management	T	2	2	25	75	100
		23BES4	E.V.S	EVS	T	2	2	25	75	100
				Naan Mudhalvan Course						
				<b>Total</b>		<b>24</b>	<b>30</b>	<b>200</b>	<b>600</b>	<b>800</b>
V	Part-III	23BHI5C1	CC-IX	History of the World 1919 -2020 CE	T	4	5	25	75	100
		23BHI5C2	CC-X	Selected Themes in History of U.S.A	T	4	5	25	75	100
		23BHI5C3	CC-XI	Regional History (History of Sivagangai)	T	4	5	25	75	100
		23BHI5PR	CC-XII	Project (with viva voce)	PR	4	5	25	75	100
		23BHI5E1/ 23BHI5E2	DSE-I	Elements of Human Rights/ Women Studies	T	3	4	25	75	100
		23BHI5E3/ 23BHI5E4	DSE-II	History of Dravidian Movement / History of Revolutions	T	3	4	25	75	100
	Part-IV	23BVE5		Value Education	T	2	2	25	75	100
		23BHI5IV/ 23BHI5FV		Industrial Visit/Field Visit	PR	2	-	25	75	100
				Naan Mudhalvan Course						
				<b>Total</b>		<b>26</b>	<b>30</b>	<b>175</b>	<b>525</b>	<b>800</b>
VI	Part-III	23BHI6C1	CC-XIII	Contemporary History of India	T	4	6	25	75	100
		23BHI6C2	CC-XIV	India and Her Neighbours	T	4	6	25	75	100
		23BHI6C3	CC-XV	History of Science and Technology in India	T	4	6	25	75	100
		23BHI6E1/ 23BHI6E2	DSE-III	International Relations since 1919 / History of Latin America: From discovery to liberation	T	3	5	25	75	100
		23BHI6E3	DSE-IV	History of China and Japan 1900 To 2000 CE	T	3	5	25	75	100
	Part-IV	23BHI6S1		General Studies for Competitive Examinations	T	2	2	25	75	100
	V	23BEA6		Extension Activity	P	1	-	25	75	100
				Naan Mudhalvan Course						
				<b>Total</b>		<b>21</b>	<b>30</b>	<b>175</b>	<b>525</b>	<b>700</b>
				<b>Grand Total</b>		<b>140</b>	<b>180</b>	<b>1075</b>	<b>3225</b>	<b>4300</b>

- TOL-Tamil/Other Languages,
- E – English
- CC-Core course –Core competency, critical thinking, analytical reasoning, research skill & teamwork
- Generic Allied (Allied)
- SEC-Skill Enhancement Course
- FC-Foundation Course
- DSE-Discipline Specific Elective
- T- Theory, P-Practical

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Chairperson details: Dr.V.Roja, Associate Professor & Head, Department of History, Seethalakshmi Achi College for women, Pallathur. Mobile No: 9942213777.

**SEMESTER – I**  
**Paper CC1**

Course Title		HISTORY OF ANCIENT INDIA UPTO 1206 CE					
Course Type		Core Course	Course Code	23BHI1C1			
Year		I	Semester	I			
Credits		5	Hours	L	T	P	Total
				4	1	0	5
Learning Objectives							
S. No.	<i>The learning objectives are to impart:</i>						
1	Understanding of the characteristics of pre and proto historic cultures in India.						
2	The impact of Vedic culture on society, religion and culture.						
3	Emergence of Centralized State under the Mauryas and Ashoka's Dhamma.						
4	Achievements of the Guptas and their contribution to literature, art and architecture.						
5	Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.						
UNIT I	Geographical Features – Sources of Indian History – Pre- and Proto History - Harappan Civilization - Megalithic Culture– Ancient Tamil Civilization – Early Vedic Age – Later Vedic Age.						
UNIT II	Buddhism and Jainism – Greek and Persian Invasions of India– Alexander's Invasion - Rise of Mahajanapadas - Magadhan Empire – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture.						
UNIT III	Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya -Samudragupta –Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas - Nalanada, Vikramasila and Valabhi Universities						
UNIT IV	Vardhanas - Harshavardhana – Administration – Religious Contributions – Provincial Dynasties – Chalukyas – Rashtrakutas - Paramaras – Palas – Senas - Art and Architecture - Cultural contributions.						
UNIT V	Rajputs – Cultural Contributions - Arab Conquest of Sind - Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain						
LEARNING RESOURCES							
Recommended Books							
G. Venkatesan, <i>Cultural History of India</i> , VarthamananPathipagam, 2018 (inTamil)							
K.L. Khurana, <i>History of India: Earliest times to 1526 A.D.</i> , Lakshmi NarainAgarwal, Agra,							
L.P. Sharma, <i>History of Ancient India</i> , Konark Pub. Pvt. Ltd., New Delhi, 2008							
R.C. Majumdar, et. al., <i>An Advanced History of India</i> , MacMillan, Delhi, 1974							
R.S. Sharma, <i>India's Ancient Past</i> , Oxford University Press, New Delhi, 2017							
RanabirChakravarti, <i>Exploring Early India up to c. AD 1300</i> , Primus Books, New Delhi, 2016							
RomilaThapar, <i>The Penguin History of Early India: From the origin to A.D. 1300</i> , Penguin Books, New Delhi, 2002							
Upinder Singh, <i>A History of Ancient and early Medieval India</i> , Pearson and Longman, Delhi, 2008							

**References**

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

**Web Resources**

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

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

**CO Mapping with Programme Outcomes**

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

S-Strong(3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

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

S-Strong(3)

M-Medium (2)

L-Low (1)

## Paper CC2

Course Title		HISTORY OF TAMIL NADU UPTO 1363 CE					
Course Type		Core Course	Course Code	23BHIC2			
Year		I	Semester	I			
Credits		5	Hours	L	T	P	Total
				4	1	0	5
Learning Objectives							
S. No.	The learning objectives are to impart:						
1	Knowledge of geography and sources of Tamil Nadu.						
2	Understanding of polity, society and economy of the Sangam period.						
3	The contribution of Pallavas in the field of art and architecture.						
4	Appreciation of the achievements and contribution of the Imperial Cholas.						
5	Factors for the decline of the Pandyas.						
UNIT I	Geography – Sources for the study of history of Tamil Nadu – Pre & Proto history of Tamil Nadu – Ancient Tamil Civilization						
UNIT II	Sangam Age – Historicity –Early Cholas – Karikala – Cheras – Senguttuvan – Pandyas – Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule						
UNIT III	The Pallavas – Origin: Early Pallavas – Later Pallavas – Political, Social and Economic Conditions – Growth of Literature and Education – Art and Architecture – Sculpture – Paintings & Fine arts – Early Bakthi Movement - The First Pandyan Empire – Sources –Triangular conflict between Pallavas, Pandyas and Western Chalukyas – Administration – Art and Architecture						
UNIT IV	Later Cholas:Raja RajaChola I - RajendraChola I – Overseas Expansion – Kulothunga – Chalukya-Chola relations – Administrative System – Land Grants and Temple Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature –Art and Architecture – Bronze Sculptures						
UNIT V	The Second Pandyan Empire (1190-1312 CE) – Triangular conflict among Cholas, Pandyas and Hoysalas – Social and Economic Life – Malik Kafur’s Invasion						
LEARNING RESOURCES							
Recommended Books							
A. Ramasamy, <i>A History of Ancient Tamil Civilization</i> , New Century Book House, Chennai							
B. Eraiyarasan, <i>The History of Tamil Nadu (The Only Surviving Classical Civilization)</i> , International Institute of Tamil Studies, Chennai, 2017							
K.A. NilakantaSastri, <i>A History of South India: From Prehistoric Times to the Fall of Vijayanagar</i> , Oxford University Press, Chennai, 1997							

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

Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations*, Oxford University Press, New Delhi, 2014

V.T. Chellam, *New Light on the Early History of Tamil Nadu*, Vijay Publications, Trichy, 1981

V.T. Chellam, *Tamil Nadu: History and Culture* (in Tamil), Manivasagar Pathipakam, 2016

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Avvai Duraisamy Pillai, *History of the Chera King*, Saran Books, Chennai, 2020

C. Minakshi, *Administration and Social Life Under the Pallavas*, University of Madras, Madras, 1938

K.A. Nilakanta Sastri, *The Colas*, University of Madras, Madras, 1984

K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967

K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021

K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu*, K.K. Pillay, Madras, 1979

Ma. Rajamanickanar, *History of Cholas*, Saran Books, Chennai

Ma. Rajamanickanar, *History of Pallavas*, Saran Books, Chennai

N. Subramanian, *Sangam Polity*, Asia Publishing House, Bombay, 1966

P.T. Srinivas Iyengar, *History of the Tamils: From the Earliest Times to 600 A.D.*, Asian Educational Services, New Delhi, 2001

V. Kanakasabhai, *Tamils Eighteen Hundred Years Ago*, Asian Educational Service, New Delhi, 1982

Y. Subbarayalu, *South India under the Cholas*, Oxford University Press, New Delhi, 2012

### Web Resources

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

<http://www.historydiscussion.net>

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

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

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2)

L-Low (1)

## Paper 4 SEC

Course Title		INTRODUCTION TO HISTORY				
Course Type	SEC	Course Code	23BH11S1			
Year	I	Semester	I			
Credits	2	Hours	L	T	P	Total
			2	0	0	2
Learning Objectives						
S. No.	The learning objectives are to impart:					
1	Introduction to the meaning and nature of history.					
2	Knowledge of different kinds of history and its relationship with other disciplines.					
3	Use of facts in writing history.					
4	Introduction of the concepts in history.					
5	Knowledge of various sources for the study of history and usage of bibliography and footnotes.					
UNIT I	History – Meaning & Definitions– Nature and Scope of History – Uses and Abuses of History – Lessons in History					
UNIT II	Kinds of History – History and Allied Disciplines – Debates on history: Science or an Art					
UNIT III	Herodotus – Thucydides – Livy – Tacitus – St. Augustine – IbnKhaldun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr					
UNIT IV	JadunathSarkar – R.C. Majumdar – D.D. Kosambi – RomilaThapar – R.S. Sharma – IrfanHabib – Bipan Chandra – RanajitGuha P.T. SrinivasaIyyangar– C.S. Srinivasachari – K.A. NilakantaSastri – K.K. Pillai-N. Subramaniam – K.A. Rajayyan- G. Venkatesan					
UNIT V	Repositories of Sources: Archaeological – Epigraphical – Numismatic – Material Remains – Literary – Oral Sources - Archival and Government Records – Use of Footnotes and Bibliography in writing assignments.  <b>Field Visit</b> – Nearest archaeological/historical site, museum, archives and libraries <b>Field Report</b>					
LEARNING RESOURCES						
Recommended Books						
E. Sreedharan, <i>A Textbook of Historiography, 500 BC to AD 2000</i> , Orient Longman, New Delhi, 2004						
E.H.Carr, <i>What is History?</i> , Penguin Books Ltd., New Delhi, 2018.						
G. Venkatesan, <i>A Study of Historiography (History of Historical Knowledge)</i> , V.C.Publications, 2018						
K. Rajayyan, <i>History in Theory and Method: A Study in Historiography</i> , Raj Publications, Madurai, 1982						
S.Manikam, <i>On History &amp; Historiography</i> , Padumam Publishers, Madurai						
SheikAli, <i>History: Its Theory and Method</i> , Laxmi Publications, 2019						



**References**

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

Marc Bloch, *The Historian's Craft*, Aakar Books, Delhi, 2017

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

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

**Web Resources**

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

<http://d-nb.info>

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

**CO Mapping with Programme Outcomes**

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

S-Strong (3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

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

S-Strong (3)

M-Medium (2)

L-Low (1)

## Paper 5 Foundation Course

Course Title	INTRODUCTION TO TOURISM						
Course Type	FC	Course Code	23BHI1FC				
Year	I	Semester	I				
Credits	2	Hours	L	T	P	Total	
			2	0	0	2	
Learning Objectives							
S. No.	The learning objectives are to impart:						
1	Understanding of the basic components and elements of tourism						
2	Knowledge of different types and forms of tourism						
3	Knowledge of the role of Travel Agents						
4	Understanding of the role of Tour Operators						
5	Knowledge of the travel documents						
UNIT I	Concepts of Tourism: Definition of Tourism – Traveller – Tourist – Excursionist – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors						
UNIT II	Types and Forms of Tourism: Domestic and International Tourism – Long Haul and Short Haul Tourism – Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism						
UNIT III	Travel Agency: Meaning of Travel Agent – Types of Travel Agency – Roles of Large Travel Agent – Characteristics of a Professional Travel Agent						
UNIT IV	Tour Operator: Meaning of Tour Operator – Types of Tour Operator: Inbound, Outbound, Domestic, Ground and Specialized – Role of Tour Operators – Itinerary Planning: Principles, Resources and Guidelines						
UNIT V	Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance – Role of Information Technology in Tourism related Services – Computerized Reservation System (CRS) and Global Distribution System (GDS)						
LEARNING RESOURCES							
Recommended Books							
A.K. Bhatia, <i>Tourism Management</i> , Sterling Publications, New Delhi, 2016							
A.K. Bhatia, <i>The Business of Travel Agency and Tour Operations Management</i> , Sterling Publications, New Delhi, 2014							
References							
Marc Mancini, <i>Conducting Tours: A Practical Guide</i> , Cengage Learning Publications, New Zealand, 2000							
J. Negi, <i>Travel Agency and Tour Operation: Concepts and Principles</i> , Kanishka Publisher, New Delhi, 2004							
PranNath Seth, <i>Successful Tourism Management: Fundamentals of Tourism</i> , Sterling Publications, New Delhi, 2008							
Web Resources							
<a href="https://www.academia.edu/14264572/Basic_Concept_on_Tourism">https://www.academia.edu/14264572/Basic_Concept_on_Tourism</a>							
<a href="http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf">http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf</a>							

