

# VIVEKANANDHA

**COLLEGE OF ARTS AND SCIENCES FOR WOMEN**  
**ELAYAMPALAYAM, TIRUCHENGODE –Tk, NAMAKKAL DISTRICT**  
(Affiliated to Periyar University, Approved by AICTE, Re -accredited with 'A'  
Grade by NAAC) Recognized under section 2(f) & 12 (B) of UGC ACT 1956, An  
ISO 9001:2008 Certificate Institution



**DEPARTMENT OF HISTORY**  
**B.A. History**  
**SYLLABUS & REGULATIONS**

**FOR CANDIDATES ADMITTED FROM 2020-2021 TO 2022- 2023 ONWARDS**  
**UNDER AUTONOMOUS & OBE PATTERN**

**VIVEKANANDHA EDUCATIONAL INSTITUTIONS**  
**Angammal Educational Trust Elayampalayam, Tiruchengode**  
**(Tk) Namakkal (Dt)**

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**VIVEKANANDHA COLLEGE OF ARTS AND SCIENCES FOR WOMEN**  
**(AUTONOMOUS)**  
**B.A.HISTORY**

(Candidates admitted from 2020-2021 onwards)

**REGULATIONS**

**I. SCOPE OF THE PROGRAMME**

**B.A History** is an undergraduate programme, aimed to create enhanced competence of career positioning provides opportunity to become an official in different government sectors. The programme expects a series commitment and involvement of the students to take up challenging study schedules and assignments. The course involves a blend of theoretical education and research activities which run concurrently for a period of three years and equips a student with knowledge, ability, skills and other qualities required for a graduate.

The uniqueness of the programme is its content and topic coverage, the teaching methodology and the faculty. The syllabus has been designed at a level equal to that of professional courses. The teaching methodology includes classroom lectures, guest lectures, workshops, seminars, symposium, awareness programmes, visit to historical places and museum, case study, documentary observations in smart classroom, PowerPoint presentation through LCD projector, group discussion etc.,

The modern teaching methods as well as the research oriented education are also given to the students. Soft skills development programmes are also focused for the benefit of the students. In order to enhance and wider exposure on core course, eminent resource persons are invited for providing outsources guest lectures. Conducting coaching classes for competitive examinations motivates the students to get jobs in Government sector.

**II .Salient Features:**

Course is specifically designed for studying the history, which gives experience and hope to lead a successful life.

The course also enlightens and highlights the existing government and its recruitment through UPSC, TNPSC and other competitive examinations.

## **II. OBJECTIVES OF THE PROGRAMME**

- ❖ To produce a highly qualified professionals in the field of History.
- ❖ To produce fully skilled and trained manpower capable of solving the problem in society.
- ❖ To provide an in-depth knowledge about the history of India and culture and tradition of India.
- ❖ The History Program is aimed at providing a platform to the students to enhance their skill in various filed like archaeology, tourism and historical studies.
- ❖ The courses is designed to develop person with versatile knowledge about almost all field of history of India .The main emphasis of the course is an applied the content of history in daily life.

### **III. DURATION OF THE PROGRAMME**

- ❖ The course shall extend over a period of three academic years consisting of six semesters. Each academic year will be divided into two semesters. The First semester will consist of the period from July to November and the Second semester from December to March.
- ❖ The subjects of the study shall be in accordance with the syllabus prescribed from time to time by the Board of Studies of Vivekanandha College of Arts and Sciences for Women with the approval of Periyar University, Salem.
- ❖ Each subject will have four to six hours of lecture per week apart from practical training at the end of each semester.

### **IV. CONTINUOUS INTERNAL ASSESSMENT (CIA)**

The performance of the students will be assessed continuously and the Internal

ASSESSMENT MARKS **FOR THEORY PAPERS** WILL BE AS UNDER:

1	Average of Two Tests	-	05
2	Model Exam	-	10
3	Assignment	-	05
4	Attendance	-	05
			Total - 25

### **PASSING MINIMUM - EXTERNAL**

<b>THEORY</b>	In the End Semester Examinations, the passing minimum shall be 40% out of 75 Marks. (30 Marks)
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### **V. ELIGIBILITY FOR EXAMINATION**

A candidate will be permitted to appear for the University Examination only on learning 75 % of attendance and only when her conduct has been satisfactory. It shall be open to grant exemption to a candidate for valid reasons subject to conditions prescribed.

### **DISTRIBUTION OF MARKS FOR ATTENDANCE:**

ATTENDANCE PERCENTAGE	MARKS	
	THEORY	PRACTICAL
75-80	1	2
81-85	2	4
86-90	3	6
91-95	4	8
96-100	5	10

## **VI. CLASSIFICATION OF SUCCESSFUL CANDIDATES**

Successful candidates passing the Examination of Core Courses (Main & Allied Subjects) & Securing Marks.

- a) 75 % and above shall be declared to have passed the examination in First Class with Distinction provided they pass all the examinations prescribed for the course at first appearance itself.
- b) 60% and above but below 75 % shall be declared to have passed the Examinations in First Class..
- c) 50% & above but below 60% shall be declared to have passed the examinations in Second Class.
- d) All the remaining successful candidates shall be declared to have passed the examinations in Third Class.
- e) Candidates who pass all the examinations prescribed for the course at the First appearance itself and within a period of Three Consecutive Academic years from the year of admission only will be eligible for University Rank.

## **VII. ELIGIBILITY FOR AWARD OF THE DEGREE**

A candidate shall be eligible for the award of the Degree only if she has undergone the above Degree for a period of not less than Three Academic years comprising of six semesters and passed the Examinations prescribed and fulfilled such conditions has have been prescribed therefore.

## **VIII. PROCEDURE IN THE EVENT OF FAILURE**

If a candidate fails in a particular subject, she may reappear for the university examination in the concerned subject in subsequent semesters and shall pass the examination.

## **IX. COMMENCEMENT OF THESE REGULATIONS**

These regulations shall take effect from the academic year 2018-19 (i.e.,) for the students who are to be admitted to the First year of the course during the Academic year 2018-19 and thereafter.

## **X. TRANSITORY PROVISIONS**

Candidates who were admitted to the UG course of study before 2018-2019 shall be permitted to appear for the examinations under those regulations for the period of Three years ie., upto and inclusive of the Examinations of 2020-2021. Thereafter, they will be permitted to appear for the examinations only under the regulations then in force.

**EVALUATION OF EXTERNAL EXAMINATIONS (EE)**

<b><u>QUESTION PAPER PATTERN – Theory</u></b>	
<b>Time duration: 3 Hours</b>	
<b>Max. Marks: 75</b>	
<b>PART- A: (20 x 1= 20)</b>	Answer all the Questions Four Questions from each Unit
<b>PART- B: (5 x 5 = 25)</b>	Answer all the questions One Question from each Unit (Either or Type)
<b>PART- C: (3 x 10 = 30)</b>	Answer any <b>THREE</b> of the questions One Question from each Unit (3 Out of 5)
<b>IN THE END SEMESTER EXAMINATIONS, THE PASSING MINIMUM SHALL BE 40% OUT OF 75 MARKS. (30 MARKS)</b>	

**B.A. HISTORY CURRICULUM FOR ACADEMIC YEAR 2020 – 2021**  
**COURSE PATTERN AND SCHEME OF EXAMINATIONS UNDER AUTONOMOUS,  
 CBCS & OBE PATTERN**

**FOR THE CANDIDATES ADMITTED FROM THE YEAR 2020 –2021**

**SEMESTER: I & II**

SEM	PART	COURSE CODE	COURSE TITLE	Hrs	CRE DIT	MARKS		
						CIA	EE	TOT
<b>I</b>	I	18U1LT01	Tamil – I	6	3	25	75	100
	II	20U1LE01B	English – I	6	3	25	75	100
	III	20U1HIA01	Allied – I: Paper – I: Modern governments-I	4	3	25	75	100
	III	20U1HIC01	History of India from Pre history to 1206 C.E.	6	5	25	75	100
	III	20U1HIC02	History of Tamil nadu upto 1565 C.E.	6	5	25	75	100
	IV	18U1VE01	Value Education Yoga	2	2	25	75	100
	<b>Total</b>				<b>30</b>	<b>21</b>	<b>150</b>	<b>450</b>
<b>II</b>	I	18U2LT02	Tamil – II	6	3	25	75	100
	II	20U2LE02B	English – II	6	3	25	75	100
	III	20U2HIA02	Allied – I: Modern Government –II	4	3	25	75	100
	III	20U2HIC03	History of India From 11206 c.eto 1707 C.E.	6	5	25	75	100
	III	20U2HIC04	History Tamil nadu from 1565C.E to 2000 C.E	6	5	25	75	100
	IV	18U2ES01	Environmental Studies	2	2	25	75	100
	<b>Total</b>				<b>30</b>	<b>21</b>	<b>150</b>	<b>450</b>

**SEMESTER: III & IV**

SEM	Part	Course Code	COURSE TITLE	Hrs	CREDIT	MARKS		
						CIA	EE	TOT
III	I	18U3LT03	Tamil-III	6	3	25	75	100
	III	17U3LE03B	English-III	6	3	25	75	100
	III	19U3HIA03	Publication Administration I	4	3	25	75	100
	III	19U3HIC05	History of India from 1707 C.E. to 1857 C.E.	5	5	25	75	100
	III	19U3HIC06	History of Europe 1453 C.E.to 1789 C.E.	5	5	25	75	100
	III	19U3HIS01	Elements and Nature of Economics.	2	2	25	75	100
	IV	19U3HIN01	Indian Administration	2	2	25	60	100
	<b>Total</b>				<b>30</b>	<b>23</b>	<b>175</b>	<b>525</b>
IV	I	18U4LT04	Language: Tamil -IV	6	3	25	75	100
	II	18U4LE04	Language: English - IV	6	3	25	75	100
	III	19U4HIA04	Public Administration- II	4	4	25	75	100
	III	19U4HIC07	History of India from 1857 C.E.to 1947 C.E.	5	5	25	75	100
	III	19U4HIC08	History of Europe 1789 C.E. to C.E. 1945 C.E.	5	5	25	75	100
	IV	19U4HIN02	NMEC II- History of India from 1857 C.E to 1947 C.E	2	2	25	75	100
	IV	19U4HIS02	Archaeology	2	2	25	75	100
	<b>Total</b>				<b>30</b>	<b>24</b>	<b>175</b>	<b>525</b>



**SEMESTER: V & VI**

SEM	Part	COURSE CODE	COURSE TITLE	Hrs	CRE DIT	MARKS		
						CIA	EE	TOT
V	III	18U5HIC09	Contemporary India	6	5	25	75	100
	III	18U5HIC10	History of USA up to 1865 C.E.	6	5	25	75	100
	III	18U5HIC11	History of Science and technology (From ancient to modern age)	5	4	25	75	100
	V	18U5HIA05	Journalism	3	2	25	75	100
	IV	18U5HIS03	Fundamentals of Computer Technology - Theory	3	2	25	75	100
	IV	18U5HIN03	Soft skill Development	2	2	25	75	100
	IV	18U5HIC12	International relations	5	5	25	75	100
	<b>Total</b>				<b>30</b>	<b>25</b>	<b>175</b>	<b>525</b>
VI	III	18U6HIC13	History of USA from 1865 C.E. to 2000 C.E.	6	5	25	75	100
	III	18U6HIC14	Introduction To Historiography	6	5	25	75	100
	III	18UHIC15	History of Far East Asia since 1900 C.E.	6	5	25	75	100
	III	18U6HIME02	Local Government in India	5	4	25	75	100
	III	18U6HIN04	Gender Studies	3	2	25	75	100
	III	18U6HIS04	Introduction To Tourism	4	4	25	75	100
	V	17U6EX01	Extension Activities	-	1	-	-	-
	<b>Total</b>				<b>30</b>	<b>26</b>	<b>150</b>	<b>450</b>

## **DEPARTMENT OF HISTORY**

### **VISION OF THE DEPARTMENT**

To provide high academic goals to the students and make them the world leaders both in educational and research through effective teaching.

