



PSGR Krishnammal College for Women



DEPARTMENT OF HISTORY

**CHOICE BASED CREDIT SYSTEM (CBCS)
&
LEARNING OUTCOMES BASED CURRICULUMFRAMEWORK (LOCF)**

BACHELOR OF HISTORY

2022 – 2025 BATCH



PROGRAMME LEARNING OUTCOMES (PLO's)

After completion of the programme, the student will be able to

PLO1: Assess the importance of historical sources to substantiate Historical writing.

PLO2: Understand from multi disciplinary backgrounds and to acquire a holistic understanding of the fundamental tenets of Indian Culture and its relevance in contemporary times.

PLO3: Imbibe the socio economic aspects of Indian tradition

PLO4: Widen their competency skills and acquire communication skills- written, verbal and digital

PLO5: Acquire the governance and working nature of various political institutions around the world.



PROGRAMME SPECIFIC OUTCOME

The students at the time of graduation will

PSO1: Develop *interests* in the study of History and activities relating to History. Such as

- Collect ancient Arts, old coins and other historical materials;
- Read historical documents, maps, charts etc.
- Play active roles in activities of the historical organizations and associations; and
- Write Articles on historical topics

PSO2: Develop *practical skills* helpful in the study and understanding of historical events. They include

- Draw historical maps, charts, diagrams etc.
- Prepare historical models, tools etc.

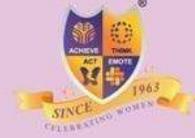
PSO3: Impart moral values and inculcate the feeling of patriotism in the hearts of the pupils.

PSO4: Enable the students to clear UPSC/TNPSC and all other competitive examinations.

PSO5: Make them to become an admirable national leader by entering into the arena of politics



PSGR Krishnammal College for Women



PROGRAMME EDUCATIONAL OBJECTIVE

- Provides an insight into the origin of culture which is less familiar, thereby increasing cross-cultural awareness and understanding.
- Learn about past human behavior that is relevant to the intellectual growth and development of an individual and can endow with valuable insight for future generations.
- It imparts value orientation Education.



DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING OUTCOME BASED
CURRICULUMFRAMEWORK (LOCF)

SYLLABUS & SCHEME OF EXAMINATION
BACHELOR OF HISTORY (2022-2023 BATCH)

SEM	Part	Subject Code	Title of the Paper		Instruction hours/week	Contact hours	Tutorial	Duration of Examination	Examination Marks			Credits
									C A	ESE	TOTAL	
I	I	TAM2201 HIN2201 FRE2201 MAL2201	Language T/H/F Paper I	Language	6	86	4	3	50	50	100	3
	II	ENG2101	English Paper I	English	6	86	4	3	50	50	100	3
	III A	HI22C01	History of India upto 1206 CE	CC	5	71	4	3	50	50	100	4
	III A	HI22C02	History of Early Medieval India	CC	5	71	4	3	50	50	100	4
	III A	HI22A01	Allied-Principles of Modern Government	GE	6	86	4	3	50	50	100	5
	IV	NME22BI NME22AI NME21ES	Basic Tamil I Advance Tamil Introduction to Entrepreneurship	AEC	2/2/2	28/28/ 26	1/1/ 4	-/- /2	50/ 50/ 10 0	50/5 0/-	100	2

II	I	TAM2202 HIN2202 FRE2202 MAL2202	Language T/H/F Paper-II	Language	6	86	4	3	50	50	100	3
	II	ENG2102	English Paper II	English	5	71	4	3	50	50	100	3
	III	HI22C03	History of Later Medieval India	CC	5	71	4	3	50	50	100	4
	III	HI22C04	History of Modern India Upto 1857 CE	CC	5	71	4	3	50	50	100	4
	III	HI22A02 / EG22A02/ ES22A04/ ES21A05	Allied -Indian Constitution	GE	6	86	4	3	50	50	100	5
	VI		Open Course- (Self Study online)		-	-	-	-	-	-	-	-
	IV	NME22B2/ NME22A2	Basic Tamil II/Advance Tamil II**	AEC	-	-	-	-	-	-	-	Grade
	VI		Personality Development Programme	-	-	-	-	--	-	-	-	-
	V	21PEAS1	Professional English for Humanities	AEC	3	40	2	2	50	50	100	2
	VI	NM12GAW	Foundattion Course-1 (General Awareness)	-	Self study(online)				Grad e			

