**ANNAMALAI UNIVERSITY**

**Affiliated Colleges**

**104 B.A HISTORY**

Programme Structure and Scheme of Examination (under CBCS)

(Applicable to the candidates admitted from the academic year 2023 -2024 onwards)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Part | Study Components & Course Title | Credit | Hours/Week | Maximum Marks |
| CIA | ESE | Total |
|  |  | SEMESTER – I |  |  |  |  |  |
| 23UTAML11/23UHINL11/23UFREL11 | I | Language – Iபொது தமிழ்-I/Hindi-I/French-I | 3 | 6 | 25 | 75 | 100 |
| 23UENGL12 | II | General English – I | 3 | 6 | 25 | 75 | 100 |
| 23UHISC13 | III | Core –I: History of Ancient India up to 1206 CE | 5 | 5 | 25 | 75 | 100 |
| 23UHISC14 | Core – II: History of Tamil Nadu up to 1311 CE | 5 | 5 | 25 | 75 | 100 |
| 23UHISE15-123UHISE15-2 | Elective – IIntroduction to Archaeology(Or) Principles of Sociology | 3 | 4 | 25 | 75 | 100 |
| 23UTAMB16/23UTAMA16 | IV | Skill Enhancement Course – 1(NME-I) /\* Basic Tamil – I/ Advanced Tamil – I | 2 | 2 | 25 | 75 | 100 |
| 23UHISF17 | Foundation Course:Introduction to Tourism | 2 | 2 | 25 | 75 | 100 |
|  |  | Total | 23 | 30 |  |  | 700 |
|  |  | SEMESTER – II |  |  |  |  |  |
| 23UTAML21/23UHINL21/23UFREL21 | I | Language – II:பொது தமிழ் -II: தமிழிலக்கிய வரலாறு-2/Hindi-II/French-II | 3 | 6 | 25 | 75 | 100 |
| 23UENGL22 | II | General English – II | 3 | 6 | 25 | 75 | 100 |
| 23UHISC23 | III | Core – III: History of Medieval India - 1206 - 1707 CE | 5 | 5 | 25 | 75 | 100 |
| 23UHISC24 | Core – IV: History of Tamil Nadu - 1311 – 1801 CE | 5 | 5 | 25 | 75 | 100 |
| 23UHISE25-123UHISE25-2 | Elective - IIWestern Political Thought (or)Introduction to Museology | 3 | 4 | 25 | 75 | 100 |
| 23UTAMB26/23UTAMA26 | IV | Skill Enhancement Course-2 (NME-II) /\* Basic Tamil – II/ Advanced Tamil – II  | 2 | 2 | 25 | 75 | 100 |
| 23UHISG27 | Skill Enhancement Course –3Internet and Its Application (Common Paper) | 2 | 2 | 25 | 75 | 100 |
|  |  | Total | 23 | 30 |  |  | 700 |
|  | NME offered to other Departments |
| 23UECON16 | IV | Introduction to History | 2 | 2 | 25 | 75 | 100 |
| 23UECON26 | IV | Basic Journalism | 2 | 2 | 25 | 75 | 100 |

\* PART-IV: NME / Basic Tamil / Advanced Tamil (Any one)

Students who have not studied Tamil upto 12th Standardand have taken any Language other than Tamil in Part-I, must choose Basic Tamil-I in First Semester & Basic Tamil-II in Second Semester.

Students who have studied Tamil upto 10th & 12th Standardand have taken any Language other than Tamil in Part-I, must choose Advanced Tamil-I in First Semester and Advanced Tamil-II in Second Semester.