### **MISSION OF THE DEPARTMENT**

- ❖ To create, share and apply knowledge in History including inter disciplinary areas that extends the scope of historical studies and benefit humanity.
- ❖ To educate students to be successful, ethical and effective problem solvers.
- ❖ To prepare the students to contribute positively to the economic well being of our region and nation.

### **PROGRAMME OUTCOMES**

- PO1 :** To qualify the students to meet the needs of the region, state and nation to have an edge to compete globally.
- PO2 :** To help student think, react and work in innovative ways stimulated by a higher degree of disciplinary synergies that will promote trans disciplinary innovation and divergent thinking.
- PO3 :** To impart skills and values for the women graduates through innovative teaching, learning and History to meet the needs of youth and national demand.
- PO4 :** To promote students with leadership quality to organize conferences, seminars, guest lecturers to undergo field visit in historical place
- PO5 :** To provide an in-depth knowledge of specific sub-disciplines chosen by the students as areas of special interest in the form of elective courses.

### **PROGRAMME SPECIFIC OUTCOMES**

#### **B.A.HISTORY**

**AFTER COMPLETION OF THE PROGRAMME THE GRADUATES WILL BE ABLE TO**

- PSO1 :** Students have a clear understanding of the concepts of key areas in history of India.
- PSO2 :** Students are capable to analyze and apply the previous history to upgrade the future life.

**PSO3** : It makes them to analyze and think about the development of life through the excavation of historical remains.

**PSO4** : Students shall map out the tasks of fellow mates, directing them to formulate the vision of history by improvising their managerial skill set.

**« SEMESTER – I »**

<b>Semester</b>	I	<b>CORE: I</b> <b>HISTORY OF INDIA FROM</b> <b>PRE-HISTORY TO 1206 CE</b>	<b>Credit</b>	5
<b>Code</b>	20U1HIC01		<b>Hours</b>	50

### **COURSE OBJECTIVE**

This subject is to provide the students a strong foundation about the ancient history of India. It also enables the students to know about the ancient civilisation.

### **COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2 K3</b>	Understand the concept of Unwritten history	
<b>CO2</b>	<b>K1 K2 K3</b>	Examine the pre history through remaining evidences	
<b>CO3</b>	<b>K1 K2 K3</b>	Bring out the hidden history to the society	
<b>Unit</b>	<b>Syllabus Contents</b>		<b>Number of Sessions</b>
I	Geographical influence on Indian History- Sources of study – stone age culture – Indus Valley Civilization – Indus Sites – Extent – features – cause for the decline.		10
II	Vedic Age – Society and culture in the Rig Vedic Age – Changes in the later Vedic period – Rise of Jainism and Buddhism-The Mahajanapadas – Impact of Persian and Greek Contact		12
III	The Mauryas – Society and Economic conditions – Mauryan Administration –Asoka’s contribution to Buddhism – Mauryan Art and Architecture – Sungas and the revival of Hindu culture – Kanishka – Mahayanism – Gandara School of Art.		12

IV	Gupta Age – salient features of Gupta Administration – Social and Economic Developments – Growth of Literature and Art – Modern Hinduism	12
V	North India from Harsha : Socio – Economic and religious conditions Chalukya Art and Architecture – Society under the Sathavahanas – Rajput polity and the rise of Feudalism - contribution to Indian culture – Rashtrakutas – Adi Sankara and the Bhakticult – Indian Society on the eve of Muslim conquest of India.	12

### **LEARNING RESOURCES**

<b>Text Book</b>	1. “Programming in ANSI C”, E. Balgurusamy Tata McGraw Hill, New Delhi, 4 <sup>th</sup> Edition
<b>Reference Books</b>	1. D.D. Koasambi, The Culture and Civilization of Ancient India: In Historical Outline Vikas, New Delhi, 1971. 2. R.C. Majumdar (ed.), History and Culture of Indian People, Bharatiya Vidya Bhavan Bombay, 1960. 3. A. Thapar Romila, History of India, Vol.I, Orient Longman, New Delhi, 1978.
<b>Web Site / Links</b>	1. <a href="http://www.msuniv.ac.in/.../I%20Year%20-%20DKH11%20-%20History%20of%20Tamilnad">www.msuniv.ac.in/.../I%20Year%20-%20DKH11%20-%20History%20of%20Tamilnad</a> 2. <a href="https://smartindia.net.in/classr m/topic/?subject=1199&amp;grade=157">https://smartindia.net.in/classr m/topic/?subject=1199&amp;grade=157</a>

### **MAPPING WITH PROGRAM OUTCOMES**

CO/ PSO	PSO1	PSO2	PSO3	PSO4
CO1	✓			
CO2	✓	✓		✓
CO3		✓	✓	✓

<b>Semester</b>	I	<b>Core - II HISTORY OF TAMILNADU UPTO 1565 C.E.</b>	<b>Credit</b>	5
<b>Code</b>	20U1HIC02		<b>Hours</b>	50

**COURSE OBJECTIVE**

To enable the students to create awareness about the culture and tradition of Tamil Nadu.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2 K4</b>	Understand the history of Tamilnadu
<b>CO2</b>	<b>K1 K2 K3</b>	Understand the life of Tamil peoples life
<b>CO3</b>	<b>K1 K2 K4</b>	To spread the Tamil culture to modern society
<b>CO4</b>	<b>K3 K4</b>	To expose the old tradition to young generation

<b>UNIT</b>	<b>SYLLABUS CONTENTS</b>	<b>LEVELS</b>	<b>No. OF SESSIONS</b>
I	Geographical features of Tamilnadu – Tamil Culture and Civilization - Age of the Sangam- Sources – Races and Tribes – Pre History of Tamilnadu Political, Social, Economic and cultural conditions – Post Sangam Kalabras.	K1 K2	10
II	Tamil Nadu between 600 C.E. and 900 C.E.: Origin of Pallavas; Mahendra Varman –Narsimhavarman – Pallava – Chalukya conflict – contribution of Pallavas to art, architecture and literature – Bhakthi movement – Evolution of Kongucountry.	K1 K3	10
III	The age of Imperial Cholas – Rajaraja I, Rajendra I, Kulottunga I – Chola administration – Literature, art, architecture and religion.	K1 K2 K4	10

IV	Pandias: Early, Medieval and Later Pandyas – Their relationship with the Cholas and Sri Lanka- Art and Architecture in Kongu region.	K1 K3 K4	10
V	Advent of Islam in Tamilnadu – Sultanate of Madurai – Tamil country under Vijayanagar rule – Kumara Kampana – Nayaks of Madura - Marathas of Tanjore.	K1 K3 K4	10

### **LEARNING RESOURCES**

<b>Text Book</b>	1.K.A. Nilakanta Sastri, A History of South India Oxford University Press, Chennai, 1990.
<b>Reference Books</b>	1. K.A. Nilakanta Sastri, A History of South India Oxford University Press, Chennai, 1990. 2. K.A. Nilakanta Sastri, The Colas, University of Madras, 1975. 3. K. Rajayyan - Early Tamilnadu History; society and culture
<b>Website/Links</b>	1. <a href="https://www.tutorialspoint.com/">https://www.tutorialspoint.com/</a> 2. <a href="https://smartindia.net.in/classroom/topic/?subject=1199&amp;grade=157">https://smartindia.net.in/classroom/topic/?subject=1199&amp;grade=157</a>

### **MAPPING WITH PROGRAM OUTCOMES**

CO/ PSO	PSO1	PSO2	PSO3	PSO4
CO1	✓			
CO2	✓	✓		✓
CO3	✓		✓	
CO4		✓		✓



<b>Semester</b>	I	<b>Allied- I Modern Government -I</b>	<b>Credit</b>	3
<b>Code</b>	20U1HIA01		<b>Hours</b>	30

**COURSE OBJECTIVE**

- ❖ To acquire knowledge about the government of India.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1</b>	Understand the concept of government policies  Explains the importance of law to the society
<b>CO2</b>	<b>K1 K2</b>	Examine the important policies to uplift the peoples life
<b>CO3</b>	<b>K1 K2 K3</b>	Explains the importance of law to the society

<b>UNIT</b>	<b>SYLLABUS CONTENTS</b>	<b>LEVELS</b>	<b>No. OF SESSIONS</b>
I	Constitution – Meaning, purpose and contents of Constitution- Classification of Constitution, written and unwritten constitution – Flexible and rigid constitution early classification	K1 K2	6
II	Unitary State- features of the unitary state – Federal state – Characteristics of a federal state – Variations of the federal type.	K1 K3	6
III	Separation of powers – theory – criticism, Executive: Importance and functions of parliamentary and non-parliamentary executive - plural Executive.	K1 K3 K4	6

IV	Legislature – Functions of Legislature – delegated legislation – unicameral versus Bicameral Legislature – methods of solving dead locks – Direct popular democratic devices	K1 K3	6
V	Judiciary – the independence of judiciary – functions of Judiciary – Qualification, selection and tenure of judges. The Rule of Law – Administrative law – Political parties: Formation and function of parties – single party – bi-party, and multi-party system – interest and pressure groups.	K1 K2	6

### LEARNING RESOURCES

<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. M.H. Syed, Encyclopedia of Modern Governments, Anmol Publisher, New Delhi.</li> <li>2. K.C, Wheare, Modern Constitutions, Oxford University Press, II Edition, Madras, 1966.</li> <li>3. C.F. Strong, A History of Modern Political Constitutions, G.P. Puthilam's Sons, New York, 1963.</li> <li>4. Pon. Thangamani, History of Indian Constitution (C.E. 1773 - 1950), Ponnaiah Pathipagam, Chennai, 2001.</li> </ol> <p>J.C. Johari, New Comparative Governments, Lotus Press, New Delhi, 2000</p>
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### Mapping with Program Outcomes

CO/PSO	PSO1	PSO2	PSO3	PSO4
CO1	✓	✓		
CO2	✓	✓	✓	✓
CO3			✓	✓

**« SEMESTER – II »**

<b>Semester</b>	II	<b>Core Course – III HISTORY OF INDIA FROM 1206 TO 1707 C.E.</b>	<b>Credit</b>	5
<b>Code</b>	20U2HIC03		<b>Hours</b>	60

**COURSE OBJECTIVE**

To learn the basic knowledge about the history of India changed after the invasions of sultans.