SEM	COURSE CODE	TITLE	HRS / WEEK	CA	ESE	MARKS	CR EDI T
III	TAM2203	TAMIL PAPER III	6	50	50	100	3
III	FRE2203	FRENCH PAPER III	6	50	50	100	3
III	HIN2203	HINDI PAPER III	6	50	50	100	3
III	ENG2203	ENGLISH PAPER III	5	50	50	100	3
III	HI22C05	HISTORY OF INDIA FROM 1858 CE – 1947 CE	4	50	50	100	4
III	HI22C06	CONTEMPORARY INDIA	4	50	50	100	4
III	HI22A03	ALLIED PAPER III- INDIAN GEOGRAPHY	6	50	50	100	5
III	NM22EVS	ENVIRONMENTAL STUDIES	SELF STUDY	100	-	100	GR
III	NM22UHR	UNIVERSAL HUMAN VALUES AND HUMAN RIGHTS	2	100	-	100	2
III	HI22SB01/	SKILL BASED ELECTIVE PAPER I - MONUMENTS IN INDIA	3	100	-	100	3

CC-Core Courses

CA- Continuous Assessment

GE-Generic Elective

ESE-End Semester Examination

AEC- Ability Enhancing Course

QUESTION PAPER PATTERN

CORE & ALLIED PAPERS

INTERNAL COMPONENT	50 / 50 = 100 Marks
THEORY	
CIA I	7
CIA II	7
MODEL EXAM	10
ASSIGNMENT	4
SEMINAR	5
QUIZ	4
CLASS PARTICIPATION	5
APPLICATION OF KNOWLEDGE, INNOVATION AND CREATIVITY	5
ATTENDANCE	3
TOTAL	50 Marks

QUESTION PAPER PATTERN

CORE & ALLIED PAPERS

CIA Question Paper Pattern: 2 x 25 = 50 Marks

One question from each unit with each question comprising of

- Two questions with a weightage of 2 marks (no choice)
- Two questions with a weightage of 6 marks (no choice)
- One question with weightage of 9 marks (Internal Choice at the same CLO level)

ESE Question Paper Pattern: 5 x 20 = 100 Marks

One question from each unit with each question comprising of

- One question with a weightage of 2 marks (no choice)

- One question with a weightage of 6 marks (Internal Choice at the same CLO level)
- One question with weightage of 12 marks (Internal Choice at the same CLO level)

SKILL BASED SUBJECT

INTERNAL COMPONENT	25 / 75 = 100
	Marks
THEORY	
CIA I (one only)	5
CIA II	5
Model exam	15
Total	25 Marks

Continuous Internal Assessment: 25 Marks

SECTION	MARKS	TOTAL
A – 4 / 6 X 4 Marks	16	5
B – 1 / 2 X 9 Marks	9	

No Change in the Examination/ question paper pattern as it moved from Part IV to

Part III ADVANCED LEARNERS COURSE (ALC)

INTERNAL COMPONENT	25 / 75 = 100 Marks
THEORY	
CIA I (one only)	10
CIA II	-
Model exam	15
Total	25 Marks

Continuous Internal Assessment: 25 Marks

SECTION	MARKS	TOTAL
A – 4 / 6 X 4 Marks	16	25
B – 1 / 2 X 9 Marks	9	

End Semester Examination: 75 Marks

SECTION	MARKS	TOTAL
A-5/8X5=25 Marks	25	75

B – 5/8X10=50 Marks	50	
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VALUE EDUCATION AND HUMAN RIGHTS / WOMEN STUDIES / AMBEDKAR STUDIES / GANDHIAN STUDIES / ENTREPRENEURSHIP / ENVIRONMENTAL STUDIES

Continuous Internal Assessment: 50 Marks

SECTION	MARKS	TOTAL
A – 4 / 6 X 5 Marks	20	50
B – 2/3 X 15 Marks	30	

Value Education and Human Rights & Environmental Studies two internal tests will be conducted for 50 marks each and the total marks secured will be equated to a maximum of 75 marks and 25 marks is allotted for project / group discussion / presentation of a report.

INFORMATION SECURITY

Continuous Internal Assessment: 40 Marks

SECTION	MARKS	TOTAL
A – 5 / 8 X 2 Marks	10	40
B – 6 / 8 X 5 Marks	30	

FIELD TRAINING

The students have the option to select any organization – Government / private like industry such as Archeological office, Museums, District Record Office etc in consultation with the staff Co-coordinator & HOD. The students are to undergo training for a period of two weeks at the end of semester IV during vacation. The students must maintain a work diary and prepare report of the training undergone and submit the same to the HOD. On a stipulated date, there will be a viva-voce with internal examiners at the beginning of the semester V.