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| --- | --- | --- |
| **SEMESTER: I****CORE-I****PART: III** | **HISTORY OF ANCIENT INDIA UP TO 1206 CE (23 UHISC13)** | **CREDIT: 5****HOURS: 5/W** |

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| --- |
| **Learning Objectives** |
| **S. No.** | ***The learning objectives are to impart:*** |
| 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**

1. G. Venkatesan, *Cultural History of India*, VarthamananPathipagam, 2018 (inTamil)
2. K.L. Khurana, *History of India: Earliest times to 1526 A.D.,* Lakshmi Narain Agarwal, Agra,
3. L.P. Sharma, *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi, 2008
4. R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974
5. R.S. Sharma, India’s Ancient Past, Oxford University Press, New Delhi, 2017
6. RanabirChakravarti, *Exploring Early India up to c. AD 1300,* Primus Books, New Delhi, 2016
7. Romila Thapar, *The Penguin History of Early India: From the origin to A.D. 1300*, Penguin Books, New Delhi, 2002
8. Upinder Singh, *A History of Ancient and early Medieval India*, Pearson and Longman, Delhi, 2008

**References**

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

**Web Resources**

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

**Course Outcomes**

|  |  |  |
| --- | --- | --- |
| **CO No.** | ***The students on completion of the course will be able to:*** | **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**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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**

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| --- | --- | --- | --- | --- | --- |
|  | **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)**

|  |  |  |
| --- | --- | --- |
| **SEMESTER: I****CORE-II****PART: III** | **HISTORY OF TAMILNADU UP TO 1311 CE (**23UHISC14) | **CREDIT:5****HOURS:5/W** |

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| **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 Raja Chola I - Rajendra Chola I – Overseas Expansion – Kulothunga – Chalukya-Chola relations – Administrative System – Land Grants and Temple Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature –Art and Architecture – Bronze Sculptures

**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**

1. Ramasamy, *A History of Ancient Tamil Civilization,* New Century Book House, Chennai
2. Eraiyarasan, *The History of Tamil Nadu (The Only Surviving Classical Civilization),* International Institute of Tamil Studies, Chennai, 2017
3. K.A. NilakantaSastri, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar,* Oxford University Press, Chennai, 1997
4. N. Subramanian, *History of Tamilnad*, Koodal Publishers, Madurai, 1977
5. Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations,* Oxford University Press, New Delhi, 2014
6. V.T. Chellam, *New Light on the Early History of Tamil Nadu,* Vijay Publications, Trichy, 1981
7. V.T. Chellam, *Tamil Nadu: History and Culture* (in Tamil), Manivasagar Pathipakam, 2016

**References**

1. AvvaiDuraisamy Pillai, History of the Chera King, Saran Books, Chennai, 2020
2. C. Minakshi, *Administration and Social Life Under the Pallavas*, University of Madras, Madras, 1938
3. K.A. NilakantaSastri, *The Colas*, University of Madras, Madras, 1984
4. K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967
5. K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021
6. K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu,* K.K. Pillay, Madras, 1979
7. Ma. Rajamanickanar, *History of Cholas,* Saran Books, Chennai
8. Ma. Rajamanickanar, *History of Pallavas,* Saran Books, Chennai
9. N. Subramanian, *Sangam Polity*, Asia Publishing House, Bombay, 1966
10. P.T. Srinivasa Iyengar, *History of the Tamils: From the Earliest Times to 600 A.D.,* Asian Educational Services, New Delhi, 2001
11. V. Kanakasabhai, *Tamils Eighteen Hundred Years Ago*, Asian Educational Service, New Delhi, 1982
12. Y. Subbarayalu, *South India under the Cholas,*Oxford University Press, New Delhi, 2012

**Web Resources**

1. https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/
2. http://www.historydiscussion.net
3. <http://globalsecurities.org/military/world/india/history-chola.htm>

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| **CO No.** | **Course Outcomes*****The students on completion of the course will be able to:*** | **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**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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 | 3 | 2 | 3 | 3 | 2 | 3 |
| **CO 4** | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 |
| **CO 5** | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 |
| **Total** | 15 | 15 | 12 | 10 | 15 | 13 | 10 | 15 |
| **Average** | 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** |
| **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 | 3 | 3 | 2 |
| **Total** | 15 | 15 | 14 | 15 | 13 |
| **Average** | 3 | 3 | 2.8 | 3 | 2.6 |