**COURSE OUTCOMES**

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	C01 To create knowledge about the invasions of Sultans	<b>K1 K2 K3</b>
<b>CO2</b>	C02 Bring out the history that how Muslim invasions changed the society	<b>K1 K2 K3</b>
<b>CO3</b>	Explains intolerance of Muslim kings on the society	<b>K1 K3 K4</b>

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>Number of Sessions</b>
I	Advent of Islam – Foundation of the Delhi Sultanate – The Slave dynasty – Khilji imperialism and its impact on society – Reforms of Muhammad bin Tughluq – Firoz Shah Tughluq and the rise of Jagirdari system – Bhakthi movement – Social condition during Sultanate period.	K1	12
II	Spread of Islam in South India – Art and architecture under the Vijayanagar empire– social economic and religious conditions under the Vijayanagar empire. Social and cultural life under Bahmini kingdom – Art and architecture under The Hoysalas – Establishment of the Portuguese empire in India and its consequences.	K1 K2	12
III	Establishment of Mughal empire in India – Condition of India on the eve of Babar’s invasion – Sur administration – Outline History of the Mughal empire from Akbar to Aurangzeb.	K1 K2 K4	12

IV	Social and economic condition under Mughals – Akbar's religious policy – Akbar as a National Monarch – Mughals art and architecture – Literature under the Mughals – Impact of Mughal rule on Hindu society	K2 K3 K4	12
V	Rise of Marathas and Sikhs and their contribution to society and culture.	K2 K3 K5	12

### **LEARNING RESOURCES**

<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Ishwari Prasad – A short History of Muslim rule</li> <li>2. Habib, Irfan (ed) – Researches in the History of India 1200 –1750 (Delhi)</li> <li>3. Habib Irfan (ed) – Agrarian system of Mughal India</li> <li>4. Majumdar, R.C.(ed), History and culture of Indian People, Bhartiya Vidya Bhavan, Bombay, 1960.</li> <li>5. Srivatsava – The Mughal Empire 1526 – 1803 C.E.</li> </ol>
<b>Web Site / Links</b>	<a href="https://www.studyadda.com">https://www.studyadda.com</a>

### **MAPPING WITH PROGRAM OUTCOMES**

CO/PSO	PSO1	PSO2	PSO3	PSO4
CO1	✓	✓	✓	✓
CO2	✓	✓		
CO3	✓		✓	✓

<b>Semester</b>	II	<b>Core Course - HISTORY OF TAMIL NADU FROM 1565 C.E. TO 2000 C.E</b>	<b>Credit</b>	5
<b>Code</b>	20U2HIC04		<b>Hours</b>	60

**COURSE OBJECTIVE**

1. To learn the medieval History of Tamilnadu and to understand the Tamil peoples' resistance against Europeans.

**COURSE OUTCOMES**

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	C01 Understanding about the transformation of Tamil society	<b>K1 K2 K3</b>
<b>CO2</b>	Examines the importance of temples in Tamil society	<b>K1 K2 K3</b>
<b>CO3</b>	Explains the transformation in art and architecture	<b>K1 K3 K4</b>

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>Number of Sessions</b>
I	The advent of the Europeans – Carnatic wars – Kattabomman – Polygar revolts and Maruthu brother – Fall of the Polygars.	K1	12
II	Establishment of British rule in Tamil Nadu and Native resistance - South Indian Rebellion –Vellore Mutiny -Economic condition – British Revenue Policy – Permanent and Ryotwari system .	K1 K2	12
III	Introduction to western missionaries – Impact of Christian missinoaries – socio religious movement- vallalar -samarasa sanmaragaha sangam-vaikundaswamy.	K1 K2 K4	12

IV	<p>Role played by Tamilnadu in the Freedom struggle –V.O.C., Bharathi, Sthyaymoorthy, Rajaji, Kamaraj- Non- Brahmi Movement- Justice party – E.V.R. &amp; Self-Respect.</p> <p>Tamil Nadu after independence – Linguistic reorganization of states – Agitation in border areas –Development of Tamil Nadu under congress, D.M.K. and A.I.C.E.M.K.</p>	K2 K3 K4	12
V	Tamil Nadu after independence – Linguistic reorganization of state – Agitation	K2 K3 K5	12

### **LEARNING RESOURCES**

<b>Reference Books</b>	<ol style="list-style-type: none"><li>1. P. Rajaram, The Justice Party: A Historical Perspective, 1916-37, Poompozhil Publishers, Chennai, 1988.</li><li>2. N.K.Mangalamurugesan, Self Respect Movement in Tamil Nadu, 1920-1940, Koodal Publishers, Madurai, 2010.</li><li>3. K. Nambi Arooran: Tamil Renaissance and Dravidian Nationalism (1905-1944), Koodal Publisher, Madurai, 1980.</li><li>4. B.S.Baliga – Studies in Madras Administration, Madras,1961.</li><li>5. K.A. Nilakanta Sastri, A History of South India Oxford University Press, Chennai, 1990.</li><li>6. K.A. Nilakanta Sastri, Champakalakshmi and P.M. Rajan Gurukkal, The Illustrated History of South India, Oxford University Press, USA, 2009.</li></ol>
<b>Web Site / Links</b>	<p style="text-align: center;"><a href="https://www.studyadda.com">https://www.studyadda.com</a></p>

### **MAPPING WITH PROGRAM OUTCOMES**

CO/PSO	PSO1	PSO2	PSO3	PSO4
CO1	✓	✓	✓	✓
CO2	✓	✓		
CO3	✓		✓	✓



<b>Semester</b>	II	<b>Core Course – MODERN GOVERNMENT II</b>	<b>Credit</b>	3
<b>Code</b>	20U2HIA02		<b>Hours</b>	40

**COURSE OBJECTIVE**

To learn the basic knowledge about functions of government and its policies.

**COURSE OUTCOMES**

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	C01 To examine the government policies and regulations.	<b>K1 K2 K3</b>
<b>CO2</b>	C02 Understand the important acts and its amendments	<b>K1 K2 K3</b>
<b>CO3</b>	To inculcate how government serve to people	<b>K1 K3 K4</b>

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>Number of Sessions</b>
I	Constitution of England – Salient features of the English Constitution – Powers and position of the Crown – Cabinet system – Powers and functions of the House of Lords – Powers and functions of the House of Commons – Judicial System.	K1	8
II	Constitution of U.S.A. – Salient features of the Constitution - Election of the American President – Powers and functions of the President– Powers and functions of the Congress – Powers of the Supreme Court – Procedure for amendment of the Constitution.	K1 K2	8
III	Constitution of Switzerland – Characteristics of Swiss Constitution – The Federal Executive – The Federal Legislature – The Federal Tribunal – Direct Democratic Devices.	K1 K2 K4	8

IV	Constitution of India – Making of the Constitution – Salient features of the constitution – Preamble – Fundamental Rights – Directive Principles of State Policy – Fundamental Duties.	K2 K3 K4	8
V	Election of the President – Powers and position of the President – Vice – President – Council of Ministers – Powers of the Prime Minister – Powers of the Lok Sabha – Powers of the Rajya sabha – Powers and Jurisdiction of Supreme Court- The Amendments to the Constitution – Important Constitutional Amendments- 42nd and 44th , 73rd and 74th Amendments	K2 K3 K5	8

### **LEARNING RESOURCES**

<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Brij Mohan Sharma, Modern Governments, Asia Publishing House, Mumbai, 1969.</li> <li>2. Alan R. Ball, Modern Politics and Government, Macmillan, New Delhi, 1983.</li> <li>3. M.H. Syed, Encyclopedia of Modern Governments, Anmol Publisher, New Delhi.</li> <li>4. James M. Beck, —The Constitution of United Statesl, Indiana Law Journal, Vol. I, Issue I, Article 7, Maurer School of Law: Indiana University, 1926.</li> <li>5. K.C, Wheare, Modern Constitutions, Oxford University Press, II Edition, Madras, 1966.</li> <li>6. C.F. Strong, A History of Modern Political Constitutions, G.P. Puthilam’s Sons, New York, 1963.</li> </ol>
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### **MAPPING WITH PROGRAM OUTCOMES**

CO/PSO	PSO1	PSO2	PSO3	PSO4
CO1	✓	✓	✓	✓
CO2	✓	✓		
CO3	✓		✓	✓

**« SEMESTER – III »**

<b>Semester</b>	III	<b>CORE COURSE HISTORY OF INDIA FROM 1707 TO 1857 C.E.</b>	<b>Credit</b>	4
<b>Code</b>	19U3HIC05		<b>Hours</b>	60

**COURSE OBJECTIVE**

To create knowledge about the invasions of western peoples and their settlement in India

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2</b>	Identify the invasions of European people
<b>CO2</b>	<b>K1 K4 K5</b>	Examine the transformation of India from middle age to modern period
<b>CO3</b>	<b>K2 K3</b>	To know the importance of how India came under the control of European powers
<b>CO4</b>	<b>K3 K4</b>	To know about how Europeans established their trade in India

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>No. of Sessions</b>
<b>I</b>	Disintegration of the Mughal Empire-- European settlements and their impact on Indian Society—British Annexation of Bengal- The British conquest and expansion.	<b>K1 K2</b>	<b>10</b>
<b>II</b>	The structure of the government and economic policies-Lord Clive – Warren Hastings – Lord Wellesley – Lord Hastings. The wars: Anglo-Mysore wars – Anglo-Maratha wars – Anglo Burmese war – Annexation of Sind - Ranjit Singh – Anglo – Sikh wars – Lord Dalhousie and Doctrine of Lapse – Anglo-Afghan relations.	<b>K1 K4 K5</b>	<b>10</b>
<b>III</b>	British policy towards India states: Ring Fence Policy 1765-1813, Subordinate Isolation, 1813- 57 – Indian states under the crown.	<b>K2 K3</b>	<b>10</b>
<b>IV</b>	Cornwallis and Permanent Land revenue settlement — Lord Dalhousie and his reforms.	<b>K3 K4</b>	<b>10</b>
<b>V</b>	Socio - Religious movements of the 19th century: Reforms of Lord Bentinck – Educational Policy under East India Company- Administrative structure and policies : Judicial and Police reforms.	<b>K5</b>	<b>10</b>

### Learning Resources

<b>Reference Book</b>	<ol style="list-style-type: none"><li>1. A.R, Desai, Social Background of India Nationalism, Popular Prakashan, Mumbai, 2010.</li><li>2. B.L. Grover and R.R. Sethi, A New Look on Modern Indian History: From 1707 to the Present Day, S, Chand Publishing, Dhera Dun, 1979.</li><li>3. John Keay, India: A History, Grove Press, New York, 2000.</li><li>4. R.C. Majurmdar, Hemchandra Ray Chaudhuri and Kalikinkar Datta, An Advanced History of India, Macmillan India, 1973.</li><li>5. B.R. Nanda, and V.C. Joshi, Studies in Modern Indian History, Issue 1, Lawrence Verry Incorporated, 1973</li><li>6. P.E. Roberts, History of British India under the Company and the Crown, Textbook Publishers, London, 2003</li></ol>
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### MAPPING WITH PROGRAM OUTCOMES

CO/ PSO	PSO1	PSO2	PSO3	PSO4
CO1	✓	✓	✓	
CO2		✓	✓	
CO3	✓		✓	✓
CO4		✓		✓

<b>Semester</b>	III	<b>CORE COURSE HISTORY OF EUROPE FROM 1453 C. E. TO 1789 C.E.</b>	<b>Credit</b>	5
<b>Code</b>	19U3HIC06		<b>Hours</b>	60

### COURSE OBJECTIVE

To enable the students to learn the about the history of Europe and their discoveries.