MODE OF EVALUATION	MARKS	TOTAL
Attendance	10	100
Work Diary	15	
Report	50	
Viva-voce	25	

PROJECT

Group Project and Viva Voce

Each faculty will be allotted 5 students. A specific problem will be assigned to the students. The topic/area of work will be finalized at the end of IV semester, allowing scope for the students to gather relevant literature during the vacation. Viva Voce/presentation will be conducted by a panel comprising of HOD, internal examiners. A power point presentation by the student group will be evaluated on the basis of students' response to the questions.

Area of Work

Political History, Social History, Economic History, Cultural History, Diplomatic History, Religious History, Archeology, Art & Architecture, Studies in Local Self Government, Gender Studies, Tribal study and so on

Methodology

Each project should contain the following details:

Brief introduction on the topic

Review of Literature

Materials and Methods

Results and Discussions – evidences in the form of figures, tables and photographs

Conclusion / Summary

Bibliography

The above contents should not exceed 50 pages

Internal Assessment: 20 Marks

Review	Mode of Evaluation	Marks	Total
I	Selection of the field of study, Topic & Literature Collection	5	20
II	Research Design and Data Collection	10	
III	Analysis & Conclusion, Preparation of rough draft	5	

External Assessment: 60+20 Marks

Mode of Evaluation	Marks	Total
Project Report		
Relevance of the topic to academic / society	10	60
Objectives	10	
Experimental Design	20	
Expression of Results and Discussion	20	
Viva Voce		
Presentation	10	20
Discussion	10	

**WEIGHTAGE ASSIGNED TO VARIOUS COMPONENTS OF
CONTINUOUS INTERNAL ASSESSMENT**

Theory

	CI AI	CI A II	Mod el Exa m	Assignm ent/ Class Notes	Semin ar	Qui z	Class Participat ion	Applicat ion of Knowle dge, innovati on & Creativi ty	Attenda nce	Max. Mark s
Core / Allied	7	7	10	4	5	4	5	5	3	50
SBS	5	5	15	-	-	-	-	-	-	25
ALC	10	-	15	-	-	-	-	-	-	25
Informat ion Security	40	40		10		10				100

Practical

	Model Exam	Lab Performance	Regularity in Record Submission	Attendance	Maximum Marks
Core / Allied / SBS	15	24	8	3	50

RUBRICS

Assignment/ Seminar

Maximum - 20 Marks (converted to 4 marks)

Criteria	4 Marks	3 Marks	2 Marks	1 Mark
Focus Purpose	Clear	Shows awareness	Shows little awareness	No awareness
Main idea	Clearly presents a main idea.	Main idea supported throughout	Vague sense	No main idea
Organisation Overall	Well planned	Good overall organization	There is a sense of organization	No sense of organization
Content	Exceptionally well presented	Well presented	Content is sound	Not good
Style: Details and Examples	Large amounts of specific examples and detailed description	Some use of examples and detailed descriptions	Little use of specific examples and details	No use of examples

CLASS PARTICIPATION

Maximum - 20 Marks (converted to 5 marks)

Criteria	5 Marks	4 Marks	3 Marks	2 Marks	1 Mark	Points scored
Level of Engagement in Class	Student proactively contributes to class by offering ideas and asks questions more than once per class.	Student proactively contributes to class by offering ideas and asks questions once per class	Student contributes to class and asks questions occasionally	Student rarely contributes to class by offering ideas and asking no questions	Student never contributes to class by offering ideas	
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student listens when others talk in groups and in class occasionally	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	
Behavior	Student almost never displays disruptive behavior during class	Student rarely displays disruptive behavior during class	Student occasionally displays disruptive behavior during class	Student often displays disruptive behavior during class	Student almost always displays disruptive behavior during class	
Preparation	Student is almost always prepared for class with required class materials	Student is usually prepared for class with required class materials	Student is occasionally prepared for class with required class materials	Student is rarely prepared for class with required class materials	Student is almost never prepared for class.	
					Total	

COURSE NUMBER	COURSE NAME- SEM I	CATEGORY	L	T	P	CREDIT
HI22C01	HISTORY OF INDIA UPTO 1206 CE	Theory	71	4	-	4

Preamble

This course presents the Social and Cultural History of India upto 1206 CE, analyzing features of the Indus Valley Civilization, Vedic Civilization and emergence of Jainism and Buddhism, Gupta Rule and till the coming of the Muslim invasions.