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

|  |  |  |
| --- | --- | --- |
| **SEMESTER: I****ELECTIVE-I-1****PART: III** | **INTRODUCTION TO ARCHAEOLOGY (**23UHISE15-1) | **CREDIT:3****HOURS:4/W** |

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| **Learning Objectives** |
| **S. No.** | ***The course objectives are to impart:*** |
| 1 | Meaning of archaeology, kinds of archaeology and its relations with allied disciplines. |
| 2 | Archaeological developments in the world and India. |
| 3 | Knowledge of early archaeologists and the status of archaeological studies. |
| 4 | Understanding of the methods and techniques of archaeology. |
| 5 | Interpretation of excavated materials |

**UNIT I**

Definition, Nature, Aim and Scope of Archaeology - Archaeology as a Source of Cultural Studies- Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology,New Archaeology - Archaeology and its relations with allied disciplines

**UNIT II**

Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West - Growth of Archaeology in India- Archaeological Survey of India.

**UNIT III**

Archaeological Studies – Educational Institutions - Early Archaeologists in India –Robert Bruce Foote – Alexander Rae – Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, Jean Mariacastle, H.D.Sankalia.

**UNIT IV**

Exploration- Aims –Methods - Manual and Scientific Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method, Underwater Archaeology; Stratigraphy: Definition, Scope and Methodology; Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements; Dating Methods: Absolute Dating Methods: Radio Carbon and AMS Dating – Thermo luminescence and OSL Dating – Potassium Argon – Uranium Series – Fission Track – Electronic Spin Resonance – Dendrochronology – Relative Dating: Flouring Method – Nitrogen Method – Varve Analysis – Stratigraphy – Seriation – Historical Dating

**UNIT V**

Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis; Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials.

Archaeological excavations in Tamil Nadu – Arikamedu – Adichanallur – Korkai – Keezhadi – Mayiladumparai – Sivagalai – other sites

**LEARNING RESOURCES**

**Recommended Books**

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

**References**

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

**Web Resources**

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

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| **CO No.** | **Course Outcomes*****The students on completion of the course will be able to:*** | **Cognitive Level** |
| CO 1 | Define archaeology and explain different kinds of archaeology. | K1, K2 |
| CO 2 | Trace the archaeological developments from its beginnings. | K1 |
| CO 3 | Describe the contribution of early archaeologists in India | K1 |
| CO 4 | Explain the methods and techniques of archaeology. | K2 |
| CO 5 | Classify the artefacts and describe the various types of analysis. | K4 |

**CO Mapping with Programme Outcomes**

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|  | **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 | 2 | 2 | 2 | 3 |
| **CO 5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **Total** | 15 | 15 | 15 | 15 | 13 | 14 | 12 | 15 |
| **Average** | 3 | 3 | 3 | 3 | 2.6 | 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)**

|  |  |  |
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| SEMESTER: IELECTIVE-I-2PART: III | PRINCIPLES OF SOCIOLOGY(23UHISE15-2) | CREDIT:3HOURS:4/W |

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| **Learning Objectives** |
| **S. No.** | ***The course objectives are to impart:*** |
| 1 | Elaborate the basics of Sociology and its relationship with other Social Sciences. |
| 2 | Explain the various concepts of sociology. |
| 3 | Point out the aspects and characteristics of social group. |
| 4 | Describe the elements and functions of Culture and how it differs from Civilization. |
| 5 | Learn the different type of Social Institutions. |

**UNIT I**

The Science of Sociology - Definition - Nature and scope - Sociology as a Science - Its importance and relations to other Social Sciences.

**UNIT II**

Basic Concepts of Sociology: Society - Community - Institution - Association - Social Group - Status and Role.

**UNIT III**

Social group - Definition - Characteristics - Types and Functions – Values – Ethics.

**UNIT IV**

Culture - Definition - Characteristics - Elements - Functions - Cultural Lag - Ethnocentrism - Culture and Civilization - Cultural Uniformity and Variability.

**UNIT V**

Social Institutions: Marriage - Family – Religion - Education - Economy - Government - Nature and Functions.