### COURSE OUTCOMES

<b>CO1</b>	<b>K1 K2</b>	Create a exposure about the importance of geographical discoveries.
<b>CO2</b>	<b>K1 K3</b>	Examine the war and impact in the society
<b>CO3</b>	<b>K2 K3</b>	Examine how European nation impact other countries

<b>UNIT</b>	<b>SYLLABUS CONTENTS</b>	<b>Levels</b>	<b>No. OF SESSIONS</b>
I	Fall of Constantinople – causes and effects Geographical Discoveries Renaissance Reformation Counter Reformation	K1	10
II	Industrial Revolution Causes and Results Agrarian Revolution Causes and Results Rise of Spain – Charles V – His Wars and Policies Philip II – His Wars and Policies War of Dutch Independence – Causes and Results	K1 K2	10
III	Thirty Years War - Causes and Results Rise of France – Henry IV Rise of France Louis XIII Enlightened Despotism in Europe – Louis XIV of France – Internal and External Policies Frederick the Great of Prussia – Internal and External Policies	K2 K3	10
IV	Peter the Great of Russia – Internal and External Policies Gathering the Great of Russia – Internal and External Policies Joseph – II the Great of Austria – Internal and External Policies Rise of Sweden – Gustavus II Adolphus	K4	10
V	Rise of Ottoman Turks Louis XV (1715 – 1774) of France Philosophers and Thinkers – Montesquieu (1689 -1785), Voltaire (1694 -1778) Rousseau (1712 -1778) French Revolution 1789 – Causes and Results	K5	10

### LEARNING RESOURCES

#### ReferenceBooks

1. H.A. Davis Blount, An Outline History of the World, Read Books, New Delhi, 2007.
2. Mckinley, Albert E., Arthur C. Howland & Matthew L. Dawn, World History Vol I & II , Atlantic Publishers, New Delhi, 1994
3. J.E. Swain, A History of World Civilization, Eurasia, Publishers, New Delhi 1970
4. George Walter Southgate, A Text Book of Modern European History 1453-1661, Dent, 1954.

### MAPPING WITH PROGRAM OUTCOMES

CO/ PSO	PSO1	PSO2	PSO3	PSO4
CO1	✓			✓
CO2		✓		
CO3	✓		✓	

<b>Semester</b>	III	<b>CORE COURSE ELEMENTS AND NATURE OF ECONOMICS</b>	<b>Credit</b>	2
<b>Code</b>	19U3HIS01		<b>Hours</b>	20

**COURSE OBJECTIVE**

To enable the students to learn the about the Economy of India

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2</b>	To understand about the importance of economy and trade
<b>CO2</b>	<b>K1 K3</b>	Examine the trade and development of Indian economy
<b>CO3</b>	<b>K2 K3</b>	To know about the economic policies with foreign countries

<b>UNIT</b>	<b>SYLLABUS CONTENTS</b>	<b>Levels</b>	<b>No. OF SESSIONS</b>
I	Scope and methods of economics-Problems of an economy-Economic laws-Economic systems.	K1	4
II	Micro economics-demand-Exception-types-Forms of business organization-Market Forms-Consumer surplus.	K1 K2	4
III	Macro economics-National Unemployment and full employment -Trade cycles.	K2 K3	4
IV	Money and Banking-Money and monetary system-Inflation-commercial Banking-functions-Central Banking.	K4	4
V	International trade-Foreign exchange-International monetary system-IMF-Public finance-General and Public expenditure-Taxation.	K5	4



### LEARNING RESOURCES

<b>ReferenceBooks</b>	1.Day today economics-Amazon India. 2.Economics-Unique publishers-Schoolkart
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### MAPPING WITH PROGRAM OUTCOMES

CO/ PSO	PSO1	PSO2	PSO3	PSO4
CO1	✓			✓
CO2		✓		
CO3	✓		✓	

<b>Semester</b>	III	<b>ALLIED COURSE - PUBLIC ADMINISTRATION I</b>	<b>Credit</b>	3
<b>Code</b>	19U3HIA03		<b>Hours</b>	30

### COURSE OBJECTIVE

To enable the students understand the concepts of public administration and to know the various theories of organizations.

### COURSE OUTCOMES

<b>CO1</b>	<b>K1 K2</b>	Understand the basic of administration
<b>CO2</b>	<b>K1 K2 K4</b>	Understand the basics of leadership quality
<b>CO3</b>	<b>K3K4 K5</b>	Understand the basic of problem solving Management
<b>CO4</b>	<b>K1 K4</b>	Create the knowledge about decision making

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>No. of Sessions</b>
<b>I</b>	<b>CONCEPTS</b> of Public Administration – Meaning – Nature – Scope – Public and Private Administration – Human factor – Art of Science.	<b>K1 K2 K3</b>	<b>6</b>
<b>II</b>	<b>ORGANIZATION</b> – Meaning – Various theories – a) Bureaucrat b) Classic) Human relation d) Scientific Management: Principles – Hierarchy – Span of Control – Unity of Command.	<b>K1 K2K4</b>	<b>6</b>
<b>III</b>	<b>STRUCTURE</b> – CHIEF Executive – Functions – Line and Staff agencies – Indian Prime Minister’s Office – Secretariat – White house office (U.S.A) Department as Unit of administration – Bases of Organization – Departments of Home Foreign Affairs, and Defense.	<b>K3 K4 K5</b>	<b>6</b>
<b>IV</b>	<b>PUBLIC UNDERTAKING AND COMMISSIONS:</b> Finance Commission – UPSC – Backward Class, Official Language - Significance of Public undertakings – Various kinds and reasons for Government participation in India – Public Corporations – Their problems – Ministerial control and corporations accountability to Parliament.	<b>K1 K4</b>	<b>6</b>
<b>V</b>	<b>FIELD ADMINISTRATION</b> : Importance of Field Organization – Area Head quarters and Field Agencies relationship – Territorial and functional Dichotomy – Examples : Foreign Affairs ministry, police Dept. and Railway Board. Importance of Panchayat Raj in India as Field Administration- Specialist Corruption Administrative reforms.	<b>K2 K4</b>	<b>6</b>

### **Learning Resources**

<b>Reference Book</b>	<ol style="list-style-type: none"><li>1. Herbert A Simon, Donald W.Smithburg and Victor A.Thomson, Public Administration, Alfred A. Knof Inc, New York, 1950.</li><li>2. Fiszt Morstein Marx, Elements of Public Administration, Prentice-Hall Inc, New York, 1946.</li><li>3. A. Avasthi and S. Maheswari, Public Administration, Laximi Narain Agarwal, Agra, 2013.</li></ol>
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### **MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	✓	✓		✓
<b>CO2</b>	✓	✓	✓	✓
<b>CO3</b>		✓	✓	
<b>CO4</b>	✓			✓

<b>Semester</b>	<b>III</b>	<b>NON MAJOR ELECTIVE I INDIAN ADMINISTRATION</b>	<b>Credit</b>	<b>2</b>
<b>Code</b>	19U3HIN01		<b>Hours</b>	<b>20</b>

**COURSE OBJECTIVE**

To enable the students to study the various phases of nationalism

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2</b>	To know about the Indian judiciary system
<b>CO2</b>	<b>K1</b>	To know about election process of India
<b>CO3</b>	<b>K3 K4</b>	To know about the center state relations
<b>CO4</b>	<b>K5</b>	To create knowledge about the rights of human society

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>No. of Sessions</b>
<b>I</b>	Causes of the Nationalist Movement – Predecessors of the congress – Kooka movement – British India society. British Indian Association – Bombay Association – Madras Native Association – The Indian Association – Madras Mahajon Sabha – Bombay Presidency Association.	<b>K1 K2</b>	<b>4</b>
<b>II</b>	Foundation of Indian national congress – First session – Second Session, Third session – Calcutta Session.	<b>K1</b>	<b>4</b>
<b>III</b>	Moderates and Extremists – Home Rule Movement – The Revolutionary and Terrorist Movements – India and World War I.	<b>K3 K4</b>	<b>4</b>
<b>IV</b>	Constitutional Development (1919 -35) - Non Co-operation Movement – Swarajist Party – Civil Disobedience movement – India and World War II – Cripps’ Mission – Quit – India Movement	<b>K5</b>	<b>4</b>
<b>V</b>	Indian National Army – Partition – Indian Independence – Some leaders of Freedom struggle – Gokhale – S.N. Banerjee – Annie Besant – Motilal Nehru– Maulana Azad – Dadabhal Naoroji – Tilak – Bipin Chandra pal – Pt. Madan Mohan Malaviya – Chittaranjan Das – Vallababhai Patel – Mahatma Gandhi – Pt. Jawaharlal Nehru.	<b>K5 K6</b>	<b>4</b>

### **Learning Resources**

<b>Reference Books</b>	<ol style="list-style-type: none"><li>1. R.C. Aggarwal, Constitutional Development and Nationalist Movement in India, S. Chand Publication, 1995.</li><li>2. V.D. Mahajan, The Nationalist Movement in India, S. Chand Publication, 1995.</li><li>3. K.L. Khurana, Indian National Movement.</li><li>4. N. Jayapalan , History of Freedom Struggle</li></ol>
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### **MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>		✓	✓	
<b>CO2</b>	✓	✓		
<b>CO3</b>			✓	
<b>CO4</b>	✓			

**« SEMESTER – IV »**

<b>Semester</b>	IV	<b>CORE COURSE VII - HISTORY OF INDIA FROM 1857 TO 1947 C.E.</b>	<b>Credit</b>	5
<b>Code</b>	19U4HIC07		<b>Hours</b>	50

### **COURSE OBJECTIVE**

To create awareness about the freedom struggle and their sacrifices to the nation.