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

#### **CO Mapping with Programme Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### **CO Mapping with Programme Specific Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low**

**Semester II**  
**Paper CC3**

Course Title		HISTORY OF MEDIEVAL INDIA – 1206 – 1707 CE				
Course Type		Core Course	Course Code		23BHI2C1	
Year		I	Semester		II	
Credits	5	Hours	L	T	P	Total
			4	1	0	5
Learning Objectives						
S. No.	The learning objectives are to impart:					
1	Understanding about the genesis of the Sultanate rule in India and its early rulers					
2	Appreciation of the administration of Tuglaqs, Sayyids and Lodis and the impact of Bhakti Movement					
3	Knowledge about the founding and conquests of the Mughal rulers					
4	Art and architecture and administrative policies during the Mughals					
5	The administration, art and architecture during Bahmini and Vijayanagar kingdoms					
UNIT I	Establishment of Sultanate Rule in India – Slave Dynasty – Qutb-uddin-Aibak – Iltutmish–Sultana Raziya – Balban – Khilji Dynasty – JalaluddinKhilji – AlauddinKhilji – Malik Kafur’s Invasion					
UNIT II	Tughlaq Dynasty – Mohammed-bin-Tughlaq – Feroz Shah Tughlaq – Sayyids and Lodis –Administrative System under Delhi Sultanate – Bhakti Movement – Sufi Movement					
UNIT III	Advent of Mughals – Babur – Humayun – SherShah Administration- conquests of Akbar Mughal administration- Mughal Art and Architecture					
UNIT IV	Jehangir –Chain of Justice- Shah Jahan – Aurangazeb – Rise of the Marathas – Life and Career of Shivaji – Shivaji’s Administration					
UNIT V	Bahmini Kingdom – Vijayanagar Empire – Administration – Art and Architecture- Position of Women in Medieval Period					
LEARNING RESOURCES						
Recommended Books						
AshirbadiLalSrivastava, <i>History of India 1000 A.D. to 1707 A.D.</i> , Shiva LalAgarwala, Agra, 1964						
J.L. Mehta, <i>Advanced Study in the History of Medieval India,Vol II: Mughal Empire(1526 – 1707 A.D.)</i> , Sterling Pub., New Delhi, 2019						
J.L. Mehta, <i>Advanced Study in the History of Medieval India, Vol. I(1000 – 1526 A.D.)</i> , Sterling Pub., New Delhi, 2019						
J.L. Mehta, <i>Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture</i> , Sterling Pub., New Delhi, 2019						
L.P. Sharma, <i>History of Medieval India, 1000-1740 A.D.</i> , Konark Pub. Pvt. Ltd., New Delhi, 1997						
Satish Chandra, <i>History of Medieval India</i> , Orient Blackswan, New Delhi, 2017						
References						
A.B.M. Habibullah, <i>The Foundation of Muslim Rule in India</i> , Central Book Depot, 1967						
AshirbadiLalSrivastava, <i>The Mughal Empire, 1526-1803 A.D.</i> , Shiva LalAgarwala, Agra, 1969						
Chandra, Satish, <i>Essays on Medieval Indian History</i> , OUP, New Delhi, 2005						
MohammadHabib and K.A. Nizami, <i>Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)</i> , People’s Publishing House, Delhi, 1970.						
R.C. Majumdar, et. al., <i>An Advanced History of India</i> , MacMillan, Delhi, 1974						

Satish Chandra, Medieval India, Part I & II, New Delhi, NCERT, 1971

**Web Resources**

<https://archive.org/details/MedievalIndiaFromContemporarySources>

<https://selfstudyhistory.com/medieval-indian-history/>

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

**CO Mapping with Programme Outcomes**

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

S-Strong (3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

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

S-Strong (3)

M-Medium (2)

L-Low (1)

## Paper CC4

Course Title		HISTORY OF TAMIL NADU - 1311 – 1801 CE					
Course Type		Core Course	Course Code	23BHI2C2			
Year		I	Semester	II			
Credits		5	Hours	L	T	P	Total
				4	1	0	5
Learning Objectives							
S. No.	<i>The learning objectives are to impart:</i>						
1	Rise of the Madurai Sultanate and its contribution.						
2	Knowledge about the impact of Vijayanagar rule in Tamilaham.						
3	Contribution of the Nayaks of Madurai, Senji and Thanjavur.						
4	Contribution of the Marathas to Tamil culture.						
5	Understand the Poligar Rebellion as the early resistance against British imperialism.						
UNIT I	Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy – Culture						
UNIT II	Impact of Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai						
UNIT III	Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers – Poligari system – Administration – Social and Economic Conditions – Religion – Temple Art and Architecture						
UNIT IV	Marathas of Tamil Country – Serfoji II – Administration – Contribution of Maratha to the Tamil Culture – Saraswathi Mahal Library – Sethupathis of Ramnad – Society – Economy – Religion and Culture						
UNIT V	Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations – Carnatic wars - Society – Economy and Religion and Culture -Poligar Rebellion – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers						
	Field Study to Historical Landmark site						
LEARNING RESOURCES							
Recommended Books							
G. Venkatesan, <i>History of Modern Tamil Nadu 1600-2011</i> , VC Publications, Rajapalayam							
K. Rajayyan, <i>History of Tamil Nadu, 1565 to 1982</i> , Raj Publishers, 1982							
N. Subramanian, <i>History of Tamil Nadu, 1336 to 1984</i> , Koodal Publications, 1976							
Noboru Karashima, ed., <i>A Concise History of South India: Issues and Interpretations</i> , OUP, New Delhi, 2014							
R. Kalidoss, <i>History and Culture of Tamils</i> , Vijay Publishers, Dindugal, 1976							
References							
K. Rajayyan, <i>Rise and Fall of the Poligars of Tamil Nadu</i> , University of Madras, 1974							
K. Rajayyan, <i>South Indian Rebellion: The First War of Independence 1800-1801</i> , Akani Veliyeedu, 2012							
K.A. Nilakanta Sastri, <i>The Illustrated History of South India: from Pre-Historic times to the fall of Vijayanagar</i>							
K.R. Srinivasan, <i>Temples of South India</i> , National Book Trust, New Delhi, 2005							
R. Sathianathaier, <i>History of the Nayaks of Madura</i> , University of Madras, Madras, 1980							

**Web Resources**

<https://archive.org/details/SouthIndianRebellion/mode/2up>  
[www.nationalgeographic.org/threekingsintamilakam](http://www.nationalgeographic.org/threekingsintamilakam)

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

**CO Mapping with Programme Outcomes**

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

**S-Strong (3)****M-Medium (2)****L-Low (1)****CO Mapping with Programme Specific Outcomes**

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

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

## Paper SEC 2

Course Title		INDIAN CONSTITUTION				
Course Type	Skill Enhancement Course 2	Course Code	23BHI2S1			
Year	I	Semester	II			
Credits	2	Hours	L 2	T 0	P 0	Total 2
Learning Objectives						
S. No.	The learning objectives are to impart:					
1	Understanding of the salient features of the Indian Constitution					
2	Knowledge about fundamental rights and duties					
3	Knowledge about the structure and functions of the Union Government					
4	Knowledge about the structure and functions of the State Government					
5	Understanding of the powers and functions of the local government					
<b>Unit I</b>	Sources – Preamble – Salient Features – Citizenship – Amendments					
<b>Unit II</b>	Fundamental Rights – Directive Principles – Fundamental Duties.					
<b>Unit III</b>	Union Government: President – Prime Minister and Council of Ministers – Parliament – Supreme Court of India					
<b>Unit IV</b>	State Government: Chief Minister – Governor – State Legislature – High Courts					
<b>Unit V</b>	Local Government: Urban – Rural					
LEARNING RESOURCES						
Recommended Books						
B.N. Rao, <i>India's Constitution in the Making</i> , Orient Longmans, Madras, 1960						
Durga Das Basu, <i>Introduction to the Constitution of India</i> , Lexis Nexis, Gurgaon, 2019						
M.V. Pylee, <i>Constitutional Government in India</i> , S. Chand & Co. Ltd., New Delhi, 2012						
Mahendra Pal Singh, <i>V.N. Shukla's Constitution of India</i> , (Thirteenth Edn.), Eastern Book Company, Lucknow, 2019						
Subhash C. Kashyap, <i>Our Constitution: An Introduction to India's Constitution and Constitutional Law</i> , National Book Trust, New Delhi, 2021						
References						
G. Balan and D. Dakshinamurthy, <i>Constitutional Development and Freedom Movement</i> , VanathiPathipagam, Chennai						
Granville Austin, <i>The Indian Constitution: Cornerstone of a Nation</i> , Oxford University Press, New Delhi, 1999						
Hari Hara Das, <i>Indian Government and Politics</i> , Himalaya Publishing House, New Delhi, 2001						
JagadishSwarup, <i>Constitution of India</i> , Dandewal Publishing House, Allahabad, 1984						
M.V. Pylee, <i>India's Constitution</i> , S. Chand & Co., NewDelhi, 2016						
R.C. Agarwal and Mahesh Bhatnagar, <i>Constitutional Development and National Movement of India</i> , S. Chand & Co., New Delhi, 2006.						
SujitChoudhry, et. al., ed., <i>The Oxford Handbook of the Indian Constitution</i> , Oxford University Press, London, 2016						
Web Resources						
<a href="https://www.tn.gov.in/index.php">https://www.tn.gov.in/index.php</a>						
<a href="https://www.assembly.tn.gov.in/">https://www.assembly.tn.gov.in/</a>						
<a href="https://legislative.gov.in/constitution-of-india">https://legislative.gov.in/constitution-of-india</a>						
<a href="https://www.india.gov.in/">https://www.india.gov.in/</a>						
<a href="https://www.indianculture.gov.in/ebooks/indias-constitution-making">https://www.indianculture.gov.in/ebooks/indias-constitution-making</a>						



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

#### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Paper SEC 3**

Course Title		BASIC JOURNALISM					
Course Type	Skill Enhancement Course 3	Course Code	23BHI2S2				
Year	I	Semester	II				
Credits	2	Hours	L	T	P	Total	
			2	0	0	2	
Learning Objectives							
S. No.	The learning objectives are to impart:						
1	Understanding the definition, types, and determinants of news						
2	Knowledge about news paper organization structure						
3	Knowledge about the role, qualities, and responsibilities of a reporter						
4	Knowledge about reporting and writing						
5	Understanding of the role, qualities, and responsibilities of an editor.						
Unit I	Definition of News – Types of News – Determinants of News – News Evaluation						
Unit II	Newspaper Organization Structure – News Sources and Agencies – Target audience						
Unit III	Role, Qualities and Responsibilities of a Reporter – Lead Writing – News Pegs – Developing a News Story						
Unit IV	Interviews – Interpretative Reporting – Investigative Reporting – Reviews – Feature Writing – Travelogues – Web Writing						
Unit V	Role, Qualities and Functions of an Editor – Headlines – Layout – Placement of Photographs – Caption Writing – Infographics						
LEARNING RESOURCES							
Recommended Books							
K.M. Shrivastava, <i>News Reporting and Editing</i> , Sterling Pub. Pvt. Ltd., New Delhi, 1991							
M.K. Verma, <i>News Reporting and Editing</i> , APH Publishing Corporation, New Delhi, 2009							
References							
Graham Greer, <i>A New Introduction to Journalism</i> ,Juta and Co. Ltd., Kenwyn, South Africa, 1999							
Carole Fleming, et.al., <i>An Introduction to Journalism</i> , SAGE Publications Ltd., New Delhi, 2006							
Barun Roy, <i>Beginners’ Guide to Journalism and Mass Communication</i> , PustakMahal, Delhi, 2013							
Web Resources							
<a href="https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/">https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/</a>							
<a href="https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/index.html">https://owl.purdue.edu/owl/subject specific writing/journalism and journalistic writing/index.html</a>							