**LEARNING RESOURCES**

**Recommended Books**

1. Inkeles Alex (1964).What is Sociology? An Introduction to the Discipline and Profession: Englewood Cliffs. N.J. Prentice Hall.
2. Smelser, N.J. (1993). Sociology: New Delhi. Prentice Hall of India Ltd

**References**

1. Giddens, Anthony (2001). *Sociology*: Cambridge. Polity.
2. Horton, B and Hunt, L.( 1984). *Sociology*: New York. McGraw Hill Book Cp.
3. Johnson, Harry M. (1993).*Sociology: A Systematic Introduction*: New Delhi. Allied Publishers

**Web Resources**

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

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcomes*****The students on completion of the course will be able to:*** | **Cognitive Level** |
| CO 1 | Obtain knowledge about the nature and scope of Sociology and to understand Sociology as Science | K1, K2 |
| CO 2 | Being a social animal, realize the individual’s connectivity with Society, Institutions and Community. | K1 |
| CO 3 | Understand the characteristics of social group and eminence of adhering values and ethos | K1 |
| CO 4 | Understand the causes for cultural lag and degradation. | K2 |
| CO 5 | Know the essentiality and inner values of social institutions such as marriage and family. | K4 |

**CO Mapping with Programme Outcomes**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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 | 2 | 2 | 2 | 3 |
| **CO 5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **Total** | 15 | 15 | 15 | 15 | 13 | 14 | 12 | 15 |
| **Average** | 3 | 3 | 3 | 3 | 2.6 | 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)**

|  |  |  |
| --- | --- | --- |
| **SEMESTER: Foundation Course:****PART IV** | **INTRODUCTION TO TOURISM****(**23UHISF17) | **CREDIT:2****HOURS:2/W** |

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| **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**

1. A.K. Bhatia, *Tourism Management,* Sterling Publications, New Delhi, 2016
2. A.K. Bhatia, *The Business of Travel Agency and Tour Operations Management,* Sterling Publications, New Delhi, 2014

**References**

1. Marc Mancini, *Conducting Tours: A Practical Guide,*Cengage Learning Publications, New Zealand, 2000
2. J. Negi, *Travel Agency and Tour Operation: Concepts and Principles,*Kanishka Publisher, New Delhi, 2004
3. PranNath Seth, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi, 2008

**Web Resources**

1. https://www.academia.edu/14264572/Basic\_Concept\_on\_Tourism
2. <http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf>

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

 **CO Mapping with Programme Outcomes**

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|  | **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 | 3 | 3 |
| **CO 3** | 3 | 3 | 3 | 3 | 3 | 2 | 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 | 13 | 14 | 15 |
| **Average** | 3 | 3 | 3 | 3 | 2.8 | 2.6 | 2.8 | 3 |

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

|  |  |  |
| --- | --- | --- |
| **SEMESTER: II****CORE-III****PART:III** | **HISTORY OF MEDIEVAL INDIA – 1206 – 1707 CE (23UHISC23)** | **CREDIT:5****HOURS:5/W** |

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| **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 – Sher Shah 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**

1. Ashirbadi Lal Srivastava, *History of India 1000 A.D. to 1707 A.D.,* Shiva Lal Agarwala, Agra, 1964
2. J.L. Mehta, *Advanced Study in the History of Medieval India, Vol II: Mughal Empire(1526 – 1707 A.D.),* Sterling Pub., New Delhi, 2019
3. J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. I(1000 – 1526 A.D.),* Sterling Pub., New Delhi, 2019
4. J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture,* Sterling Pub., New Delhi, 2019
5. L.P. Sharma, History of Medieval India, 1000-1740 A.D., Konark Pub. Pvt. Ltd., New Delhi, 1997
6. Satish Chandra, *History of Medieval India,* Orient Blackswan, New Delhi, 2017

**References**

1. A.B.M. Habibullah, *The Foundation of Muslim Rule in India*, Central Book Depot, 1967
2. Ashirbadi Lal Srivastava, *The Mughal Empire, 1526-1803 A.D.,* Shiva Lal Agarwala, Agra, 1969
3. Chandra, Satish, *Essays on Medieval Indian History,* OUP, New Delhi, 2005
4. Mohammad Habib and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People’s Publishing House, Delhi, 1970.
5. R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974
6. Satish Chandra, Medieval India, Part I & II, New Delhi, NCERT, 1971