### **COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2</b>	Understand about freedom struggle of India
<b>CO2</b>	<b>K1 K2 K3</b>	To know about the sacrifices of freedom fighters.
<b>CO3</b>	<b>K1 K2 K3 K4</b>	To know about the history of freedom movement in India.

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>Number of Sessions</b>
<b>I</b>	Queen Victoria's Proclamation - Act of 1858 - Council Act of 1861 - Lytton's Viceroyalty- Ripon and Local-Self- Government.	<b>K1</b>	<b>10</b>
<b>II</b>	Socio - Religious Reform Movements - Brahmo Samaj - Prarthana Samaj - Arya Samaj - The Ramakrishna Movement- The Theosophical Movement - Muslim Reform Movements -Depressed Class Movements : Narayana Guru and SNDP - Jyothirao Phule and Satya Shodhak Samaj.	<b>K1 K2</b>	<b>10</b>
<b>III</b>	Contribution of the Provincial Administration Association – Foundation of Indian National Congress-Emergence of Indian Nationalism: Causes – Leaderships – Extremists - Achievements of Moderate – Council Act of 1891.	<b>K3 K4</b>	<b>10</b>
<b>IV</b>	The Swadeshi Movement - Tilak, Bipin Chandra Pal, Lala Lajpat Rai – Minto-Morely Reforms Act of 1909 - Annie Besant and Home Rule	<b>K4</b>	<b>10</b>

<b>V</b>	<p>Gandhian Era: Mantague Chelmsford Reforms Act of 1919 - Non-cooperation Movement- Civil Disobedience Movement –Round table conferences – Gandhi Irwin Pact – Poona Pact - Muslim League - Indian Government Act of 1935 - Quit India Movement- Indian Independence Act of 1947.</p> <p>Socio - Religious Reform Movements - Brahmo Samaj - Prarthana Samaj - Arya Samaj - The Ramakrishna Movement- The Theosophical Movement - Muslim Reform Movements -Depressed Class Movements : Narayana Guru and SNDP - Jyothirao Phule and Satya Shodhak Samaj.</p>	<b>K5</b>	<b>10</b>
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#### **Learning Resources**

<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. R.C. Agarwal and Mahesh Bhatnagar, Constitutional Development and National Movement of India, S. Chand &amp; Company Ltd., New Delhi, 2006.</li> <li>2. Dharam Chand Gupta, Indian National Movement and Constitutional Development, Vikas Publishing House Pvt. Ltd., Noida, 1983.</li> <li>3. Mahendra Kumar Talware, History of National Movement and Constitutional Development of India.</li> <li>4. Bipin Chandra et.al., Inida’s Struggle for Independence, Penguin India, Delhi, 2000.</li> </ol> <ol style="list-style-type: none"> <li>1. Sekhar Bandyopadhyay, From Plassey to Partition: A History of Modern Indian, Orient Blackswan, Hyderabad, 2004</li> </ol>
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#### **MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	✓	✓		
<b>CO2</b>		✓		✓
<b>CO3</b>	✓		✓	✓



<b>Semester</b>	IV	<b>Core: VIII</b> <b>HISTORY OF EUROPE FROM</b> <b>1789 TO 1945 C.E.</b>	<b>Credit</b>	5
<b>Code</b>	19U4HIC08		<b>Hours</b>	50

**COURSE OBJECTIVE**

To create knowledge about the invasions and inventions of European history.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2 K3</b>	To understand about the history of Europe.
<b>CO2</b>	<b>K1 K2 K3</b>	To understand the importance of invasions of wars.
<b>CO3</b>	<b>K1 K2 K3 K4</b>	To create a awareness about the reforms and revolutions in Europe.

<b>UNIT</b>	<b>SYLLABUS CONTENTS</b>	<b>Level</b>	<b>No. OF SESSIONS</b>
I	Crisis of Ancient Regime -French Revolution - Causes and its results – Napoleon Bonaparte – Domestic and foreign policy – Congress of Vienna – Concert of Europe.	K1	12
II	Industrial Revolution – Agrarian Revolution – Eastern Question – Napoleon III - Unification of Italy and Germany – Bismarck.	K1 K2	12
III	First World War – Russian Revolution – League of Nations	K2 K3	12
IV	The Great Depression of 1929 - Dictatorship in Italy and Germany	K4	12
V	Origin and impact of Second World War – The United Nations Organizations.	K5	12

### **LEARNING RESOURCES**

<b>Text Book</b>	<ol style="list-style-type: none"><li>1. C.D.M. Ketelbey, A History of Modern Times [from 1789], V Edition, Oxford University Press, London, 1973.</li><li>2. Mckinley, Albert E., Arthur C. Howland &amp; Mattew L. Dawn, World History Vol I &amp; II , Atlantic Publishers, New Delhi, 1994</li><li>3. J.E. Swain, A History of World Civilization, Eurasia, Publishers, New Delhi 1970</li><li>4. ThomsonDavid, Europe Since Napoleon, Penguin, London, 1966.</li><li>5. B.V. Rao, History of Modern Europe AD 1789 – 2002, III Edition, New Dawn Press INC., India, 2006.</li></ol>
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### **MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	✓			✓
<b>CO2</b>		✓		✓
<b>CO3</b>	✓		✓	

<b>Semester</b>	IV	<b>ALLIED COURSE IV PUBLIC ADMINISTRATION II</b>	<b>Credit</b>	3
<b>Code</b>	19U4HIA04		<b>Hours</b>	30

**COURSE OBJECTIVE**

To enable the students to know about the planning and administration of India.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2 K3</b>	Understanding about the planning commission of India
<b>CO2</b>	<b>K1 K2</b>	Discuss about problem solving management
<b>CO3</b>	<b>K2 K3 K4</b>	To create the exposure to develop the leading skill

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>No. of Sessions</b>
<b>I</b>	<b>TASKS OF MANAGEMENT:</b> Meaning – Nature – Values – Types – Functions – Leadership – (VS) Power, Headship, Authoritarian and Democratic – Functions of Leadership – What are the qualities of Leadership?	<b>K1 K2 K3</b>	<b>6</b>
<b>II</b>	<b>POLICY FORMATION AND DECISION MAKING:</b> Significance - Policy and administration – Policy Formation in India – Decision making – Meaning and nature – bases and how to make a Decision? Problems of decision making – place of Bias and how to eliminate it.	<b>K1 K2</b>	<b>6</b>
<b>III</b>	<b>PLANNING:</b> Definition – Kinds – process – Planning Commission in India – its functions – Organisation – National Development Council – plan implementation and Evaluation.	<b>K2 K3 K4</b>	<b>6</b>
<b>IV</b>	<b>DELEGATION AND COMMUNICATION:</b> Meaning – Need for it – what to and how to Delegate? Obstacles in delegation. Significance of Communication – Difficulties and barriers.	<b>K1 K3 K4</b>	<b>6</b>
<b>V</b>	<b>SUPERVISION:</b> Significance of Supervision – Techniques of supervision – Qualities of supervisors – Their training.	<b>K3 K4 K5</b>	<b>6</b>

## **Learning Resources**

<b>ReferenceBooks</b>	<ol style="list-style-type: none"><li>1. Herbert A Simon, Donald W.Smithburg and Victor A.Thomson, Public Administration, Alfred A. Knof Inc, New York, 1950.</li><li>2. Fiszt Morstein Marx, Elements of Public Administration, Prentice-Hall Inc, New York, 1946.</li><li>3. A. Avasthi and S. Maheswari, Public Administration, Laximi Narain Agarwal, Agra, 2013.</li><li>4. A. Avasti and K. Arora ramesh (eds.), Bureaucracy and Development: Indian Perspectives, Associated Publishing House, New Delhi, 1978,</li></ol>
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### **MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	✓		✓	
<b>CO2</b>	✓			✓
<b>CO3</b>		✓	✓	

<b>Semester</b>	IV	<b>SBEC - II ARACHAEOLOGY</b>	<b>Credit</b>	2
<b>Code</b>	19U4HIS02		<b>Hours</b>	20

**COURSE OBJECTIVE**

- To enable the students to understand the history of India through excavation.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2 K3</b>	Able to understand the different concept of excavation and exploration
<b>CO2</b>	<b>K1 K2</b>	To create a better understanding about the history of India through historical remains

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>No. of Sessions</b>
<b>I</b>	Principles and Methods in Archaeology-the study of inscriptions, numismatics, and Monuments. Allahabat pillar inscriptions-Ashokan edicts-Aihole inscriptions.	<b>K1 K2 K3</b>	<b>4</b>
<b>II</b>	Early Indian Art and Architecture-Egyptian Architecture-Indian iconography.	<b>K1 K2</b>	<b>4</b>
<b>III</b>	Contribution of the British – Sir William Jones –Alenxander Cunningham – Lord Curzon-Palaeography and Ephigraphy- Museums in India- British Museum- Antiauarian Laws	<b>K2 K3 K4</b>	<b>4</b>
<b>IV</b>	Islamic Architectural monuments at Delhi and Agra-Christian architecture in India-Jain historical monuments in India-Buddhist monuments in India-Hindu architectural monuments and its preservations.	<b>K1 K3 K4</b>	<b>4</b>
<b>V</b>	Modern science in Archaeology-Discovery of ancient civilizations-Indus valley civilization-Egyptian civilization-Field Archaeology experience	<b>K3 K4 K5</b>	<b>4</b>

## **Learning Resources**

<b>Reference Books</b>	1. Archaeology on the Academic Oxford University press. 2. The Penguin Archaeology Guide (Penguin Reference Books). Paul Bah. 3. Practical Hand books of Archaeology. Flip Kart. 4. Devika Cariapa's India through Archaeology- Excavating History.
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### **MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	✓		✓	
<b>CO2</b>	✓			✓

<b>Semester</b>	IV	<b>NMEC –II</b> <b>History of India from 1857 C.E</b> <b>to 1947 C.E</b>	<b>Credit</b>	2
<b>Code</b>	19U4HIN02		<b>Hours</b>	20

### **COURSE OBJECTIVE**

To create awareness about the freedom struggle and their sacrifices to the nation.

### **COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2</b>	Understand about freedom struggle of India
<b>CO2</b>	<b>K1 K2 K3</b>	To know about the sacrifices of freedom fighters.
<b>CO3</b>	<b>K1 K2 K3 K4</b>	To know about the history of freedom movement in India.