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

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

**Semester III**  
**Paper CC5**

<b>Course Title</b>	<b>HISTORY OF INDIA – 1707 – 1857 CE</b>						
<b>Course Type</b>	Core Course	<b>Course Code</b>	23BHI3C1				
<b>Year</b>	II	<b>Semester</b>	III				
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>5</b>

## Learning Objectives

S. No.	The learning objectives are to impart:
1	Impart knowledge about the causes for the advent of the Europeans in India
2	Understand the consequences of the British-French rivalry and beginning of the British supremacy
3	Create awareness about the various strategies formulated by the British to capture power princely states
4	Understand about British state and revenue administration and its consequences
5	Acquire knowledge about Indian response to the British rule viz. peasant movements, Poligar rebellion, 1857 Revolt etc.
<b>Unit- I</b>	<b>European Penetration into India:</b> Early European Settlements - European Trading companies -The Portuguese, The Dutch, The English and the French trading companies--Trading concessions – <i>Golden Firman- Dastaks</i>
<b>Unit- II</b>	<b>The Struggle for Supremacy:</b> Anglo – French Rivalry- Carnatic Wars– Robert Clive –Dupleix - -Battle of Plassey – Battle of Buxar- Treaty of Allahabad-Later Mughals and their struggle for Survival
<b>Unit- III</b>	<b>British Expansion and Paramountcy in India:</b> Ring Fence policy (1765 – 1813) – Policy of Subordinate Alliance (1813-1823) – Policy of Lapse and Annexations by conquests (1823 -1858)-Anglo- Mysore wars (1767-1799) - Anglo Maratha wars (1775-1818)–First Anglo Afghan war (1839-1842) – Anglo-Burmese wars(1823-1885) – Anglo- Sikh conflicts (1844-1849)
<b>Unit- IV</b>	<b>British Colonial Administration:</b> Early Administrative Structure of the British Raj –Regulating Act- Pitt’s India Act – Charter Acts -1813,1833,1853-Economic Impact of British colonial Rule – Land Revenue Administration –Permanent Land Revenue settlement- Ryotwari system- Mahalwari system - Commercialisation of Agriculture- Drain of Wealth – Economic Transformation of India- Railways – Roadways - Telegraph and Postal services – Famine Commissions.
<b>Unit- V</b>	<b>Indian Response to British Rule:</b> Early Peasant movement and Tribal Uprisings – KolUprising,(1820-1837) Moplah Uprisings (1841 -1920)–Bhil Uprisings (1818 -1831) – Santhal Uprisings - Poligar Uprisings – PuliThevan –VeluNachaiyar – Kattabomman – Maruthu Brothers -Vellore Mutiny (1806) –The Great Revolt of 1857 – Jhansi Rani

## LEARNING RESOURCES

## Recommended Books

Sir Syed Ahmad Khan, *The Indian Revolt*, Medical Hall Press, Benares, 1873.

Bipan Chandra, History of Modern India, Orient Blackswan, New Delhi 2019

Bipan Chandra, et al., *India's Struggle for Independence*, Penguin Books, New Delhi, 2016.

Desai A.R, *Social Background of Indian Nationalism*, Popular Prakasham, Bombay, 1976.

Grover B.L, A New Look on Modern Indian History, S. Chand &Co, Delhi, 1977.

## References

Lucy Southerland, *The East India Company in the 18th Century Politics*, Oxford, 1952.

Percival Spear, *A History of India, Volume 2*, Penguin Books, Great Britain, 1976.

Phillips C.H, East India Company, Routledge, London, 1961.  
 Ramachandran C. East India Company and the South Indian Economy, New Era Publications, Madras, 1980.  
 Roberts P.E, History of British India, Oxford University Press, Oxford, 1921.  
 Sailendranath Sen, An Advanced History of Modern India, Macmillan Publishers, 2020  
**Web Resources**  
<http://www.nationalarchives.nic.in>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Trace the causes for the advent of the Europeans to India	K1
CO 2	Discuss the outcome of the British-French rivalry	K2
CO 3	Describe the strategies used by the British to capture power like the Doctrine of Lapse, Subsidiary alliance etc.	K1
CO 4	Evaluate the administration and economic policies of British and its consequences like the Famine, Drain of wealth etc.	K5
CO 5	Elucidate the Indian response to the British especially the peasant and tribal uprisings, Poligar rebellion and 1857 revolt.	K5

#### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	3	3	3	2	2	3	3
CO 4	3	3	3	3	2	2	3	3
CO 5	3	3	3	2	2	3	3	3
<b>Total</b>	15	15	15	14	10	13	13	15
<b>Average</b>	3	3	3	2.8	2	2.6	2.6	3

S-Strong (3)

M-Medium (2)

L-Low (1)

#### CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

## Paper CC6

Course Title		HISTORY OF TAMIL NADU SINCE 1801 CE					
Course Type		Core Course	Course Code		23BHI3C2		
Year		II	Semester		III		
Credits		5	Hours		L	T	P
					4	1	0
Learning Objectives							
S. No.	The learning objectives are to impart:						
1	Understanding about the colonial administration and early resistance in Tamil Nadu						
2	Appreciation of the social movements in Tamil Nadu like the Temple Entry movement and Self-Respect movement						
3	Knowledge about contribution of Tamil Nadu towards Freedom movement						
4	Ability to comprehend the contributions of the Congress, DMK and ADMK governments						
5	Awareness about the various issues present in Tamil Nadu						
UNIT I	Early Resistance to British Rule: Formation of Madras Presidency – Tamil Nadu under the Europeans – Vellore Revolt of 1806						
UNIT II	Nationalism in Tamil Nadu: Madras Native Association – Madras Mahajana Sabha – Swadeshi Movement – V.O. Chidambaram Pillai-Bharathiyar - Home Rule Movement – Non-Cooperation Movement – Civil Disobedience Movement: Vedaranyam Salt Satyagraha – impact of Gandhi's visit to Tamil Nadu- Congress Ministry – Quit India Movement – Towards Independence						
UNIT III	Political and Social Awakening of Tamil Nadu: Dravidian Association – Non-Brahmin Movement - Justice Party Government – Social Justice Measures (Communal G.O.s) – Periyar's Self Respect Movement – Formation of Dravidar Kazhagam – Periyar's Self- Respect campaign for social equality and women empowerment						
UNIT IV	Government after Independence: Rajaji Ministry (1952-54) – Kamaraj Ministry (1954-1963): Mid-day Meals Scheme – Industrialisation – Agriculture and Irrigation Reforms – Kamaraj Plan – Bhaktavatsalam – Anti-Hindi Agitation 1938 - 1965						
UNIT V	Formation of Dravida Munnetra Kazhagam – C.N. Annadurai reservation- women welfare– agriculture and industrial development- renaming Madras state as Tamil Nadu - Karunanidhi's Administration - Social Justice -Birth of ADMK M.G. Ramachandran - Nutritious Meal Scheme — J. Jayalalitha - Welfare Measures – Contemporary Issues in Tamil Nadu: Integration of Tamil Districts – River Water Disputes – Sri Lankan Tamil Refugee Crisis – Reservation Policy – Relations with neighbouring States – Industrial and Educational Development						
LEARNING RESOURCES							
Recommended Books							
A. Ramaswamy, <i>Tharkala Thamizhnattu Varalaru</i> , New Century Book House, Chennai, 2018 (In Tamil)							
G. Venkatesan, <i>History of Modern Tamil Nadu 1600-2011</i> , VC Publications, Rajapalayam							
K. Rajayyan, <i>History of Tamil Nadu, 1565 to 1982</i> , Raj Publishers, 1982							
K. Rajayyan, <i>Tamil Nadu: A Real History</i> , Ethirveliyeedu, Pollachi, 2015							
Ma.Po.Civananam, <i>History of Freedom Movement in Tamil Nadu</i> , Tamil University, 1988							
N. Subramanian, <i>History of Tamil Nadu, 1336 to 1984</i> , Koodal Publications, 1976							

Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014

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

### References

A.R. Venkatachalapahty, *Tamil Characters: Personalities, Politics, Culture*, Pan MacMillan, 2019

A.S. Panneerselvan, *Karunanidhi: A Life*, Penguin Random House India Pvt. Ltd., 2021

Anita Diehl, *E.V. RamaswamiNaicker - Periyar: A Study of the Influence of a Personality in Contemporary South India*, B.I. Publications, Bombay, 1978

Eugene F. Irschick, *Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929*, University of California Press, California, 1969

K. NambiArooran, *Tamil Renaissance and Dravidian Nationalism 1905-1944*, Koodal

M. Naganathan, *Tamil Nadu Economy: Trends & Prospects*, University of Madras, Chennai, 2002

M.S.S. Pandian, (David E. Ludden and S. Ananthi, eds.), *The Strangeness of Tamil Nadu: Contemporary History and Political Culture in South India*, Permanent Black, 2019

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

M.S.S. Pandian, *The Image Trap: M.G. Ramachandran in Film and Politics*, Sage Pub., New Delhi, 1992

Na. Velucami, *Dr.Kalaingar M. Karunanidhi: A Study*, Tamizhcholai, 2006

P. Rajaraman, *The Justice Party – A Historical Perspective, 1916-1937*, Poompozhi Publishers, Madras, 1988

P.C. Ganesan, C.N. Annadurai, Publications Division, New Delhi, Publishers, Madurai, 1980

Rajmohan Gandhi, *Rajaji: A Life*, Penguin India, New Delhi, 2010

Robert L. Hardgrave Jr., *The Dravidian Movement*, Popular Prakashan, Bombay, 1965

T. Stalin Gunasekaran, *The Role of Tamil Nadu in Freedom Struggle*, NivethithaPathippagam, 2000 (InTamil)

V. Gita and S.V. Rajdurai, *Towards a Non-Brahmin Millennium: From IyothetheThass to Periyar*, Samya, 1998

V.K. Narasimhan, *Kamaraj: A Study*, National Book Trust, New Delhi, 2007

VijayaRamaswamy, *Historical Dictionary of the Tamils*, Rowman& Littlefield, Maryland, USA, 2017

### Web Resources

<https://archive.org/details/aclcp100000795a1498>

[www.britannica.com/tamilnadu-india](http://www.britannica.com/tamilnadu-india)

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Appreciate the contribution of early resistant movements in India	K1
<b>CO 2</b>	Elucidate the nature and importance of the social movements in India	K2
<b>CO 3</b>	Appreciate the contribution of Tamil Nadu towards Freedom movement	K4
<b>CO 4</b>	Describe the various welfare policies undertaken by the Governments in the State	K2
<b>CO 5</b>	Discuss and comprehend various issues in Tamil Nadu like the reservation, Sri Lankan Tamil issue etc.	K2

**CO Mapping with Programme Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**



## Paper SEC 4

Course Title	ENTREPRENEURSHIP DEVELOPMENT						
Course Type	Skill Enhancement Course 4 (Entrepreneurial Skill)	Course Code	23BHI3S1				
Year	II	Semester	III				
Credits	2	Hours	L	T	P	Total	
			2	0	0	2	
Learning Objectives							
S. No.	The learning objectives are to impart:						
1	Knowledge of traits of entrepreneurs and rural entrepreneurship						
2	Knowledge of starting a small industry and government subsidies						
3	Quality control and assurance techniques						
4	Understanding of elements of marketing						
5	Understanding of human behaviour and stress management						
UNIT I	Entrepreneur: Traits and Functions – Innovation – Entrepreneurship motivation – Rural Entrepreneurship						
UNIT II	Steps for starting a small industry: Identification of Business opportunity – Selection of Product – Government Subsidies and Incentives						
UNIT III	Quality Assurance and Testing of Product – Total Quality Management – Quality Control and Assurance Techniques						
UNIT IV	Elements of Marketing: Market Strategy – Packing and Advertisement – After Sales Service						
UNIT V	Management of Self and understanding Human Behaviour – Stress Management – Social Responsibility and Business Ethics						
LEARNING RESOURCES							
Recommended Books							
P.C. Jain, <i>A Handbook for New Entrepreneurs</i> , Entrepreneurship Development Institute of India, OUP, New Delhi, 1998							
S. Anil Kumar, et. al., <i>Entrepreneurship Development</i> , New Age Intl. Pvt. Ltd. Pub., New Delhi, 2003							
S.S. Khanka, <i>Entrepreneurial Development</i> , S. Chand & Co. Ltd., New Delhi, 2020							
Sangeeta Sharma, <i>Entrepreneurship Development</i> , PHI Learning Pvt. Ltd., Delhi, 2021							
References							
Jay Narayan Vyas, <i>Planning an Industrial Unit</i> , N.K. Vyas Family Trust, 1982							
UdaiPareek and T. VenkateswaraRao, <i>Developing Entrepreneurship: A Handbook</i> , Learning Systems, New Delhi, 1978							
Web Resources							
<a href="http://www.startupindia.gov.in">http://www.startupindia.gov.in</a>							