**Web Resources**

1. https://archive.org/details/MedievalIndiaFromContemporarySources
2. <https://selfstudyhistory.com/medieval-indian-history/>

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| --- | --- | --- |
| **CO No.** | **Course Outcomes*****The students on completion of the course will be able to:*** | **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 |
| **Total** | 15 | 15 | 13 | 15 | 15 | 14 | 12 | 15 |
| **Average** | 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 |
| **Total** | 15 | 15 | 14 | 15 | 15 |
| **Average** | 3 | 3 | 2.8 | 3 | 3 |

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

|  |  |  |
| --- | --- | --- |
| **SEMESTER: II****CORE-IV** **PART:III** | **HISTORY OF TAMIL NADU - 1311 – 1801 CE (**23UHISC24) | **CREDIT:5****HOURS:5/W** |

|  |
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| **Learning Objectives** |
| **S. No.** | ***The learning objectives are to impart:*** |
| 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**

1. G. Venkatesan, *History of Modern Tamil Nadu 1600-2011,* VC Publications, Rajapalayam
2. K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982
3. N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976
4. Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations,* OUP, New Delhi, 2014
5. R. Kalidoss, *History and Culture of Tamils*, Vijay Publishers, Dindugal,1976

**References**

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

**Web Resources**

1. https://archive.org/details/SouthIndianRebellion/mode/2up
2. www.nationalgeographic.org/threekingsintamilakam

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| --- | --- | --- |
| **CO No.** | **Course Outcomes*****The students on completion of the course will be able to:*** | **Cognitive Level** |
| 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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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 | 2 | 3 | 2 | 2 | 3 |
| **CO 5** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| **Total** | 15 | 15 | 15 | 14 | 14 | 13 | 12 | 15 |
| **Average** | 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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 | 2 | 3 | 3 |
| **CO 5** | 3 | 3 | 3 | 3 | 3 |
| **Total** | 15 | 15 | 13 | 15 | 15 |
| **Average** | 3 | 3 | 2.6 | 3 | 3 |

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

|  |  |  |
| --- | --- | --- |
| **SEMESTER: II****Elective II-1** | **WESTERN POLITICAL THOUGHT (23UHISE25-1)** | **CREDIT: 3****HOURS: 4/W** |

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| **Learning Objectives** |
| **S. No.** | ***The learning objectives are to impart:*** |
| 1 | Knowledge about Greek philosophy of Plato and Aristotle |
| 2 | Knowledge about social contract theory. |
| 3 | The political ideas of Machiavelli and John Locke |
| 4 | Utilitarian philosophy of Jeremy Bentham |
| 5 | Ideas of Karl Marx and Antonio Gramsci |

**UNIT I**

 Socrates – Plato – Aristotle

**UNIT II**

Machiavelli – Thomas Hobbes – John Locke – Rousseau

**UNIT III**

Voltaire – Montesquieu – Thomas Paine – Mary Wollstonecraft – Luigi Taparelli

**UNIT IV**

Jeremy Bentham – J.S. Mill – David Thoreau – Nietzsche

**UNIT V**

Karl Marx – Antonio Gramsci – Richard Rorty – Martin Luther King Jr.

**LEARNING RESOURCES**

**Recommended Books**

1. George H. Sabine, *A History of Political Theory,* Oxford and IBH Pub. Co. Ltd., New Delhi, 2019
2. Phyllis Doyle, *A History of Political Thought*, Jonathan Cape, London, 1963
3. R.C. Gupta, *Western Political Thought*, Lakshmi Narain Agarwal, Agra, 2012
4. R.P. Sharma, *Western Political Thought: Plato to Hugo,* Sterling Pub. Pvt. Ltd., New Delhi, 1984
5. S. Vijayaraghavan and R. Jayaram, *Political Thought*, Sterling Pub. Pvt. Ltd., 1994
6. Shefali Jha, *Western Political Thought: From Plato to Marx,* Pearson, Delhi, 2010
7. William Ebenstein, *Great Political Thinkers – Plato to the Present,* S. Chand (G/L) & Co. Ltd., New Delhi, 1999