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>Number of Sessions</b>
<b>I</b>	Queen Victoria's Proclamation - Act of 1858 - Council Act of 1861 - Lytton's Viceroyalty- Ripon and Local-Self- Government.	<b>K1</b>	<b>10</b>
<b>II</b>	Socio - Religious Reform Movements - Brahma Samaj - Prarthana Samaj - Arya Samaj - The Ramakrishna Movement- The Theosophical Movement - Muslim Reform Movements -Depressed Class Movements : Narayana Guru and SNDP - Jyothirao Phule and Satya Shodhak Samaj.	<b>K1 K2</b>	<b>10</b>
<b>III</b>	Contribution of the Provincial Administration Association – Foundation of Indian National Congress-Emergence of Indian Nationalism: Causes – Leaderships – Extremists - Achievements of Moderate – Council Act of 1891.	<b>K3 K4</b>	<b>10</b>
<b>IV</b>	The Swadeshi Movement - Tilak, Bipin Chandra Pal, Lala Lajpat Rai – Minto-Morely Reforms Act of 1909 - Annie Besant and Home Rule	<b>K4</b>	<b>10</b>

<b>V</b>	<p>Gandhian Era: Mantague Chelmsford Reforms Act of 1919 - Non-cooperation Movement- Civil Disobedience Movement –Round table conferences – Gandhi Irwin Pact – Poona Pact - Muslim League - Indian Government Act of 1935 - Quit India Movement-Indian Independence Act of 1947.</p> <p>Socio - Religious Reform Movements - Brahmo Samaj - Prarthana Samaj - Arya Samaj - The Ramakrishna Movement- The Theosophical Movement - Muslim Reform Movements -Depressed Class Movements : Narayana Guru and SNDP - Jyothirao Phule and Satya Shodhak Samaj.</p>	<b>K5</b>	<b>10</b>
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<b>Learning Resources</b>	
<b>Reference Books</b>	<p>5. R.C. Agarwal and Mahesh Bhatnagar, Constitutional Development and National Movement of India, S. Chand &amp; Company Ltd., New Delhi, 2006.</p> <p>6. Dharam Chand Gupta, Indian National Movement and Constitutional Development, Vikas Publishing House Pvt. Ltd., Noida, 1983.</p> <p>7. Mahendra Kumar Talware, History of National Movement and Constitutional Development of India.</p> <p>8. Bipin Chandra et.al., Inida’s Struggle for Independence, Penguin India, Delhi, 2000.</p> <p>2. Sekhar Bandyopadhyay, From Plassey to Partition: A History of Modern Indian, Orient Blackswan, Hyderabad, 2004</p>

### **MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	✓	✓		
<b>CO2</b>		✓		✓
<b>CO3</b>	✓		✓	✓



**« SEMESTER – V »**

<b>Semester</b>	V	<b>Core PAPER</b> <b>CONTEMPORARY INDIA</b>	<b>Credit</b>	5
<b>Code</b>	18U5HIC09		<b>Hours</b>	5

### **COURSE OBJECTIVE**

To enable the students to learn about the transition period of India.

### **COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2</b>	CO1Explains about the history of post independence
<b>CO2</b>	<b>K1 K3</b>	CO2Explain the separations of two nations
<b>CO3</b>	<b>K2 K3</b>	CO3Explain the formation of new India after independence

<b>UNIT</b>	<b>SYLLABUS CONTENTS</b>	<b>Levels</b>	<b>No. OF SESSIONS</b>
I	India on the eve of Independence: Partition of India – Integration of Indian states – Reorganizations of states.	K1	10
II	Nehru Era — Objectives and working of the planning Commission- India’s Foreign Policy. – Lal Bahadur Shastri – Indira Gandhi- Emergency – J.P.’s Movement – Janatha Party and Morarji Desai.	K2 K3	10
III	Rajiv Gandhi’s Policy on Education and Technology — Emergence of coalition government – V.P.Singh and Mandal Commission. Emergence of Regional Parties - Separtist Movement –Punjab (Operation Blue Star) – Assam– Nagaland.	K3 K4	10
IV	Emergence of caste based parties and its impact on the society – Deva Gauda, I.K.Gujaral Governments – Emergence of BJP and its impact	K4	10
V	Economic History– Industrialization – Green Revolution — White Revolution – Globalisation – Market Economy – It’s impact on Agriculture and Industries – Development of Science and Technology - Information Technology - impact on the society.	K5	10

### **LEARNING RESOURCES**

<b>Reference Books</b>	1. C.D. Deshmukh: Economic Development of India 1946-56, Asia Publishing House, Bombay, 1957.
	2. Drierberg and Sarla Jagmohan: Emergency in India, Delhi, 1975.
	3. Kuldip Nayar, India After Nehru, New Delhi, Vikas Publishing House, new Delhi, 2000.
	4. G. John Gilbert, Contemporary History of India, Anmol Publication, New Delhi, 2006.

### **MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	✓		✓	
<b>CO2</b>	✓	✓		✓
<b>CO3</b>		✓	✓	

<b>Semester</b>	V	<b>Core Course</b> <b>HISTORY OF USA UPTO 1865</b> <b>C.E.</b>	<b>Credit</b>	5
<b>Code</b>	18U5HIC10		<b>Hours</b>	50

**COURSE OBJECTIVE**

To enable the students to study the background of the American war of independence and to understand the policies of American presidents.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2 K3</b>	To study about the history of American civilizations
<b>CO2</b>	<b>K2 K3</b>	To know about the colonization of America
<b>CO3</b>	<b>K1 K2 K3 K4</b>	To know about the politics of America

<b>UNIT</b>	<b>SYLLABUS CONTENTS</b>	<b>LEVELS</b>	<b>No. OF SESSIONS</b>
I	The Geographical discoveries – Colonization – Thirteen colonies.	<b>K1 K2 K3</b>	10
II	The American War of Independence – The making of the Constitution – Washington’s Presidency	<b>K1 K2 K3</b>	10
III	Jeffersonian Republicanism – Madison and the war of 1812 – James Monroe and the era of Good feelings – Monroe’s Doctrine	<b>K2 K4</b>	10
IV	Andrew Jackson’s Presidency – Westward Movement – The issue of slavery in American Politics.	<b>K1 K2 K3 K4</b>	10
V	The Civil War – 1860 to 1865 – Causes, course and the results of the Civil War – Abraham Lincoln – Reconstruction.	<b>K1 K2 K3 K4</b>	10

**LEARNING RESOURCES**

<b>Reference Books</b>	<ol style="list-style-type: none"><li>1. Howard Zinn, A People’s History of the United States, Harper Perennial Modern Classics, New York, 1980.</li><li>2. James Ross-Nazzal, US History since 1877, Connexions, New York, 2010.</li><li>3. Elbert J. Benton and Henry E. Bourne, Introductory American History, Project Gutenberg, Gutenberg, 2006.</li><li>4. US. History source Book, CK – 12 Foundation, 2009.</li></ol>
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**MAPPING WITH PROGRAM OUTCOMES**

CO/ PSO	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	✓			✓
<b>CO2</b>		✓		
<b>CO3</b>	✓		✓	

<b>Semester</b>	V	<b>HISTORY OF SCIENCE OF SCIENCE AND TECHNOLOGY (FROM ANCIENT TO MODERN TIMES)</b>	<b>Credit</b>	5
<b>Code</b>	18U5HIC11		<b>Hours</b>	50

**COURSE OBJECTIVE**

To enable the students to learn the history of science and technology in the old period.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1</b>	To know about the development of Science and Technology in India
<b>CO2</b>	<b>K1 K2</b>	To know about the part played by prominent scientists of India for the development of Science and Technology.
<b>CO3</b>	<b>K1 K2 K3</b>	To know about the development of Science and Technology in Colonial India.

<b>UNIT</b>	<b>SYLLABUS CONTENTS</b>	<b>LEVELS</b>	<b>No. OF SESSIONS</b>
I	Geographical information on Ancient India-Universe and its origin-Bharatvarsa-the age of copper, bronze, iron.	<b>K1 K2 K3</b>	10
II	Science in Ancient India-Astronomy-Mathematics-Medicine-Architecture-Linguistics-theoretical sciences-spiritual sciences.	<b>K1 K2 K3</b>	10
III	Science and Technology in Medieval India-factors guiding dissemination of Scientific knowledge-Aryabhata-Bhaskaracharya-Nagarjuna-Varahamihira-Medical Sciences-Architecture.	<b>K2 K4</b>	10
IV	Science and Technology in Modern India-Defence Research and Development Organisation (DRDO)-CSIR-The Atomic Energy Commission-The Indian Space Research Organisation (ISRO)-Telecommunications-Tele medicines- Atomic Energy and its utilizations in India.	<b>K1 K2 K3 K4</b>	10

V	Prominent Scientists of modern India-Sir Chandra Shekhara Venkata Raman-Srinivasa Ramanujan-A.P.J.Abdul Kalam-Homi Jehangir Bhabha-Vikram Sarabhai.	K1 K2 K3 K4	10
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### **LEARNING RESOURCES**

<b>Reference Books</b>	1.Science and Technology, and General Sciences-Amazon India 2. Science and Technology in Ancient Indian Texts-Bal Ram Singh. 3.Science and Technology-Ashok Kumar Singh
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### **MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b><u>PSO3</u></b>	<b>PSO4</b>
<b>CO1</b>	✓	✓		✓
<b>CO2</b>	✓	✓	✓	✓
<b>CO3</b>			✓	

<b>Semester</b>	V	<b>COREPAPER: INTERNATIONAL RELATIONS</b>	<b>Credit</b>	5
<b>Code</b>	18U5HIC12		<b>Hours</b>	50

**COURSE OBJECTIVE**

To enable the students to understand the relations and foreign affairs of India with other country.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2</b>	To know about the India's foreign policy
<b>CO2</b>	<b>K2 K3</b>	To acquire scientific knowledge from the advanced countries.
<b>CO3</b>	<b>K1 K2 K3 K4</b>	To know about the ability of administrators in the world wide trade contacts.