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	List out the traits of an entrepreneur	K1
<b>CO 2</b>	Explain how to start small industry and related government subsidies	K2
<b>CO 3</b>	Describe how to market the products produced.	K2
<b>CO 4</b>	Explain the various quality assurance techniques	K2
<b>CO 5</b>	Examine the importance of human behaviour and stress management.	K4

#### **CO Mapping with Programme Outcomes**

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

#### **CO Mapping with Programme Specific Outcomes**

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## Paper SEC 5

Course Title		INTRODUCTION TO MANAGEMENT				
Course Type	Skill Enhancement Course 7	Course Code	23BHI3S2			
Year	II	Semester	III			
Credits	2	Hours	L	T	P	Total
			0	0	2	2
<b>Learning Objectives</b>						
<b>S. No.</b>	<b>The learning objectives are to impart:</b>					
1	Knowledge of computer components, word document and power point presentation.					
2	Knowledge of creating a word document.					
3	Ability to type a letter and CV in word document.					
4	Knowledge of slide creation in Power Point using pictures and videos					
5	Create a slide show presentation					
<b>UNIT I</b>	Nature and Scope of Management – Management Process – Managerial Skills and Managerial Levels – Management Principles					
<b>UNIT II</b>	Marketing Management: Meaning of Marketing – Evolution of Marketing Concept – Marketing Mix Decision – Environmental Factors affecting Marketing Functions					
<b>UNIT III</b>	Production Management: Scope and Significance – Plant Location – Plan Layout – Plan Maintenance					
<b>UNIT IV</b>	Human Resource Management: Recruitment – Selection – Training – Performance Appraisal – Remuneration – Motivation					
<b>UNIT V</b>	Financial Management: Scope – Functions – Cost – Volume – Profit Analysis – Capital Budgeting – Inventory Control – Capital Management					
<b>LEARNING RESOURCES</b>						
<b>Recommended Books</b>						
MorgenWitzel, <i>Management: The Basics</i> , Routledge, New York, 2004						
<b>References</b>						
C.B. Gupta, <i>Business Management</i> , Sultan Chand & Sons, New Delhi, 2012						
P.C. Tripathi, <i>Personnel Management and Industrial Relations</i> , Sultan Chand & Sons, New Delhi, 2013						
C.B. Gupta, <i>Human Resource Management</i> , Sultan Chand & Sons, New Delhi, 2018						
C.B. Gupta, <i>Marketing Management</i> , Sultan Chand & Sons, New Delhi, 2018						
C.B. Gupta, <i>Principles of Marketing</i> , Sultan Chand & Sons, New Delhi, 2019						
<b>Web Resources</b>						
<a href="https://www.business.com/articles/8-branches-of-business-management/">https://www.business.com/articles/8-branches-of-business-management/</a>						
<a href="https://www.mmimert.edu.in/images/digital-library/the-basics-of-business-management-vol-i.pdf">https://www.mmimert.edu.in/images/digital-library/the-basics-of-business-management-vol-i.pdf</a>						

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Describe the management principles.	K1
<b>CO 2</b>	Explain the various aspects of marketing management.	K2
<b>CO 3</b>	Demonstrate the significance production management.	K5
<b>CO 4</b>	Explain the principles of human resource management.	K2
<b>CO 5</b>	Demonstrate the utility of financial management.	K5

**CO Mapping with Programme Outcomes**

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	2	3	3	3
<b>CO 2</b>	3	3	2	3	3
<b>CO 3</b>	2	3	3	2	3
<b>CO 4</b>	2	2	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	12	13	13	14	15
<b>Average</b>	2.4	2.6	2.6	2.8	3

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## Paper CC 7

<b>Course Title</b>		<b>FREEDOM STRUGGLE IN INDIA</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	23BHI4C1				
<b>Year</b>	II	<b>Semester</b>	IV				
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			4	1	0	0	5
<b>Learning Objectives</b>							
<b>S. No.</b>	<b>The learning objectives are to impart:</b>						
1	Understanding of the role of the socio-religious movements in India						
2	Compare and contrast between the moderates and extremists						
3	Knowledge of Gandhi's leadership and transforming India's freedom struggle based on mass movements						
4	Constitutional provisions and legislations						
5	Knowledge of the causes and consequences of the Partition of India						
<b>Unit- I</b>	Poliger revolt- South Indian Revolution – Vellore Mutiny- 1857 Mutiny, Queen's Proclamation – Transition from Company to Crown –Socio-Religious Reform Movements and National Awakening in the 19 <sup>th</sup> Century						
<b>Unit- II</b>	Indian National Movement: Indian National Congress: Moderates – Extremists – Partition of Bengal – Swadeshi Movement – Birth of Muslim League – SuratCongress – Minto-Morley Reforms – Communal Electorate - Home Rule Movement – Montague-Chelmsford Reforms – Dyarchy						
<b>Unit- III</b>	Gandhian Era– JallianwalaBagh Massacre – Non-Cooperation Movement – Swaraj Party – Simon Commission – Rise of Communist Party – Civil Disobedience Movement – Gandhi –Irwin Pact – Round Table Conference and the Communal Award –Act of 1935 – Provincial Autonomy –1937 elections – – Cripps Mission						
<b>Unit- IV</b>	Rise of the Left Politics – Rise and Growth of Revolutionary Movements – Social Reform Movements in the Twentieth Century – Role of Communists - Periyar E V Ramasamy.						
<b>UNIT- V</b>	Quit India Movement – Subash Chandra Bose and Indian National Army – Simla Conference – Cabinet Mission – Mountbatten Plan – Partition of India.						
<b>LEARNING RESOURCES</b>							
<b>Recommended Books</b>							
Bipan Chandra, <i>History of Modern India</i> , Orient Black Swan Publications, New Delhi, 2012							
Bipan Chandra., <i>Nationalism and Colonialism in Modern India</i> , New Delhi: Orient Blackswan Private Limited, New Delhi, 1981							
Bipan Chandra, Amalek Tripathi and Barun De, <i>Freedom Struggle</i> , National Book Trust, New Delhi, 2011							
Bipan Chandra., <i>India's Struggle for Independence</i> , Penguin Random House, India, 2016							
Kenneth W. Jones (eds), <i>The New Cambridge History of India:III.1 Socio Religious reform Movements in British India</i> , Cambridge University Press, 1989							
Ranjan Chakrabarti., <i>A New History of Modern India:An Outline</i> , Surjeeth Publications, 2019							
Sumit Sarkar., <i>Modern India 1885-1947</i> , Macmillan India Limited, New Delhi, 2000							
M.P. Sivagananam – Viduthali Poratathil Tamilagam – 2 Volumes (in Tamil).							
G. Venkatesan, <i>History of Freedom Struggle</i> , V.C. Publications, 2018.							

**References**

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

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

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

Mushirul Hasan., *India's Partition: Process, Strategy and Mobilisation. (Themes in Indian History)*, Oxford University Press, New Delhi, 1997

Percival Spear, *The Oxford History of Modern India 1740-1947*, Clarendon Press, Oxford, 1965

Shekhar Bandyopadhyay, (ed)., *Nationalist Movement in India: A Reader*, Oxford University Press, New Delhi, 2008.

Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, Routledge, London, 2011

Web sources: <https://amritmahotsav.nic.in>

<https://www.mcrhrd.gov.in>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess the role of the socio-religious movements in India	K5
CO 2	Compare and contrast between the moderates and extremists	K4
CO 3	Elucidate Gandhi's leadership and transforming India's freedom struggle based on mass movements	K2
CO 4	Describe the Constitutional provisions and legislations for women	K1
CO 5	Discuss the causes and consequences of the Partition of India	K3

**CO Mapping with Programme Outcomes**

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

S-Strong (3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

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

S-Strong(3)

M-Medium (2)

L-Low (1)

**Paper CC 8**

Course Title		HISTORY OF MODERN EUROPE – 1789 – 1919 CE								
Course Type		Core Course		Course Code		23BHI4C2				
Year		II		Semester		IV				
Credits		4		Hours		L	T	P	FS	Total
						3	1	0	0	4
LEARNING OBJECTIVES										
S. No.		Learning objectives are to								
1		Impart an Understanding of the stages of the French Revolution and the Life and contribution of Napoleon Bonaparte								
2		Create awareness about Napoleon’s achievements								
3		Gain Knowledge of the unification of Italy and Germany								
4		Understand about the Eastern Question and disruption of peace in Europe								
5		Analyse the causes, course and consequences of the First World War								
UNIT- I		French Revolution: Causes – National Assembly – National Convention – Directory- Napoleon I - Napoleonic Wars– Continental System – Reforms – Code Napoleon.								
UNIT- II		Age of Metternich- The Congress of Vienna - 1815 – The Holy and Quadruple Alliance- Concert of Europe - The Revolution of 1830 and 1848- Napoleon III								
UNIT- III		Unification of Germany – Bismarck’s Blood and Iron policy – Unification of Italy - Mazzini – Garibaldi – Count Cavour – Victor Immanuel II								
UNIT- IV		Eastern Question – Greek War of Independence – Crimean War – Pan Slavism - The Russo Turkish War (1878) - The Congress of Berlin 1878.								
UNIT- V		Age of Armed Peace - The Triple Alliance and Triple entente- Balkan wars – First World War - US Entry into First World War – Treaty of Versailles								
LEARNING RESOURCES										
Recommended Books										
Blanning, T.C.W., <i>The Oxford Illustrated History of Modern Europe (1789-2022)</i> , Oxford University Press, New York,1996										
Carlton, J.H. Hayes., <i>Modern Europe to 1870</i> , Macmillan, London,1953.										
Carr,E.H., <i>International Relations between the Two World Wars(1919- 1939)</i> , Palgrave Macmillan, 1990										
Crawley, C.W., <i>The New Cambridge Modern History, (Vol- IX) War and Peace in an Age of Upheaval, 1793- 1830</i> , Cambridge University Press, Cambridge, 1965										
David Thomson, <i>Europe since Napoleon</i> , Penguin Books Ltd., New Delhi, 1990										
Hazen, C.D. <i>Modern Europe Since 1789</i> , S Chand & Co, New Delhi, 1998.										
Rao, B.V., <i>History of Europe 1789-2002</i> , New Dawn Press, 2005.										
References										
Albert S. Lindemann, <i>A History of Modern Europe: From 1815 to the Present</i> , Wiley-Blackwell, UK, 2013										
Bertier de Sauvigny& Guillaume de., Translated by Peter Ryde, <i>Metternich and His Times</i> , Longman & Todd, London, 1962.										
David S. Mason, <i>A Concise History of Modern Europe: Liberty, Equality, Solidarity</i> , Rowman& Littlefield Publishers Ltd., New York, 2011										
Graham Ross, <i>The Great Powers and the Decline of European States System, 1914- 1945</i> , Longman, London, 1983										
Lipson, E., <i>Europe in the 19th and 20th Centuries, 1815-1939</i> , Adam and Charles Black, London, 2018.										

Mahajan, V.D., *History of Modern Europe, Since 1789*, S.Chand & Co. Publications, New Delhi, 1959.

Marriot, J.A.R., *A History of Europe from 1815 to 1939*, Methuen & Co., London, 1931.

Taylor, A.J.P., *The First World War: An Illustrated History*, Penguin Publications, London

Taylor, A.J.P., *The Struggle for Mastery in Europe 1848-1918*, Clarendon Press, Oxford, 1954.