**References**

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

**Web Resources**

1. https://archive.org/details/dli.ernet.260180/page/n5/mode/2up
2. https://archive.org/details/in.ernet.dli.2015.260320/page/n1/mode/2up
3. https://archive.org/details/dli.ernet.13555/page/n13/mode/2up

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| **CO No.** | **Course Outcomes*****The students on completion of the course will be able to:*** | **Cognitive Level** |
| CO 1 | Describe the political philosophy of Plato and Aristotle. | K1 |
| CO 2 | Discuss the Social Contract theory. | K2 |
| CO 3 | Compare the political ideas of Machiavelli and John Locke | K4 |
| CO 4 | Justify the advantages of utilitarian philosophy. | K5 |
| CO 5 | Describe the political ideas of Karl Marx and Antonio Gramsci. | K1 |

**CO Mapping with Programme Outcomes**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 |
| **CO 2** | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| **CO 3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| **CO 4** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| **CO 5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **Total** | 15 | 15 | 13 | 15 | 14 | 14 | 12 | 15 |
| **Average** | 3 | 3 | 2.6 | 2.6 | 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 | 2 | 3 | 3 | 3 |
| **CO 4** | 3 | 3 | 2 | 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)**

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| **SEMESTER: II****Elective II-2** | **INTRODUCTION TO MUSEOLOGY** **(23UHISE25 -2)** | **CREDIT: 3****HOURS: 4/W** |

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| **Learning Objectives** |
| **S. No.** | ***The learning objectives are to impart:*** |
| 1 | Knowledge about History of Museum and Architectural Grandeur |
| 2 | Knowledge about classification and types of Museums. |
| 3 | To know about the various functions and preservation techniques of Museum |
| 4 | To understand the administrative systems followed in Museums. |
| 5 | To gain idea related to regional Museums. |

**UNIT-I**

Museology Definition - Objectives - History of Museum - Museum Architecture and Buildings.

**UNIT-II**

Kinds of Museum - Classification - National - Regional State - District - Site - Private Museums.

**UNIT-III**

Functions of Museum - Storage - Conservation - Preservation Techniques - Education - Research.

**UNIT-IV**

Museum - Administration - Security - Museum Library - Legislative measures - Reproduction of Museum objects.

**UNIT-V**

Museum related organizations - International - Indian Museums in the promotion of Tourism - study of select Museums in India - National Museum Delhi, Government Museum Chennai - Salar Jung Museum Hyderabad - Local Museum Vellore.

**LEARNING RESOURCES**

**Recommended Books**

1. Dr. V. Jayaraj - Museology - Heritage Management - Seawaves Printers, Chennai - 86, 2005
2. M.L. Nigam - Fundamentals of Museology, Deva Publicaitons, Hyderabad, 1985
3. Grace Morley - The Museum and its functions, Ed. Saifur Rahman dar, Lahore Museum, Lahore, 1981
4. Dr. V. Jayaraj - Handbook on Conservation in Museums Published by the Commissioner of Museums, Chennai, 1995
5. J. Smifa, J. Baxi and Vinod P. Dwivedi - Museum Storage, Modern Museum, V.P. Abbhinav Publications, New Delhi, 1985

**References**

1. Baverjee. N.R. - Museum and cultural Heritage in India Agam Kala prakashan, New Delhi, 1990
2. Agarwala. V.S. - Museum studies, Prithivi Prakashan, Varanashi, 1978
3. Grace Morley - Museum today, Lucknow, 1981
4. Agarwal. O.P. - Care and Preservations of Museum Objects, 1980
5. H. Sarkar - Museum and Museology, Sundeep Prakashan, New Delhi, 1981