<b>UNIT</b>	<b>SYLLABUS CONTENTS</b>	<b>LEVELS</b>	<b>No. OF SESSIONS</b>
I	Meaning, evolution, nature, scope and significance of international relations-Liberalism, and neo-liberalism-Realism and Neo-Realism.	<b>K1 K2</b>	10
II	De-colonization and emergence of the third world-Non-aligned movement-New international economic order-UNO and international relations.	<b>K2 K3</b>	10
III	Prominent Regional Organisations-Organisations of American States (OAS)-African Union (AU)-Arab League (AL)-Organization of Petroleum exporting countries (OPEC)-European Union (EU)-Association of South East Asian Nations (ASEAN)-South Asian Association for Regional Cooperation (SAARC).	<b>K2 K4</b>	10
IV	Globalization-meaning-impact of globalization on international relations-Global warming-Climate change, and sustainable development-World security.	<b>K3 K4</b>	10
V	India's foreign policy-India's relationship with Pakistan, China, Nepal, Bangladesh, and Sri Lanka, India's relationship with USA and Russia.	<b>K3 K4 K5</b>	10



### **LEARNING RESOURCES**

Reference Book:	1. International Relations-Pauneet Singh. 2. International Relations-Abhilasha Singh. 3. International Relations-edited by Tapan Biswal 4. International Relations-Peu Ghose. 5. International Relations-Pushpesh pant.
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### **MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>		✓	✓	✓
<b>CO2</b>	✓			
<b>CO3</b>	✓		✓	✓

<b>Semester</b>	V	ELLECTVE PAPER JOURNALISM	<b>Credit</b>	3
<b>Code</b>	18U5HIA05		<b>Hours</b>	30

**COURSE OBJECTIVE**

To enable the students to know about the importance journalism in the society.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2</b>	To develop knowledge about mass media
<b>CO2</b>	<b>K1</b>	Examines the importance of Mass Communications
<b>CO3</b>	<b>K3 K4</b>	Bring out the importance of current issues

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>Number of Sessions</b>
<b>I</b>	Introduction to Journalism- Impact of Mass Media – Fourth Estate - Development of Journalism - (i) From Hicky to 1876 – (ii) From 1876 to 1947 (iii) From 1947 (iv) History of Tamil Journalism – Role of Press in Freedom Movement.	<b>K1 K2</b>	<b>6</b>
<b>II</b>	Reporting – Kinds of news – News Value - Reporters - News Agencies – beat – Reporting of public meeting, crime and sports	<b>K1</b>	<b>6</b>
<b>III</b>	Editing – use of Editing marks – Functions and qualifications of Editor – Sub editors – Inverted pyramid form of writing - Page make up – Head line – lead - feature – Editorial – Letters to the Editor.	<b>K3 K4</b>	<b>6</b>
<b>IV</b>	Rotary – Letter press – off set printing – Role of computers and communication techniques – structure and functioning of newspaper office – Advertisement	<b>K5</b>	<b>6</b>
<b>V</b>	Indian Press Laws – Defamation – Contempt of Court – Official secrets Act - Indian constitution and Press Freedom – Press Council – Prachar Bharathi – Investigative Journalism.	<b>K5 K6</b>	<b>6</b>

### **Learning Resources**

#### **Reference Books**

1. M.P. Gurusamy, Journalism, (Tamil), Guru-Thenmozhi Publication, Dindigul, 2009.
2. A.N. Ahuja, Theory and Practice of Journalism, Surjeet Publication, Delhi, 1984.
3. David Wain Wright, Journalism Made Simple, Rupa & Co, London, 1981.
4. K. Kulathuran, Tamil Press (Tamil), Jeyakumari Store, Nagarcoil, 1975.

### **MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	✓	✓		
<b>CO2</b>	✓	✓		
<b>CO3</b>			✓	✓

<b>Semester</b>	<b>V</b>	<b>SBEC - III FUNDAMENTALS OF COMPUTER TECHNOLOGY</b>	<b>Credit</b>	2
<b>Code</b>	<b>18U5HIS03</b>		<b>Hours</b>	30

**COURSE OBJECTIVE**

To create awareness about basics of computer and technology to the students.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2</b>	Understanding the basic concepts of Computer
<b>CO2</b>	<b>K2K3</b>	Exploring the different attributes types along with the basic of technologies
<b>CO3</b>	<b>K1 K4</b>	Able to understand about the basics of internet

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>No. of Sessions</b>
<b>I</b>	Introduction to computer; Introduction-Characteristics of computers-Generation of computers-Classifications Digital computer systems-Micro computers-Mini computers-Mainframes-Super computers-Network computers.	<b>K1 K2</b>	<b>6</b>
<b>II</b>	Components of computer; Introduction-Parts of computer-Input devices-Output devices-Storage devices; Magnetic Tape-Magnetic disk-Optical disk.	<b>K2 K3</b>	<b>6</b>
<b>III</b>	Internet; Introduction-Internet Access-Internet Basics-Internet Protocols-URL-WWW-Search engines-E-mail	<b>K1 K4</b>	<b>6</b>
<b>IV</b>	Introduction to MS-Office-About MS Office-Why MS-Office.MS-word; Word basics - Formating Features-Menus-Toolbars, and their Icons-Word Formatting Toolbar-Working with text and formatting-Creating Tables-Mail Merge.	<b>K1 K2 K4</b>	<b>6</b>
<b>V</b>	MS-EXCELL; Excel Basics-Introduction-Menus-Toolbars-Icons-Opening Excel-Cells-Entering and Editing data-Creation of Chart-Entering Formulas-Functions-Storing-Filtering-Conditional formatting.	<b>K1 K3 K5</b>	<b>6</b>

### **Learning Resources**

Referenc  
e book

1. Computer Applications in Business-Alexis Leon, Mathew's Leon, Vijay Nicole Imprints 2013.
2. Sanjay Sxena-MS-OFFICE 2000 for every one-Vikas Pub.House, New Delhi.
3. Fundamentals of Information Technology, A and Leon M.Leon, Vikas 2002.

### **MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>		✓	✓	✓
<b>CO2</b>	✓	✓		
<b>CO3</b>	✓		✓	✓

<b>Semester</b>	V	<b>NMEC SOFT SKILL DEVELOPMENT</b>	<b>Credit</b>	2
<b>Code</b>	18U5HIN03		<b>Hours</b>	30

**COURSE OBJECTIVE**

To make the students to improve their communicative skills.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2</b>	To make the students to coordinate with others during projects.
<b>CO2</b>	<b>K1 K2 K3</b>	To make the students to improve interpersonal skills
<b>CO3</b>	<b>K1 K2 K3 K4</b>	To make the students to have positive attitudes.
<b>CO4</b>	<b>K3 K4 K5</b>	To make the students to improve their speaking skills.

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>No. of Sessions</b>
<b>I</b>	Understanding Self Introduction to Soft skills-Self discovery-Developing positive attitude-improving perceptions-forming values.	<b>K1</b>	<b>6</b>
<b>II</b>	Impersonal skills-Understanding others-Developing inter personal relationship-team building-group dynamics-net working-improved work relationship.	<b>K1 K2</b>	<b>6</b>
<b>III</b>	Communication skills-communications with others-art of listening-art reading-Art of speaking-Art of writing-Art of wring e-mails-email etiquette.	<b>K2 K4</b>	<b>6</b>
<b>IV</b>	Corporate skills-working with others-Developing body language-practicing etiquette and mannerism-time management-stress management. Selling self-job hunting-writing resume-interview skills-	<b>K4</b>	<b>6</b>
<b>V</b>	Group discussion-Mock interview-Mock GD-Goal setting-Career planning	<b>K5 K6</b>	<b>6</b>

**Learning Resources**

<b>Reference Books</b>	Meena K.and V.Ayothi (2013) A book on development of soft skills, P.R.Publishers.  Alex K.(2012) Soft skills-Know yourself and know the world.Chand and Company Limited
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**MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>C01</b>	✓			✓
<b>C02</b>		✓	✓	
<b>C03</b>		✓		✓
<b>C04</b>	✓	✓		

**« SEMESTER – VI »**



<b>Semester</b>	VI	<b>CORE: XIII</b>	<b>Credit</b>	5
<b>Code</b>	18U6HIC13	<b>HISTORY OF USA FROM 1865 C.E. TO 2000 C.E.</b>	<b>Hours</b>	60

**COURSE OBJECTIVE**

1. The goal of this course is to provide an introduction reconstruction of U.S.A.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2 K4</b>	To understand the causes for the economic depression
<b>CO2</b>	<b>K1 K4 K5</b>	To know the cold war scenario and its effect.
<b>CO3</b>	<b>K2 K3 K5</b>	To know war and its created impact in U.S.A.

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>No. of Sessions</b>
<b>I</b>	Reconstructions after civil war – Rise of Big Business and Reform Movements - Populism	<b>K1 K2 K4</b>	<b>12</b>
<b>II</b>	Spanish American War- Progressive Era- Theodore Roosevelt- William Taft-Woodrow Wilson- USA in the First World war.	<b>K1 K4 K5</b>	<b>12</b>
<b>III</b>	Great Depression - F.D. Roosevelt and New Deal Policy - USA and Second World War- Atlantic charter – USA And UNO	<b>K2 K3 K5</b>	<b>12</b>
<b>IV</b>	Cold War: Marshal Plan - NATO – SEATO – CENTO - ANUX, Warsaw Pact U-Boat incident – Bay of Pig Incident – Berlin Issue – NTBT – CTBT – SALT Pacts	<b>K3 K4</b>	<b>12</b>
<b>V</b>	Indo-USA Foreign Policy, USA – USSR Foreign Policy	<b>K3 K4 K5</b>	<b>12</b>

**Learning Resources**

<b>Text Books</b>	<ol style="list-style-type: none"><li>1. Howard Zinn, A People’s History of the United States, Harper Perennial Modern Classics, New York, 1980.</li><li>2. James Ross-Nazzari, US History since 1877, Connexions, New York, 2010.</li><li>3. Elbert J. Benton and Henry E. Bourne, Introductory American History, Project Gutenberg, Gutenberg, 2006.</li><li>4. US. History source Book, CK – 12 Foundation, 2009.</li></ol>
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**MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	✓	✓		
<b>CO2</b>		✓	✓	
<b>CO3</b>	✓			✓

<b>Semester</b>	<b>VI</b>	<b>Core: XIV</b> <b>INTRODUCTION TO</b> <b>HISTORIOGRAPHY</b>	<b>Credit</b>	5
<b>Code</b>	<b>18U6HIC14</b>		<b>Hours</b>	60

### **COURSE OBJECTIVE**

1. To understand the need for studying history
2. To analyse definition, nature and scope of history
3. To know the contribution of historians through ages
4. To evaluate their approaches to history.
5. To introduce the methodology in writing

### **COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2</b>	To know the contribution of historians through ages
<b>CO2</b>	<b>K1 K3</b>	To evaluate their approaches to history.
<b>CO3</b>	<b>K2 K3</b>	To introduce the methodology in writing