#### Web Resources

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

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

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

#### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

#### CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)



**Paper SEC 6**

Course Title		COMPUTER TRAINING				
Course Type	Skill Enhancement Course 6	Course Code	23BHI4S1			
Year	II	Semester	IV			
Credits	2	Hours	L	T	P	Total
			0	0	2	2
Learning Objectives						
S. No.	The learning objectives are to impart:					
1	Knowledge of computer components, word document and power point presentation.					
2	Knowledge of creating a word document.					
3	Ability to type a letter and CV in word document.					
4	Knowledge of slide creation in Power Point using pictures and videos					
5	Create a slide show presentation					
UNIT I	Components of a Computer – Hardware – Software – DOS and Windows – Printing					
UNIT II	Creating a New Document – Open and Close Document – Delete a File – Save a File – Cut, Copy and Paste					
UNIT III	Typing a letter and Curriculum Vitae					
UNIT IV	Power Point Presentation – Slide Creation – Inserting Pictures, Tables, Videos					
UNIT V	Developing skills in Designing: Brochures – Presentation – Newsletter – Videos - Websites					
LEARNING RESOURCES						
Recommended Books						
Dan Gookin, <i>Word 2019 for Dummies</i> , For Wiley, New Jersey, USA, 2018						
Doug Lowe, <i>Power Point 2019 for Dummies</i> , Wiley, New Jersey, USA, 2018						
J. Jha, et. al., <i>Elements of Computer Science</i> , Narosa Publishing House, 2001						
References						
Rajaraman, A., <i>Computer Graphics with Multimedia</i> , Alpha Science Intl. Ltd., 2009						
Web Resources						
<a href="https://www.geeksforgeeks.org/introduction-to-microsoft-word/">https://www.geeksforgeeks.org/introduction-to-microsoft-word/</a>						

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
<b>CO 1</b>	Describe the computer components.	K1
<b>CO 2</b>	Explain how to create and save a word document	K2
<b>CO 3</b>	Demonstrate how to use word document by typing a CV or a letter.	K5
<b>CO 4</b>	Explain how to create a Power Point presentation.	K2
<b>CO 5</b>	Demonstrate a slide show presentation using Power Point.	K5

**CO Mapping with Programme Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	2	3	3	3
<b>CO 2</b>	2	3	2	3	3
<b>CO 3</b>	2	3	3	3	3
<b>CO 4</b>	2	2	3	3	3
<b>CO 5</b>	2	3	3	3	3
<b>Total</b>	10	13	14	15	15
<b>Average</b>	2	2.6	2.8	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## Paper SEC 7

Course Title		TOURISM AND HOTEL MANAGEMENT						
Course Type		Skill Enhancement Course 7	Course Code		23BHI4S2			
Year		II	Semester		IV			
Credits		2	Hours		L	T	P	Total
					2	0	0	2
Learning Objectives								
S. No.	The learning objectives are to impart:							
1	Understanding of the various aspects of Hotel Industry							
2	Knowledge about the classification of Hotels and supplementary accommodations							
3	Knowledge about the functions of the Front office							
4	Understanding the uses of Computers in the Hotel Industry							
Unit I		Introduction to hotels - History of Hotels – Types of Hotels– Traditional and Supplementary Accommodation- Classification - Grading and Categorization						
Unit II		Major International Hotel Chains and Hotel chains of India - Federation of Hotel and Restaurant Association of India (FHRAI) International Hotel and Restaurant Association (IH and RA)						
Unit III		Menu Patterns and Food Services -Types of Menus - Banquet – Transport catering – Industrial catering– Welfare catering -Beverage Services						
Unit IV		Front Office - Definition -Functions and importance of Front Office- Lobby-Reception counter- Help Desk -Etiquette - Guest Handling - Guest Cycle-Reservation-Types - Methods - – Registration Procedure -Guest arrival – Pre-registration – Receiving Guests - Bell desk function – Departure Procedure - Night Auditing						
Unit V		Computers in Hotels – Computer Reservation System – Global Distribution SystemTransformation of Hospitality Industry - Futureof Hotel Industry						
LEARNING RESOURCES								
Recommended 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.								
References								
1. Andrews, Sudhir, Food and Beverage Service, New Delhi, 1991.								
2. ChandaAshik C, Hotel Tourism and Catering Management, New Delhi, 2009.								
3. Dhawan, Vijay, Food and Beverage Service, Noida, 2010.								
4. Graham Bruce, Hotel and Catering Management, New Delhi, 1991.								
5. Zulfiker Mohammed., Tourism and Hotel Industry, New Delhi, 1998.								

**Web Sources**

1. <https://www.uou.ac.in/sites/default/files/slm/HM-202.pdf>
2. <https://ihmshimla.org/wp-content/uploads/2020/03/Unit-1-TARIFF-STRUCTURE-FO-Notes-By-Priya-Sharma-March-2020.pdf>
3. <https://setupmyhotel.com/train-my-hotel-staff/front-office-training/76-classification-of-hotels.html>
4. <https://setupmyhotel.com/train-my-hotel-staff/front-office-training/131-the-guest-cycle-in-hotel.html>

<https://www.hotelmanagementtips.com/types-of-food-service-styles/>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe the salient features of the Hotels	K1
CO 2	Elaborate the Structure and Functions of the various sections of the Hotels	K2
CO 3	Explain the Hotel chains and important Hotel Organisations	K2
CO 4	Explain the Structure and Functions of the Front office	K2
CO 5	Discuss the uses of computers in Hotels	K2

**CO Mapping with Programme Outcomes**

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

S-Strong (3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	2	3	3	3
CO 2	2	3	2	3	3
CO 3	2	3	3	3	3
CO 4	2	2	3	3	3
CO 5	2	3	3	3	3
Total	10	13	14	15	15
Average	2	2.6	2.8	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

**Semester V**  
**Paper CC 9**

<b>Course Title</b>	<b>HISTORY OF THE WORLD 1919-2020 CE</b>						
<b>Course Type</b>	Core Course	<b>Course Code</b>	23BHI5C1				
<b>Year</b>	III	<b>Semester</b>	V				
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>	
			<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>	

## Learning Objectives

<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
1	Understanding of the impact of Fascism and Nazism.
2	Factors that led to the emergence of Cold War and its various phases.
3	The nature of the anti-colonial struggle and the decolonization process in Afro-Asian countries.
4	The rise of Arab nationalism and the Israel-Palestinian Wars.
5	The causes and consequences of decline of the Soviet Union.
<b>Unit I</b>	Impact of World War I- League of Nations-International Relations in Inter- War years – Russian Revolution- Great Depression its impact- Fascism and Nazism
<b>Unit II</b>	Events leading to World War II- UNO - Post World War Settlements - Cold War Developments
<b>Unit III</b>	Anti-Colonial Struggles and Decolonization Process in Asian and African countries – Indonesia, Indo-China, Philippines- West Asia & Africa
<b>Unit IV</b>	Chinese Revolution of 1949- US and Latin America in the Cold War Era– Arab Nationalism and Israel-Palestinian Wars.
<b>Unit V</b>	Decline of Soviet Union: Causes and Consequences

## LEARNING RESOURCES

## Recommended Books

Andrew Porter, *European Imperialism*, Palgrave, 1994.

Anthony Wood, *Europe 1815 – 1945*, Longman, 1984.

Basil Davidson, *Africa in Modern History*, Longman, 1994.

Chris Warren, *A Peoples History of the World*, Book Marks, 1999

Dilip Hiro, *Inside the Middle East*, Routledge, 1982.

Hobsbawn, E.J., *Age of Extremes*, Vintage Books, 1994.

Hourani, A., *A History of The Arab People*, Faber and Faber, 1991

Taylor, A.J.P., *The Origins of Second World War* Penguin Books, New York, 1963.

## References

Andre Gunder Frank, *Capitalism and Under Development in Latin America*, Monthly Review Press, 1967.

Carr, E.H., *International Relations between the two World Wars 1919-1939*, Palgrave, 2004.

Edward Said, *The Question of Palestine*, Routledge&Kegan Paul, 1980.

Howard Zinn, *A People's History of American Empire*, Metropolitan Books, 2008

## Web Resources

<http://www.worldhistory.org>

<http://khanacademy.org>

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
CO 1	Discuss the impact of Fascism and Nazism in the interwar years.	K2
CO 2	Examine the factors that led to the Cold War and describe its various stages.	K4
CO 3	Examine the nature of anti-colonial struggle in the Afro-Asian countries.	K4
CO 4	Discuss the impact of of Arab nationalism and describe the Israel-Palestine Wars.	K4
CO 5	Discuss the causes and consequences of decline of the Soviet Union.	K2

#### **CO Mapping with Programme Outcomes**

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

#### **CO Mapping with Programme Specific Outcomes**

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## Paper CC 10

Course Title		SELECTED THEMES IN HISTORY OF USA							
Course Type		Core Course	Course Code		23BHI5C2				
Year		III	Semester		V				
Credits		4	Hours		L	T	P	FS	Total
					4	1	0	0	5
Learning Objectives									
S. No.	Learning objectives are to								
1	Impart knowledge about the issue of slavery, its abolition, the Civil War and reconstruction.								
2	Create awareness of the westward movement and industrialization and their consequences								
3	Understand the USA's efforts to become an imperialist and joining First World War								
4	Understand the transformation of USA as a world power and the setting of a bi-polar world								
5	Impart knowledge about America's multi-culturalism and the war on terrorism								
Unit- I	Sectional Conflict - Civil War- Abraham Lincoln – Reconstruction (1865-1877) – The Civil Rights Act- 14 <sup>th</sup> Amendment - Carpet Baggers – Scalawags – Black Codes								
Unit- II	Westward Expansion (1860-1900) -Industrialization and the Rise of Big Business – Growing Pains of Urbanization (1870-1900) -Politics in the Gilded Age.								
Unit- III	The Progressive Era – McKinley- Spanish American War -T.D .Roosevelt - Square Deal- William Howard Taft - Dollar Diplomacy –Woodrow Wilson – New Freedom – World War I								
Unit- IV	Inter War Years - Great Depression – Franklin D. Roosevelt – New Deal -World War II -USA becomes a World Power -Cold war – Truman Doctrine - Eisenhower– John F. Kennedy – Lyndon B. Johnson - Civil Rights Movement – Martin Luther King - Richard Nixon – Vietnam War								
Unit- V	Contemporary USA - Jimmy Carter, Ronald Reagan – George Herbert Walker Bush . – Bill Clinton – George Walker Bush – War on terrorism - Barrack Obama – Multiculturalism - Popular culture - The Afro- Americans Experience - Hispanics and Asians.								
LEARNING RESOURCES									
Recommended Books									
Arnold S. Rice and John A Krout, <i>United States History From 1865</i> , Harper Collins College, New York, 1991.									
Henry B. Parkes, <i>The United States of America</i> , Scientific Book Agency, Calcutta, 1968.									
Jack Lane, Maurice O' Sullivan., <i>A Twentieth-Century American Reader</i> , USIA, Washington DC, 1999.									
Howard Cincotta., (Ed.) <i>An Outline of American History</i> , USIS Publication, United States Information Agency, 1994.									
Subramanian, N., <i>A History of the USA</i> , Ennes Publications, Udumalpet, 1995.									
Thomas S. Kidd., <i>American History 1877 to Present</i> - B&H Academic, 2019.									
References									
Douglas K. Stevenson, <i>American life and Constitution</i> , USIA, Washington D.C. 1998.									
George Brown Tindall with David E. Shi., <i>'America, A Narrative History, Vol. I&amp; II</i> ,									

Howard Zinn., *A People's History of The United States*, Harper and Row, Harper Collins, U.S.A., 1990.

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

**Web Resources**

<https://besthistorysites.net/american-history/>

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

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

**CO Mapping with Programme Outcomes**

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

S-Strong (3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

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

S-Strong (3)

M-Medium (2)

L-Low (1)



## Paper CC 11

<b>Course Title</b>		<b>REGIONAL HISTORY – (HISTORY OF SIVAGANGAI)</b>				
<b>Course Type</b>		Core Course	<b>Course Code</b>		<b>23BHI5C3</b>	
<b>Year</b>		III	<b>Semester</b>		V	
<b>Credits</b>		4	<b>Hours</b>		<b>L</b>	<b>T</b>
			<b>P</b>	<b>FS</b>	<b>Total</b>	
			4	1	0	5
<b>Learning Objectives</b>						
<b>S. No.</b>	<b>Learning objectives are to impart :</b>					
<b>1</b>	History of the origin					
<b>2</b>	To contextualise the history of Sivagangai, with reference to the geographical setting and socio economic and cultural life of the people in Sivagangai.					
<b>3</b>	To trace the history of Sivagangai Polity.					
<b>4</b>	To analyse the historic Confederacy against the alien rule, with special reference to the outstanding role of Sivagangai in the freedom struggle.					
<b>5</b>	To explain the role of prominent personalities and popular temples in the greatness of Sivagangai					
<b>Unit- I</b>	The origin of Sivagangai kingdom- Geography and the people – Sasivarna Thevar —Muthu Vaduganatha Thevar					
<b>Unit- II</b>	1772- Kalaiyar kovil Attack –Death of Muthuvaduganathar – Sivagangai under the Role of Nawab – Rani Velu Nachiyar					
<b>Unit- III</b>	Administration of Maruthu Brother under the Sivagangai – The Relation to Arcot Nawab- Freedom Proclamation of Maruthu Brothers- Contribution of South India Rebellion					
<b>Unit- IV</b>	1801 British East India Company Under the Sivagangai					
<b>Unit- V</b>	Age of Sangam Poet Masathiyar, Kaniyan Poongundranar- The Development of Art and Architecture – Education					
<b>LEARNING RESOURCES</b>						
<b>Recommended Books</b>						
M.Balakrishnan , <i>A Struggle for freedom in the Red soil of South</i> , Bharathi Publication, Sivagangai, 2011						
S.M.Kamal, <i>Seermigu Sivagangai Seemai</i> , Chennai, 1997.						
K.Rajayyan , <i>History of Tamil Nadu 1565-1982</i> , Madurai Raj publishers , 1982.						
<b>References</b>						
Chandrasekaran .T (ed.) , <i>Sivagangai Charithira Kummi and Ammanai (T)</i> , Madras, 1954.						
James Welsh.Colonel , <i>Military Reminiscences</i> , vol.I, London, 1830.						
K.Jawahar, <i>Thiyaga Suvadugal</i> , Nehru Yuva Kendra, Sivagangai-2007						
John Christopher Baker , <i>An Indian Rural Economy 1880-1955</i> , New Delhi, 1984.						