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| **CO No.** | **Course Outcomes*****The students on completion of the course will be able to:*** | **Cognitive Level** |
| CO 1 | Describe the various objectives of Museums. | K1 |
| CO 2 | Discuss the significance of private Museums. | K2 |
| CO 3 | Compare the research value of Museum | K4 |
| CO 4 | Justify the advantages of Museum library | K5 |
| CO 5 | Describe the significance of Museum to promote Tourism. | K1 |

**CO Mapping with Programme Outcomes**

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 |
| **CO 2** | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| **CO 3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| **CO 4** | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| **CO 5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **Total** | 15 | 15 | 13 | 15 | 14 | 14 | 12 | 15 |
| **Average** | 3 | 3 | 2.6 | 2.6 | 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 | 2 | 3 | 3 | 3 |
| **CO 4** | 3 | 3 | 2 | 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)**

**NME offered to other Departments**

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| --- | --- | --- |
| **SEMESTER: I****Skill Enhancement Course-1(NME-1)****PART-IV** | **INTRODUCTION TO HISTORY** **(23UHISN16)** | **CREDIT:2****HOURS:2/W** |

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| **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 – Ibn Khaldun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr

**UNIT IV**

Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi – Romila Thapar – R.S. Sharma – Irfan Habib – Bipan Chandra – Ranajit Guha P.T. Srinivasa Iyyangar– 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.

**Field Visit –** Nearest archaeological/historical site, museum, archives and libraries

**Field Report**

**LEARNING RESOURCES**

**Recommended Books**

1. E. Sreedharan, *A Textbook of Historiography, 500 BC to AD 2000,* Orient Longman, New Delhi, 2004
2. E.H.Carr, *What is History?*, Penguin Books Ltd., New Delhi, 2018.
3. G. Venkatesan, A Study of Historiography (History of Historical Knowledge),V.C.Publications,2018
4. K. Rajayyan, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982
5. S.Manikam, *On History & Historiography,* Padumam Publishers, Madurai
6. SheikAli, *History: Its Theory and Method*, Laxmi Publications, 2019

**References**

1. John C.B. Webster, *Studying History,* Primus Books, Delhi, 2019
2. MarcBloch, *The Historian’s Craft*, Aakar Books, Delhi, 2017
3. R.G.Collingwood, *The Idea of History,* OUP, Delhi, 1994
4. Romila Thapar, *History and Beyond,* Taylor and Francis, Oxford University of Press,

**Web Resources**

1. https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html
2. <http://d-nb.info>

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| --- | --- | --- |
| **CO No.** | **Course Outcomes*****The students on completion of the course will be able to:*** | **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**

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|  | **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)**

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| --- | --- | --- |
| **SEMESTER: II****Skill Enhancement Course-2(NME-II)****PART: IV** | **BASIC JOURNALISM** **(23UHISN26)** | **CREDIT: 2****HOURS: 2/W** |

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| **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**

1. K.M. Shrivastava, *News Reporting and Editing,* Sterling Pub. Pvt. Ltd., New Delhi, 1991
2. M.K. Verma, *News Reporting and Editing,* APH Publishing Corporation, New Delhi, 2009

**References**

1. Graham Greer, *A New Introduction to Journalism,* Juta and Co. Ltd., Kenwyn, South Africa, 1999
2. Carole Fleming, et.al., *An Introduction to Journalism,* SAGE Publications Ltd., New Delhi, 2006
3. Barun Roy, *Beginners’ Guide to Journalism and Mass Communication,* Pustak Mahal, Delhi, 2013

**Web Resources**

1. https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/
2. https://owl.purdue.edu/owl/subject\_specific\_writing/journalism\_and\_journalistic\_writing/index.html

|  |  |  |
| --- | --- | --- |
| **CO No.** | **Course Outcomes*****The students on completion of the course will be able to:*** | **Cognitive Level** |
| **CO 1** | Describe the types and determinants of news. | K1 |
| **CO 2** | Elaborate the newspaper organization structure. | K2 |
| **CO 3** | Elaborate the role, qualities, and responsibilities of a reporter. | K2 |
| **CO 4** | Explain the types of reporting. | K2 |
| **CO 5** | 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)**