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>No. of Sessions</b>
<b>I</b>	Definition of History and Historiography-History: Nature, Scope and Value – History as Science-History as Art.	<b>K1 K2</b>	<b>12</b>
<b>II</b>	Kinds of History- History and other Social Sciences : History and Geography – History and Political Science-History and Economics etc	<b>K1 K3</b>	<b>12</b>
<b>III</b>	Practitioners of History: Greco-Roman : Herodotus-Theological interpretation : St. Augustine - Medieval Arab Historian : Ibn Kaldun --Modern Western Historians : Leopold Von Ranke – G.M. Trevelyan - A.J. Toynbee	<b>K2 K3</b>	<b>12</b>
<b>IV</b>	Historiography and Historians of India: Puranas and History-Buddhist and Jain Historiography - Kalhana-Alberuni-Amir Khusru - Barani-Ibn Batuta - Abul Fazl-Modern Indian Historians; Jadunath Sarkar, - J.S. Mill - V.A.Smith - D.D.Kosambi - South Indian Historians : K.A.N. Sastri, K.K. Pillai.	<b>K1 K2</b> <b>K4</b>	<b>12</b>

<b>V</b>	Selection of topic-review of literature-collection of data: Primary and Secondary - Internal and external criticism-chapterisation - bibliography- footnotes, chart, tables and appendices-computation and quantitative analysis-presentation.	<b>K3 K5</b>	<b>12</b>
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<b>Learning Resources</b>	
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Ali, Sheik. History: Its Theory and Methods. Macmillan. New Delhi, 1980.</li> <li>2. Jacques and Henry F. Graff, The Modern Researcher. Harcourt Brace, San Diego, 1985.</li> <li>3. E.H. Carr, What is History, Harmondsworth,1977.</li> <li>4. S. Clark, "The Annales Historians", in Q.Skinner ed., The Return of Grand Theory in the Human Sciences, Cambridge 1985.</li> </ol>

**MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	✓	✓		
<b>CO2</b>		✓	✓	
<b>CO3</b>	✓			✓

<b>Semester</b>	<b>VI</b>	<b>CORE PAPER</b>	<b>Credit</b>	<b>5</b>
<b>Code</b>	<b>18U6HIC15</b>	<b>HISTORY OF FAR EASTASIA SINCE 1900 C.E.</b>	<b>Hours</b>	<b>50</b>

**COURSE OBJECTIV**

To enable the students to know about the history of Far East Asia and surrounded countries.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2</b>	To trace the rise of European Powers.
<b>CO2</b>	<b>K2K3</b>	To find the history of China and Japan.
<b>CO3</b>	<b>K1 K4</b>	To understand the rise of political party and Communist China.

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>Number of Sessions</b>
<b>I</b>	Advent of Europeans – Open Door Policy – Hundred Days of Reforms – Boxer Rebellion – The Revolution of 1911 – Yuan Shi Kai’s Presidency.	<b>K1 K2</b>	10
<b>II</b>	Anglo Japanese Alliance 1902 – The Russo – Japanese War – Japan and the First World War – Washington Conference	<b>K2 K3</b>	<b>10</b>
<b>III</b>	Dr. Sun Yat Sen and the Kuomintang Party – China under Mao – Communist China’s Foreign Policy	<b>K1 K4</b>	<b>10</b>
<b>IV</b>	Rise of Militarism – Manchurian Crisis – II Sino Japanese War – Japan and the Second World War – Post War Japan – Mac Arthur and Occupation – Reorganization of Japan.	<b>K1 K2 K4</b>	<b>10</b>
<b>V</b>	China after Mao – Contemporary China – Contemporary Japan – Relations with America – Science and Technological Developments	<b>K1 K3 K5</b>	<b>10</b>

### **Learning Resources**

<b>Reference Books</b>	<ol style="list-style-type: none"><li>1. Western Dominance: A Survey of Vasco Da Gama Epoch of Asian History, 1498-1945 , New York, 1969</li><li>2. D.G.E. Hall, A History of South East Asia, Palgrave Macmillan, Sydney, 1981.</li><li>3. R.P.Sinha &amp; Dandekar, South East Asia and Peoples Struggle and Political Identity, Kanishka Publishers, New Delhi, 1998.</li><li>4. Surya Dandekar R.P. Sinha, asian Government and Politics: Studeis in People, Power and Political development, Kanishka Publishers, New Delhi, 1994.</li></ol>
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### **MAPPING WITH PROGRAM OUTCOMES**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	✓	✓	✓	✓
<b>CO2</b>		✓		
<b>CO3</b>	✓		✓	✓

<b>Semester</b>	<b>VI</b>	<b>LOCAL GOVERNMENT IN INDIA</b>	<b>Credit</b>	4
<b>Code</b>	<b>18U6HIME02</b>		<b>Hours</b>	50

**COURSE OBJECTIVE**

To enable the students to understand the concept of Local administration In India.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2</b>	To understand the concepts of Panchayat Raj
<b>CO2</b>	<b>K2K3</b>	To study the new Panchayat Raj system
<b>CO3</b>	<b>K1 K4</b>	To study the implementation of welfare schemes

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>Number of Sessions</b>
<b>I</b>	Meaning, Nature and Importance of Local Government – Historical development of Local Government: Ancient, Medieval & Modern India	<b>K1 K2</b>	<b>10</b>
<b>II</b>	Balwantrai Mehta Committee Report-1957 – Ashok Mehta Committee Report-1978 – L.N.Singhvi Committee and G.V.K Rao Committee – Community Development Programme – National Extension Services	<b>K2 K3</b>	<b>10</b>
<b>III</b>	Salient Features of 73 <sup>rd</sup> Constitutional Amendment – Structure , Powers & Functions of Rural Local Government – Gramsabha – Panchayat Union – District Panchayat	<b>K1 K4</b>	<b>10</b>
<b>IV</b>	Salient features 74 <sup>th</sup> Constitutional Amendment – Structure, Powers & Functions of Urban Local Government – Municipality and Municipal Corporation – Cantonment Board and Township	<b>K1 K2 K4</b>	<b>10</b>

<b>V</b>	Reservation of Seats in Local Bodies: Women Reservations – Women Panchayat - Developmental Programmes – Role of Political Parties in Local Body Elections – People’s participation in Local Government	<b>K1 K3 K5</b>	<b>10</b>
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<b>Learning Resources</b>	
<b>Reference Book</b>	S.R. Maheswari, Local Government in India, Laksmi Narai Agarwal Publishers, 2008 M.Venkatarangaiya and M. Pattabhiram, Local Government in India Allied Publishers, 1969 Niraj Gopal Jayaland Ed., Local Government in India-Decentralization and Beyond, Oxford University, Press, 2006

**MAPPING WITH PROGRAM OUTCOMES**

CO/ PSO	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	✓		✓	✓
<b>CO2</b>	✓	✓		✓
<b>CO3</b>		✓	✓	



<b>Semester</b>	<b>VI</b>	<b>SBEC - IV</b> <b>INTRODUCTION TO TOURISM</b>	<b>Credit</b>	4
<b>Code</b>	<b>18U6HIS04</b>		<b>Hours</b>	50

**COURSE OBJECTIVE**

To enable the students to know about the economic development of India through Tourism. To acquire knowledge about the tourism marketing.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2</b>	To know about the tourism resources in India
<b>CO2</b>	<b>K1 K4</b>	To know about the part played by art and architecture for the development of tourism.

<b>Unit</b>	<b>Syllabus Contents</b>	<b>Levels</b>	<b>Hours</b>
<b>I</b>	The concept of tourism and its impacts-Tourism and Economic development in India-Tourism and communication—Skill development-Tourism products in India.	<b>K1 K2</b>	
<b>II</b>	Information Technology and Tourism-Hotel management-Tourism marketing-Tour operation management.	<b>K1 K4</b>	<b>10</b>
<b>III</b>	Tourism resources in India-Transport and communication in tourism-Geography in international tourism.	<b>K2 K3 K4</b>	<b>10</b>
<b>IV</b>	The role of art and culture for the development of tourism-Air fares and ticketing in tourism-sustainable and eco-tourism.	<b>K4 K5</b>	<b>10</b>
<b>V</b>	Computerized Reservation system-Tour guiding and visitor interpretation-Tourism Entrepreneurship.	<b>K5 K6</b>	<b>10</b>

### LEARNING RESOURCES

<b>Text Books</b>	1.Indian Tourism-M.P Bezbarauah.
	2.Tourism marketing –Devashish Das gupta.
	3.Travel and Tourism management-M.D.Abu Barket Ali.
	4.Cultural tourism in India. (English; Mahu Bhattacharya, Gupta, S.P.Lal Krishna)
	5.Tourism, a modern synthesis-Stephen J.Page.

### MAPPING WITH PROGRAM OUTCOMES

CO/ PSO	PSO1	PSO2	PSO3	PSO4
CO1	✓	✓		✓
CO2	✓	✓	✓	

<b>Semester</b>	VI	<b>GENDER STUDIES</b>	<b>Credit</b>	2
<b>Code</b>	17U6HIN04		<b>Hours</b>	20

**COURSE OBJECTIVE**

To make students aware of each other's strengths and weakness.

**COURSE OUTCOMES**

<b>CO1</b>	<b>K1 K2 K3</b>	Provides an overview about basics of gender studies.
<b>CO2</b>	<b>K1 K2</b>	To develop sensitivity towards both genders in order to lead an ethically enriched life.
<b>CO3</b>	<b>K2 K4 K5</b>	To promote attitudinal change towards a gender balanced ambience and women.

	<b>Syllabus Contents</b>	<b>Levels</b>	<b>No. of Sessions</b>
<b>I</b>	Concepts of Gender;-Sex-Gender-Biological Determinism-Patriarchy-Feminism-Gender Discrimination-Gender Division of labour-Gender Stereotyping-Gender Sensitivity-Gender Equity-Gender miss treaming-Empowerment.	<b>K1 K2 K3</b>	<b>4</b>
<b>II</b>	Women's Studies Vs Gender Studies-UGC's Guidelines-VII TO XI Plans-Gender studies in Beijing Conference and CEDAW-Exclusiveness and Inclusiveness.	<b>K1 K2</b>	<b>4</b>
<b>III</b>	Areas of Gender Discrimination-Family-sex ratio-Literacy-Health-Governance-Religion work vs Employment-Market-Media-Politics-Law-Domestic Violence-Sexual Harassment-State policies and planning.	<b>K2 K4 K5</b>	<b>4</b>
<b>IV</b>	Women Development and Gender Empowerment;-Initiatives-International Women's Decade-International Women's Year-National Policy for Empowerment of Women-Women empowerment year 2001.	<b>K1 K4 K5</b>	<b>4</b>

V	Women's movements; NCW-All Women Police Station-Family court-Domestic Violence Act-Maternity benefit Act.-SHG	K1 K3	4
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Learning Resources	
Reference Books	<ol style="list-style-type: none"> <li>1. Agarwal S (2003), Technology for women's Empowerment, Kurukhetra, May</li> <li>2. Bharat Dogra Women's Self Help Group kindling spirit f Entrepreneurship.</li> </ol>

**MAPPING WITH PROGRAM OUTCOMES**

CO/ PSO	PSO1	PSO2	PSO3	PSO4
CO1	✓	✓		✓
CO2		✓	✓	
CO3			✓	✓