John Christopher Baker, *Tamil Nadu Estates in the 20<sup>th</sup> Century*, New Delhi, 1975.

S.Kathirvel, *History of Maravas*, Madras, 1962.

N.Sanjeevi, *Maruthiruvar*(1780-1801) (T), Madras, 1962.

N.Sanjeevi, *Maanam Katha Maruthu Pandiyar*(T), Madras, 1955

#### Web Resources

<http://sivagangai.nic.in/history>

<http://sudhoganga.inflibnet.ac.in-originandgrowthofsivagangai>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Trace the history of the origin	K 1
CO 2	Describe the contextualise the history of Sivagangai, with reference to the geographical setting and socio economic and cultural life of the people in Sivagangai	K1
CO 3	Describe the history of Development of Art and Architecture and education in Sivagangai	K1
CO 4	Describe the historic Confederacy against the alien rule, with special reference to the outstanding role of Sivagangai in the freedom struggle.	K1
CO 5	Describe the role of prominent personalities and popular temples in the greatness of Sivagangai	K1

#### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

#### CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

## Paper DSE – 1

Paper BSE – I

Course Title		Elements of Human Rights					
Course Type	Core Course	Course Code	23BHI5E1				
Year	III	Semester	V				
Credits	3	Hours	L	T	P	FS	Total
			3	1	0	0	4
Learning Objectives							
S. No.	The learning objectives are to impart:						
1	Understanding of the origin and development of human rights						
2	Importance of the UDHR						
3	Understanding of the role of NGOs in safeguarding the human rights						
4	Understanding the importance of NHRC and SHRC in protecting human rights						
5	Knowledge of the human rights issues of women, child and labourers.						
UNIT I	Origin and Development of Human Rights: Magna Carta (1215) – Peace of Westphalia (1648) – Bill of Rights in England (1689) – Declaration of the Rights of Men and Citizen (1789) – Bill of Rights in USA (1791) – Definition and Classification of Human Rights: Civil – Political – Religious						
UNIT II	United Nations and Human Rights Institutions: Universal Declaration of Human Rights (UDHR) – International Covenant on Civil and Political Rights (ICCPR) – International Covenant on Economic, Social and Cultural Rights (ICESCR) – International Convention on the Elimination of Racial Discrimination (ICERD) – International Convention on the Elimination of Discrimination against Women (CEDAW) – Convention on the Rights of the Child (CRC)						
UNIT III	Human Rights International Non-Governmental Organizations (NGOs): The International Committee of Red Cross – Amnesty International – Human Rights Watch – International Commission of Jurists						
UNIT IV	Human Rights in India: Constitutional Guarantees – Fundamental Rights – Directive Principles of State Policy – National Human Rights Commission (NHRC) – State Human Rights Commission (SHRC) – Human Rights Violations						
UNIT V	Women’s Rights: Right to Inheritance – Divorce – Remarriage – Child Rights: Right to Education and Child Labour – Workers’ Rights: Right to form Associations – Rights of Refugees and Migrants						
LEARNING RESOURCES							
Recommended Books							
C.J. Nirmal, <i>Human Rights in India: Historical, Social and Political Perspectives</i> , OUP, 2000							
DebaratiHaldar, et. al., <i>Advancement of Human Rights in India: Contemporary and Emerging Challenges</i> , Sage Publications, 2021							
H.O. Agarwal, <i>Human Rights</i> , Central Law Publications, 2020							
H.O. Agarwal, <i>International Law and Human Rights</i> , Central Law Publications, 2020							
Julie A. Mertus, <i>The United Nations and Human Rights: A Guide for a New Era</i> ,Routledge, 2005							
SatwinderJuss, ed., <i>Human Rights in India</i> , Manohar Publishers and Distributors, 2020							
References							
Thomas Cushman, <i>Handbook of Human Rights</i> , Routledge, 2013							

**Web References**

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

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

<https://nhrc.nic.in/>

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

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

**CO Mapping with Programme Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong (3)M-Medium (2)**

**L-Low (1)**

## Paper DSE – 2

Course Title	WOMEN STUDIES						
Course Type	Discipline Specific Elective	Course Code	23BHI5E2				
Year	III	Semester	V				
Credits	3	Hours	L	T	P	FS	Total
			3	1	0	0	4
Learning Objectives							
S. No.	The learning objectives are to impart:						
1	Understand the gender perspective in all domains of knowledge in India						
2	Realization of the role of education for women empowerment.						
3	Knowledge about the economic participation of women.						
4	Awareness about the Constitutional provisions and legislations for Women.						
5	Motivation among women students to be active stakeholders in the process of nation building						
Unit- I	Women Empowerment – Meaning – Nature- Concept and Strategies– Classification and dimensions of Women Empowerment.- Role of women in freedom struggle						
Unit- II	Social Empowerment – Women’s Education –Women and Health - Contribution of Periyar, Bharathiar, Bharathidhasan,Periyar-Annadurai, Karunanidhi, MGR, Jayalalitha towards women empowerment						
Unit- III	Economic Empowerment – Participation of Women– Organised and Unorganised sectors – Women Self-Help Groups – ICT and Women.						
Unit- IV	Political Empowerment of Women in India – Women Leaders–Constitutional and Legal Provisions for Women Empowerment – Impact of Legislations.						
Unit- V	Women education- Women legislators-Developmental Schemes and Programmes for Women Empowerment – - Developmental schemes for women by Government of Tamil Nadu						
LEARNING RESOURCES							
Recommended Books							
Geraldine Forbes, Women in Modern India, Cambridge University Press, UK, 2009.							
Government of India, <i>Towards Equality — Report of the Committee on the Status of Women in India</i> . New Delhi: Department of Social Welfare, Ministry of Education and Social Welfare, New Delhi,1975.							
NeeraDesai,Women in Modern India, Asia Book Corporation,Amer,1977							
PromillaKapur, Empowering Indian Women, Ministry of Information and Broadcasting, Government of India, New Delhi, 2001							
Raj Kumar (Ed.), Women and Law, Anmol Publications Private Limited, New Delhi, 2000							
TharaBhai L., Women’s Studies in India, APH Publishing Corporation, New Delhi, 2000							
References							
Jana Matson Everett, Women and Social Change in India, Heritage Publishers, New Delhi, 1981							
Nagar. N.S., Empowerment of Women, Vista International Publishing House, Delhi, 2008							
Pandey. A.K., Emerging Issues in the Empowerment of Women, Anmol Publications, New Delhi, 2002							
Prasanna Kumar(Ed.),Empowering Society, The GuruKul Lutheran Theological college and Research Institute, Chennai,1995.							
ShailajaNagendra, Women’s role in Modern World, ABD Publishers, Jaipur, 2008							
Web Resources							
<a href="http://www.archives.gov">http://www.archives.gov</a>							

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

#### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### CO Mapping with Programme Specific Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## Paper DSE II

Course Title		History of Dravidian Movement					
Course Type		Discipline Specific Elective	Course Code		23BHI5E3		
Year		III	Semester		V		
Credits		3	Hours		L	T	P
			3	1	0	0	4
Learning Objectives							
S. No.	The learning objectives are to impart:						
1	Understanding the Growth of Socio-Political Movements of the 20 <sup>th</sup> Century						
2	Comprehend the Dravidian Movement and its growth in Tamil Nadu						
3	Knowledge about Justice Party and its administration and Periyar's ideology						
4	Comprehend the evolution of DK and DMK						
5	Awareness about the impact of the Dravidian Movement In Tamil Nadu						
UNIT- I	Madras Mahajana Sabha – Dravida Sangam – foundation of the South Indian Liberal Federation- Dr. Natesan- Dr T.M. Nair- Sir P.T. Theagaraya Chetty.						
UNIT- II	Rise of Justice Party – Non-Brahmin Manifesto - Non Brahmin Movement– Justice Party Government-Administration – Communal G.O.- education and employment for non- Brahmins- women employment and Other reforms.						
UNIT- III	Periyar E.V. Ramasamy – Self-Respect Movement – Formation of Dravidar Kahazagam.						
UNIT- IV	Dawn of Dravida Munnetra Kahazagam – Anti- Hindi Agitations and - C.N. Annadurai's Ministry – naming Madras State as Tamil Nadu – two language formula -self respect marriages Act Kalaingar M. Karunanidhi's Administration - Social Welfare measures-education, agriculture and industrial development- women empowerment schemes.						
UNIT- V	Formation of AIADMK – M.G. Ramachandran – Welfare measures – J. Jayalalitha Rule - Welfare Schemes- Impact of Dravidian Movement – socio-economic , educational and cultural development in Tamil Nadu						
LEARNING RESOURCES							
Recommended Books							
Eugene F. Irschick, <i>Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929</i> , University of California Press, California, 1969							
Hardgrave Jr., R.L., <i>The Dravidian Movement</i> , Popular Prakasham, 1965							
K. Rajayyan, <i>History of Tamil Nadu, 1565 to 1982</i> , Raj Publishers, 1982							
M.S.S. Pandian, <i>Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present</i> , Permanent Black, New Delhi, 2016							
N. Subramanian, <i>History of Tamil Nadu, 1336 to 1984</i> , Koodal Publications, 1976							
Nambi Aarooran, <i>Tamil Renaissance and Dravidian Nationalism 1905-1944</i> . Koodal Publishers, Madurai, 1990							
Rajaram, P., <i>The Justice Party – A Historical Perspective, 1916-1937</i> , Poompozhil Publishers, Madras, 1988							
Ramaswamy. A., <i>Thakala Thamizhnattuvaralaru</i> , New Century book House, Chennai, 2018 (Tamil)							
References							
Baker. C.J., <i>Politics of South India, 1920-1937</i> , Cambridge, 1974							
Eugene F. Irschick, <i>Tamil revivalism in 1930s</i> , Cre-A, Madras, 1986							

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

Rajaram. P., Chennai Through the Ages, Poompozhi Publishers, Chennai, 1997

Washbrook, D.A., South India, Political Institutions and Political Change from 1880 to 1940, MacMillan & Co., 1975

#### Web Resources

[https://www.mids.ac.in/assets/doc/WP\\_120.pdf](https://www.mids.ac.in/assets/doc/WP_120.pdf)

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Examine the Growth of Nationalism as response to British Colonial Rule in Burma and Malaya	K3
CO 2	Explain French Colonial Administration and the Nationalist response in Vietnam and Analyse the Monarchical State in Thailand	K2
CO 3	Trace the Emergence of Dutch Colonialism in Indonesia and Nationalist Uprising	K1
CO 4	Assess the Spanish Colonialism and US Colonialism in Philippines	K5
CO 5	Compare the effects of Japanese Invasion in South East Asian Nations and Post-War Nationalism	K4

#### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

#### CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)



## Paper DSE 4

Course Title		HISTORY OF REVOLUTIONS					
Course Type		Core Course	Course Code		23BHI5E4		
Year		III	Semester		V		
Credits		3	Hours		L	T	P
					FS	Total	
					3	1	0
					0	4	
Learning Objectives							
S. No.	The learning objectives are to impart:						
1	Understanding of the causes and consequences of the American Revolution						
2	Knowledge of the causes and impact of the French Revolution						
3	Understanding of the impact of Marxism and role of Lenin in the Russian Revolution						
4	Understanding of the Chinese Revolution						
5	Knowledge of the Iranian Revolution						
UNIT I	American Revolution: Causes: Political – Social – Economic – Intellectual – Course – Impact.						
UNIT II	French Revolution: Causes: Political – Social – Economic – Intellectual – National Assembly and its work – National Convention – Directory – Impact of French Revolution						
UNIT III	Russian Revolution: Causes: Political – Social – Economic – First World War – February Revolution – Provisional Government - October Revolution – Civil War – Impact.						
UNIT IV	Chinese Revolution: Causes: Role of Sun YatSen – Kuo Min Tang(KMT) – Tung MengHui – End of Monarchy,1911– Impact						
UNIT V	Revolutions in Cuba and Indonesia - Social Revolution in India – Buddha – Ambedkar - Periyar - Narayana Guru - JyotibaPhule - their contributions						
LEARNING RESOURCES							
Recommended Books							
Bailyn Bernard, Davis David Brion et.al, <i>The Great Republic A History of the American People</i> , Massachusetts: DC Heath and Company 2000							
Fairbank J.K & Goldman Merle, <i>China: A New History</i> , Cambridge: Harvard University Press, 2006							
KaushikKaruna, <i>History of Communist Russia 1917-1991</i> , Delhi: Macmillan Publishers India Ltd, 2006							
Thomson David, <i>Europe Since Napoleon</i> , Penguin Books, 1970							
References							
Barrington, M. Jr. “ <i>The American Civil War: The Last Capitalist Revolution.</i> ” In <i>Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World</i> by M. Barrington Moore Jr. Boston: Beacon Press, 2015.							
Faragher, J.M., M.J. Buhle et al. <i>Out of Many: A History of the American People. Vol. I.</i> New Jersey: Prentice-Hall, 1995.							
Hobsbawm, E. J. <i>Age of Revolution</i> . London: Weidenfeld and Nicholson 1962; New York: Vintage, 1996.							
Lefebvre, G. <i>The Coming of the French Revolution</i> . Princeton: Princeton University Press, 1976.							

Chesneaux, J. et al. *China from the Opium Wars to the 1911 Revolution*. New York: Random House, 1976.

Hsu, I. C.Y. *The Rise of Modern China*. Hong Kong: Oxford University Press, 1970.

Figes, Orlando. *A People's Tragedy: A History of the Russian Revolution*. London: Jonathan Cape, 1996.

Fitzpatrick, Sheila. *The Russian Revolution 1917-1932*. New York: Oxford University Press, 2001.

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

#### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	2	3	3
<b>CO 3</b>	3	3	2	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	15	12	15	15
<b>Average</b>	3	3	2.4	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Semester VI**  
**Paper CC 13**

Course Title	CONTEMPORARY HISTORY OF INDIA						
Course Type	Core Course	Course Code	23BHI6C1				
Year	III	Semester	VI				
Credits	4	Hours	L 5	T 1	P 0	FS 0	Total 6
Learning Objectives							
The learning objectives are to impart:							
1	Contribution of Jawaharlal Nehru as the architect of modern India.						
2	Appraise the administration of Indira Gandhi and Janata Government.						
3	Inculcate the knowledge about rule of Rajiv Gandhi and National Front Government.						
4	Impart the knowledge on New Economic Policy.						
5	Administration of United Front Government and National Democratic Alliance.						
UNIT I	The Nehruvian Era, 1947-64 – Democratic Socialism – Economic Policy – Five-Year Plans – Foreign Policy – Panchsheel – Non-Aligned Movement – LalBahadurSastri – Domestic and Foreign Policies.						
UNIT II	India during Indira Gandhi’s First Ministry – Administrative Reforms – Indo-Pakistan War – National Emergency,1976– Twenty Point Programmes – Janata Government – MorarjiDesai.						
UNIT III	Second Ministry of Indira Gandhi – Domestic and Foreign Policy – Rajiv Gandhi’s Rule –Panchayat Raj Operation Black Board-Development of Science and Technology-Foreign Policy.						
UNIT IV	National Front Rule –V.P.Singh -Mandal Commission – Coalition Governments – DMK – Communist Parties – P.V. NarasimhaRao – New Economic Policy						
UNIT V	United Front Rule –Foreign Policy– National Democratic Alliance – A.B.Vajpayee –Golden Quadrilateral Project- Kargil War– I. K.Gujral- Deva Gowda- Manmohan Singhgoverments- Economic Reforms- development schemes.PeriyarE.V.Ramasamy, Arignar Anna - DMK – Communists.						
LEARNING RESOURCES							
Recommended Books							
Bipan Chandra., Aditya Mukherjee &Mridula Mukherjee, <i>India After Independence 1947-2000</i> , (2nd edn.), Penguin Books, New Delhi, 2008							
Dube, S., <i>India Since Independence - Social Report on India 1947-1972</i> , Vikas Publication House, New Delhi, 1977							
Grover B.L. and Grover. S, <i>A New Look on Modern Indian History</i> , Chand. S and Company, New Delhi, 2007							
John Webster, C.B., <i>History of Contemporary India</i> , Asia Publishing House, 1971							
NeeraChandoke and Praveen Priyadarshi (Ed.), <i>Contemporary India: Economy, Society and Politics</i> , Pearson, New Delhi, 2009							
Lloyd I. Rudolph and Susanne Hoeber Rudolph, <i>In Pursuit of Laxmi: The Political economy of the Indian State</i> , University of Chicago Press, 1987							
Venkatesan. G., <i>History of Contemporary India 1947 – 1997</i> , J.J. Publications, Madurai, 2001 (Tamil Version)							

**References**

Achin Vanaik and Rajeev Bhargava (Ed.), *Understanding Contemporary India – Critical Perspective*, Orient Black Swan, Delhi, 2012

Dhyeya Las., *India after Independence*, True Word Publications Pvt Limited, 2022

Dutt, V.P., *India's Foreign Policy*, Vikas Publishing House PVT Ltd., Delhi, 1984

Ghai, U.R., *India's Foreign Policy*, New Academy Publishers, New Delhi, 1988

Nagaraj, R and Motiram, S (ed.), *The Political Economy of Contemporary India*, Cambridge University Press, 2017

Ramachandra Guha., *India After Gandhi: The History of the World's Largest Democracy*, Picador India, 2017

Sharma, G.K., *Labour Movement in India (Its Past and Present)* Sterling Publishers (P) Ltd, New Delhi, 1971

Gurucharan Das, *India Unbound: from Independence to the Global Information Age*, Penguin Books, India, 2015

**Web Resources**

<http://www.ncbc.nic.in/Writereaddata/Mandal%20Commission%20Report%20of%20the%201st%20Part%20English635228715105764974.pdf>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess the contribution of Jawaharlal Nehru as the architect of modern India.	K5
CO 2	Evaluate the achievements of Indira Gandhi's government	K5
CO 3	Describe the administration of National Front Government.	K2
CO 4	Discuss the New Economic Policy	K3
CO 5	Evaluate the administration of United Front government.	K3

**CO Mapping with Programme Outcomes**

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

**S-Strong (3)****M-Medium (2)****L-Low (1)****CO Mapping with Programme Specific Outcomes**

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

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

## Paper CC14

Course Title		INDIA AND HER NEIGHBOURS				
Course Type	Core	Course Code	23BHI6C2			
Year	III	Semester	VI			
Credits	4	Hours	L 5	T 1	P 0	Total 6
Learning Objectives						
S. No.	The learning objectives are to impart:					
1	India's foreign policy towards neighbours.					
2	Understanding of the underlying issues in Indo-Pak relations.					
3	Border dispute and negotiations between India and China.					
4	India's relations with Bangladesh and Sri Lanka.					
5	India's relations with her neighbours and the role of SAARC					
UNIT I	Historical and Geographical Setting – Geo Strategic location of India – India's position in South Asia – India's Neighbourhood Policy: Panchsheel to Gujral Doctrine					
UNIT II	<b>India's relations with Pakistan:</b> Legacy of the colonial policy – Partition of India – Kashmir Issue – Indo -Pak Wars of 1948, 1965, 1971 – Impact of Cold War on Indo-Pak Relations – Nuclear Tests and Missile Race – Kargil War – Surgical Strike at Balakot – Cross Border Terrorism – Indus River Water Sharing —Chinese Factor in Indo-Pak relations – Economic and other issues.					
UNIT III	<b>India's relations with China:</b> Early Years – Indo-China War of 1962 – Border Dispute and Negotiations – Tibetan Issue – Recognition of Sikkim as an integral part of India – Chinese interest in the Indian Ocean region – Economic relations					
UNIT IV	<b>India's relations with Bangladesh:</b> Creation of Bangladesh in 1971 – Farakka Barrage – Rohingya Refugee crisis <b>India's relations with Sri Lanka:</b> Dispute in the Palk Straits – Katchatheevu Issue – Sri Lankan Tamil Issue – IPKF – Gwadar Port					
UNIT V	<b>India's relations with smaller neighbours:</b> Nepal – Afghanistan – Bhutan – Maldives <b>SAARC:</b> Origin – Contribution to cooperation and development in South Asia					
LEARNING RESOURCES						
Recommended Books						
V.P. Dutt, <i>India's Foreign Policy since Independence</i> , National Book Trust, New Delhi, 1987						
S.D. Muni, <i>India's Neighbourhood Policy</i> , Marga Institute, 1985						
J.N. Dixit, <i>India's Foreign Policy and its Neighbours</i> , Gyan Publishing House, New Delhi, 2001						
Arvind Gupta and Anil Wadhwa, ed., <i>India's Foreign Policy: Surviving in a Turbulent World</i> , Sage Publications India Pvt. Ltd., New Delhi, 2020						
Rajiv Sikri, <i>Challenge and Strategy: Rethinking India's Foreign Policy</i> , Sage Publications India Pvt. Ltd., New Delhi, 2009						
Ramesh Trivedi, ed., <i>India's Relations with her Neighbours</i> , Isha Books, Delhi, 2008						
Nalini Kant Jha, <i>South Asia in the 21<sup>st</sup> Century: India, Her Neighbours and the Great Powers</i> , South Asia Publishers, New Delhi, 2003						
References						
P. Sahadevan, <i>Conflict and Peacekeeping in South Asia</i> , Lancer Books, New Delhi, 2001						
David M. Malone, et. al., ed., <i>The Oxford Handbook of Indian Foreign Policy</i> , Oxford University Press, Oxford, UK, 2015						
Ministry of External Affairs, <i>Annual Reports</i> , Min. of External Affairs, New Delhi						

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

A. Appadorai, *Select Documents on India's Foreign Policy and Relations 1947-1972*, Oxford University Press, 1982

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

**Web Resources**  
<https://mea.gov.in/>  
<http://www.ipcs.org/>  
<https://www.idsa.in/>  
<https://www.saarc-sec.org/>

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

#### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

#### CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

## Paper CC 15

Course Title		HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA							
Course Type		Core Course	Course Code		23BHI6C3				
Year		III	Semester		VI				
Credits		4	Hours		L	T	P	FS	Total
					5	1	0	0	6
Learning Objectives									
S. No.	The learning objectives are to								
1	Impart an Understanding of the Development of Science and Technology in Colonial India								
2	Impart Knowledge about Post-Independent Scientific Policies								
3	Appraise the role of Technology in the Growth of Agriculture								
4	Comprehend the progress of Space Technology in India								
5	Create awareness about Pioneers of Modern Science in India								
Unit- I	Advent of Modern Science in Colonial India- Surveyors, Botanists and Doctors – The Royal Asiatic Society of Bengal- Scientific Departments – Indian Institute of Science (IISC) – TATA Institute of Fundamental Research (TIFR) - Indian Medical Service- Introduction of New Technologies—Railways -Textiles - Mining - Telegraphs.								
Unit- II	Development of Science and Technology since Independence – Planning - Policy Frameworks and Funding Mechanisms- Indian Council of Medical Research (ICMR) Indian Council of Agricultural Research (ICAR), Defence Research Development Organisation(DRDO) –Information and Communication								
Unit- III	Growth of Agriculture- Green Revolution – White Revolution – Blue Revolution – Drip Irrigation.								
Unit- IV	Progress of Space Science and Research (ISRO) – Indian National Satellite System – Space Research Centres- India as a Nuclear Power – Atomic Research Centres in India – Nuclear Research Centres - Pokhran I and II.								
Unit- V	Pioneers of Modern Science in India – C.V. Raman – Srinivasa Ramanujan – Jagadish Chandra Bose - Homi J. Bhabha – Vikram Sarabhai –S. Chandrasekhar - M.S Swaminathan- Verghese Kurien– G.D. Naidu. Dr.A.P.J. Abdul Kalam.								
LEARNING RESOURCES									
Recommended Books									
David Arnold., <i>Everyday Technology: Machines and the Making of India’s Modernity</i> , Chicago: The University of Chicago Press, 2013									
David Arnold., <i>Science, Technology and Medicine in Colonial India</i> , Cambridge: Cambridge University Press, 2000.									
Deepak Kumar, ed., <i>Science and Empire: Essays in the Indian Context</i> , Delhi: Anamika Prakashan, 1991.									
Deepak Kumar., <i>Science and the Raj, 1857-1905</i> . Delhi: Oxford University Press, 1995.									
Kamlesh Mohan., <i>Science and Technology in Colonial India</i> , Routledge, 2022.									
Navaneethan, S., <i>Science and Technology in the Development of India</i> , Tamizhi Books, Chennai, 2022,									
Sangwan, Satpal., <i>Science, Technology and Colonisation: Indian Experience</i> , Delhi: Anamika Prakashan, 1990.									

Subbarayappa, B. V., *Science in India: A Historical Perspective*, Rupa & Co, Illustrated Edition, 2013.

#### References

Anderson, Robert., *Building Scientific Institutions in India: Saha and Bhabha*, Montreal: Centre for Developing-Area Studies, McGill University, 1975.

Baber, Zaheer., *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*, Albany: State University of New York Press, 1996.

Barghava, Pushpa and Chandana Chakrabarti., *The Saga of Indian Science since Independence*, Hyderabad: University Press, 2003.

Biswas A.K., *Science in India*, Calcutta: Firma K.L. Mukhopadhyay, 1969.

Chakrabarti, Pratik., *Western Science in Modern India- Metropolitan Methods, Colonial Practices*, New Delhi: Permanent Black, 2004.

Gadgil, Madhav., and Ramachandra Guha, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. London; New York: Routledge, 1995.

Gaillard, Jacques., Roland Waast and V. V. Krishna ed., *Scientific Communities in the Developing World*, Delhi: Sage Publications, 1997.

Goonatilake, Sushanta., *Aborted Discovery: Science and Creativity in the Third World*, London: Zed Books, 1984.

Headrick, Daniel., *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*, New York, 1981.

Visvanathan, Shiv., *A Carnival for Science: Essays on Science, Technology and Development*, Delhi: Oxford University Press, 1997.

Zachariah, Benjamin., *Developing India: An Intellectual and Social History, C.1930-1950*. Oxford University Press, Delhi, 2005

Subramanian, T.S., *Space and Beyond, Professional Voyage of Kasturirangan Review Indian Space Odyssey through the Eyes of a Pioneer*, The Hindu Publications, 2021

Verghese Jayaraj. S., *History of Science and Technology*, ANNS, 1997

#### Web Resources

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

<http://egyankosh.ac.in>

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



### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

## Paper DSE 5

Course Title		INTERNATIONAL RELATIONS SINCE 1919					
Course Type	Discipline Specific Elective Course	Course Code	23BHI6E1				
Year	III	Semester	VI				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5
Learning Objectives							
S. No.	The learning objectives are to impart:						
1	Understanding the international relations during the inter-war years.						
2	Knowledge of the role of UNO in post-War international relations						
3	Understanding of the Cold War politics						
4	Understanding of the post-Cold War era.						
5	Appreciation of the key issues in international relations.						
UNIT I	Origin and Growth of International Relations– Theoretical Perspectives: Realism – Idealism – Liberalism – Neo-Realism – Neo-Liberalism – World Systems and Dependency – Feminist Approaches – Concepts: Balance of Power – Collective Security – Diplomacy – National Interest						
UNIT II	First World War 1914- 1918 - Wilson’s Fourteen Points – Paris Peace Conference – League of Nations – Kellogg Briand Pact – Locarno Pact – Mussolini and Fascism – Hitler and Nazism – British Policy of Appeasement – Second World War – Causes, Course and Results						
UNIT III	Cold war: Origins – Causes – Truman’s Doctrine – Marshall Plan – NATO – SEATO – CENTO –SALT I and II— Emergence of Third world						
UNIT IV	UNO: Principal Organs – Specialised Agencies of UNO – Achievements & Failures – Decolonization and Emergence of the Third World – Non-Aligned Movement – Regional Organizations: European Union – ASEAN – SAARC						
UNIT V	Post-Cold War Era: Disintegration of USSR – Glasnost – Perestroika – Reunification of Germany– Contemporary Issues: Globalization – GATT – WTO –Environment: Rio de Janeiro Summit – Green Peace Movement – Kyoto Protocol – Paris Agreement						
LEARNING RESOURCES							
Books for Study							
Asit Kumar Sen, <i>International Relations since World War I</i> , S. Chand, 1995							
Hans J. Morgenthau and Kenneth Johnson, <i>Politics Among Nations: The Struggle for Power and Peace</i> , McGraw Hill, 2005							
Khanna, V.N., <i>International Relations</i> , Vikas Publishing House Private Ltd., New Delhi, 2013							
Norman Lowe, <i>Mastering Modern World History</i> , Palgrave, 2020							
Palmer and Perkins, <i>International Relations: The World Community in Transition</i> , CBS, 2001							
References							
Theodore Couloumbis and James Wolfe, <i>Introduction to International Relations: Power and Justice</i> , Prentice Hall, 1985							
Peter Calvocoressi, <i>World Politics since 1945</i> , Pearson Longman, 1968							

**Web References**<https://www.e-ir.info/><http://www.un.org/en/index.html><https://www.nato.int/><http://www.saarc-sec.org/>

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Assess the role of militarism in international relations in the interwar years.	K5
<b>CO 2</b>	Evaluate the achievements of the UNO	K5
<b>CO 3</b>	Discuss the Cold War politics	K3
<b>CO 4</b>	Evaluate the role of Gorbachev in bringing the Cold War to an end	K5
<b>CO 5</b>	Discuss the contemporary issues in international relations.	K3

**CO Mapping with Programme Outcomes**

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

**S-Strong (3)****M-Medium (2)****L-Low (1)****CO Mapping with Programme Specific Outcomes**

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

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

## Paper DSE 6

Course Title		HISTORY OF LATIN AMERICA: FROM DISCOVERY TO LIBERATION					
Course Type		Discipline Specific Elective Course	Course Code		23BHI6E2		
Year		III	Semester		VI		
Credits		3	Hours		L	T	P
			4	1	0	0	Total
							5
Learning Objectives							
S. No.	The learning objectives are to impart:						
1	Knowledge on the continents other than Asia						
2	Learning on the Colonization of Latin America						
3	the Causes of Liberation Movement						
4	the importance of diplomatic relations						
5	Understanding on Latin America on Cold war and World Politics.						
UNIT I	Discovery and Conquest- Christopher Columbus – Ferdinand Magellan and Amerigo Vespucci-Conquerors: Hernando Cortes, Pizarro, Jimenez de Quesada and Valdivia.						
UNIT II	Colonization of Latin America; Spain and Portugal Conquest - Society- Economic Life and Culture – Administration – Native American Indian.						
UNIT III	Liberation movement – Role played by the Creoles - Great Liberators: Simon Bolivar – San Martin and Bernardo O’ Higgins						
UNIT IV	Latin America and USA Diplomatic Relations: The Monroe Hispanic Doctrine- Rise of American imperialism in Latin America in the 19th Century – The Spanish (Hispanic) American War						
UNIT V	Latin America and USA in the Cold War – Rise of Dictatorship- Latin America in the World Politics						
LEARNING RESOURCES							
Recommended Books							
Bushnell and Macaulay, <i>The emergence of Latin America in the nineteenth-century</i> , (Oxford University Press, Oxford, 1994, 2nd edition)							
David Geggus, “The Caribbean in the Age of Revolution,” in David Armitage, Sanjay Subrahmanyam (eds), <i>The Age of Revolutions in Global Context, c. 1760-1840</i> Palgrave Macmillan, 2010.							
Thomas Skidmore y Peter H. Smith, <i>Modern Latin America</i> , Oxford University Press, Oxford, 2001, 5th Edition							
References							
Bradford Burns, E, <i>Latin America Conflict and Creation: A Historical Reader</i> , Prentice Hall, New Jersey, 1993							
Edwin Williamson, <i>The Penguin History of Latin America</i> , Penguin, 2010							
Joseph Smith, <i>United States and Latin America: A History of American Diplomacy 1776-2000</i> , Routledge, Oxon, 2005							

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

#### **CO Mapping with Programme Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### **CO Mapping with Programme Specific Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## Paper DSE 7

Course Title		HISTORY OF CHINA AND JAPAN 1900 To 2000 CE						
Course Type		Discipline Specific Elective Course	Course Code	23BHI6E3				
Year		III	Semester	VI				
Credits		3	Hours	L	T	P	FS	Total
				4	1	0	0	5
Learning Objectives								
S. No.	The learning objectives are to impart:							
1	Understanding of the Chinese Revolution of 1911 and May Fourth Movement							
2	The role of Japan in the First World War							
3	Knowledge of China under Mao Tse Tung							
4	Role of Japan in the Second World War and Greater East Asia Coprosperity Sphere							
5	The economic condition of China and Japan after the Second World War							
UNIT I	Background – Chinese Revolution of 1911 – Causes – Dr Sun YatSen- Tung MengHui - Kuo-Min-Tang – Impact of the Revolution – Yuan Shi Kai – China in First World War – May Fourth Movement.							
UNIT II	Background – Japanese Imperialism – Japan in First World War – 21 Demands – Washington Conference.							
UNIT III	Kuo Min Tang rule-Chiang Kai Shek-Manchurian Crisis – Second Sino-Japanese war – China in Second World War – China under Mao-Tse-Tung – Chinese Communist Party (CCP) – Reforms –Cultural Revolution							
UNIT IV	Japan in Second World War II- Pearl Harbour Attack – Greater East Asia Co-Prosperity Sphere - impact.							
UNIT V	China under Deng Xiaoping -Economic reforms – 1976- 1989 – Jiang Zemin – Hu-Jintao - Foreign Policy1949-1990. McArthur Constitution – Changes in Economy – Hirohito – Mutusihito - Japan and World’s affairs between 1951-2000.							
LEARNING RESOURCES								
Recommended Books								
Beasley, W.G., <i>The Modern History of Japan</i> ,Frederick A. Praeger,1963								
Franz H Michael and George Edward Taylor, <i>Far East in the Modern World</i> , Holt,1956								
Immanuel Hsu, <i>The Rise of Modern China</i> , Oxford University Press,2000								
MikisoHane., <i>Modern Japan: A Historical Survey</i> , Routledge,2018								
Paul Hilbert Clyde and Burton F Beers, <i>The Far East:A History of Western Impacts and Eastern Responses, 1830-1975</i> , Waveland Pr Inc,1991								
Vinacke, H.M., <i>History of Far East in Modern Times</i> , Surjeet Publications,Delhi,1959								
Reference Books								
Khurana, K.L., <i>History of China and Japan1839-1949</i> , Lakshmi NarainAgarwal Educational Publishers, Agra, 2018								
Jean Chesneaux,Françoise Le Barbier, Marie Claire Berger., <i>China from 1911 to Liberation</i> , Pantheon books,1977								

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

#### **CO Mapping with Programme Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### **CO Mapping with Programme Specific Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Paper : PC-SEC**

Course Title		GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS							
Course Type		Professional Competency Skill Enhancement Course	Course Code		23BHI6S1				
Year		III	Semester		VI				
Credits		2	Hours		L	T	P	FS	Total
					2	0	0	0	2
Learning Objectives									
S. No.	The learning objectives are to impart:								
1	Awareness about competitive examination and method of the preparation of competitive exams								
2	Knowledge about historical facts and key events of Indian History								
3	Understanding of the salient features of Indian Constitution.								
4	Knowledge about the salient features of Indian and world geography								
5	Gain knowledge about current events								
UNIT I	Competitive Examinations at the National and State UPSC and TNPC-qualifications - Plan and nature of competitive examinations- Indian Heritage and Indian Culture								
UNIT II	Indian History from the middle of the 18th century to the present- significant events, personalities, issues - The Freedom struggle - its various stages- issues								
UNIT III	Indian Constitution: Salient Features – Important Articles-Amendments- Important Acts -Political system, Panchayat Raj, Economic and social development								
UNIT IV	Geography of India –Physical,Social, Economic–General issues on Environmental ecology, Biodiversity, and Climate Change - effects of Globalization								
UNIT V	Current Events of National and international importance- Role of women and women organisations-Ethics, Attitude, Aptitude, Awareness								
LEARNING RESOURCES									
Recommended Books									
Bipan Chandra, <i>India Since Independence</i> , Penguin Random House, India,2008									
Bipan Chandra, <i>Modern India: A History Text Book for Class XII</i> ,NCERT, Delhi,1990									
<i>India YearBook</i> , Publications Division, Government of India									
Laxmikanth, M., <i>Indian Polity</i> , McGraw Hill, Noida, 2021									
Leong, G.C., <i>Certificate Physical and Human Geography</i> , Oxford University Press, New Delhi,2021									
NitinSinghania, <i>Indian Economy</i> , McGraw Hill, Noida,2022									
Reference									
Bipan Chandra., <i>India's Struggle for Independence</i> , Penguin Random House, India,2016									
Ram Ahuja., <i>Social problems in India</i> ,(3rd edn,) Rawat Publications 2014									
Ram Sharan Sharma, <i>Ancient India:A History Text book for class XI</i> , NCERT, 1999									
Satish Chandra, <i>Medieval India: Text book in History for Class XI</i> , NCERT,2005									
SonaliBansal, SnehilTripathi, <i>Modern Indian History, For Civil Services Preliminary and Main Examinations</i> , McGraw Hill, 2021									



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

**CO Mapping with Programme Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	2	3	3	3
<b>CO 2</b>	2	2	2	3	3
<b>CO 3</b>	3	3	2	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	13	13	12	15	15
<b>Average</b>	2.6	2.6	2.4	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

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