Course Learning Outcome

On successful completion of the course the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO 1	Examine the basic concepts and distinguish the different sources for writing the History up to 1206 CE	K1
CLO 2	Illustrate the social life during the Vedic Period & Republic Kingdoms	K2
CLO 3	Interpret the teachings and philosophy of Lord Buddha and Mahavira and an account on Mauryas	K3
CLO 4	Explain the sources, illustrate the conquest and achievement of various rulers under the Gupta dynasty	K4
CLO 5	Relate the different lineages of Rajputs and causes for their disintegration	K5

Mapping with Programme Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO 1	S	S	S	S	S
CLO 2	S	S	S	M	S
CLO 3	S	S	S	S	S
CLO 4	S	S	S	S	S
CLO 5	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Geographical features – Sources of Indian History – Pre History – Neolithic cultures– Proto History -Indus Valley Civilization (15)

Unit II

Origin & Settlement of the Aryans – Early and later Vedic culture – Vedic literature, Economy, Social conditions & political organization – Position of women in Vedic culture - Janapadas and Mahajanapadas. (14)

Unit III

Greco-Roman and Persian contacts with India – Alexander’s invasion and resultant influence on India –Mahavira and his teachings – Buddha and his teachings- Mauryan State: Chandragupta, Bindusara and Asoka – Administration – Religious policy – Art and Architecture (14)

Unit IV

Guptas: Golden Age – Administration – Art – Architecture and literature – Kushanas – Hun invasion – Harsha and his times – Hieun -Tsang. (14)

Unit V

Rise of Regional Kingdoms in North India – Rashtrakutas, Pratiharas&Palas– Arab Conquest of Sind –Muhamud of Ghazni and Muhammad of Ghori. (14)

Maps: 1. Indus valley sites, 2. Asoka’s Empire, 3. Harsha’s Empire.

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Kundra & Kundra	History of India	Kamal Arora Publishers, New Delhi	1997
2	Radhey Shyam Chaurasia	History of India up to 1206	Atlantic Publishers & Distributors (P) Ltd	2002

Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Majumdar.R.C et al	Advanced History of Ancient India	Laxmi publications	2016
2	Sathianathaier.K	Political and Cultural History of Ancient India,	S.Viswanathan Publishers, Madras	1969
3	R S Tripathi	Ancient India	Orient distributors	1977
4	Basham, A.L.	The Wonder that was India	Penguin	2004
5	Romila Thapar	Asoka and the Decline of the Mauryas	Oxford University Press	2012

PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: Dr K.Arul Mary & Dr.K.Girija

COURSE NUMBER	COURSE NAME- SEM I	CATEGORY	L	T	P	CREDIT
HI22C02	HISTORY OF EARLY MEDIEVAL INDIA	Theory	71	4	-	4

Preamble

This course traverse the Muslim invasion & its impact on Indian Society

Course Learning Outcome

On successful completion of the course the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO 1	Examine the sources for the Muslim rule and about Slave Dynasty	K1
CLO 2	Illustrate the invasion and reforms of four dynasties	K2
CLO 3	Modify the Administration, society and judiciary under Muslim rule	K3
CLO 4	Construct the growth of Vijayanagar Empire & Bahmani Kingdom	K4
CLO 5	Demonstrate the application of Virtual Reality & Augmented Reality in Historical-Domain	K5

Mapping with Programme Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO 1	S	S	S	S	M
CLO 2	S	M	S	S	M
CLO 3	M	S	S	S	S
CLO 4	S	S	S	S	S
CLO 5	M	M	M	M	M

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Sources- Medieval Indian History: Qutb-ud-din-Aibak – Iltutmish – Raziya Sultana – Balban – consolidation and Mongol Threat. (15)

Unit II

The Khilji Dynasty: Jalal-ud-din – Alau-ud-din –Expansion – Reforms –The Mongol Invasion – The Tughluq Dynasty: Ghiyas-ud-din –Mohammad-bin Tughluq – Firoz Shah - invasion of Timur & the fall of Tughluqs – the Sayyid and Lodi's of Delhi. (15)

Unit III

Administration – Land Revenue – Market System – The Army and Police –Judiciary – Society: the Ruling Class – Social Life – Slavery – Position of Women. (15)

Unit IV

Vijayanagar Empire and Bahmani Kingdoms- Evolution of Indo-Muslim Culture, Literature and Art, Bakhti Movement. (16)

Unit V

Virtual Reality-Definition, Concepts, Its Applications in History- Virtual Tour; Augmented Reality: Applications in History (10)

Maps

1. Ala-ud-din Khilji's Empire – Malik Kafur's Invasion
2. Muhammad Bin Tughluq's Empire
3. Bahmani Kingdom
4. Vijayanagar under Krishnadevaraya

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Kundra	History of India Vol III	Kamal Arora Publishers	1997
2	A.L.Srivatsava	The Sultanate of Delhi	Shiva Lal Agarwala New Delhi	1964

Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Metha J. L	Advanced study in the History of Medieval India Vol I,	Sterling Publishers, New Delhi,	2012
2	Mahalingam T V	Administration and Social life under Vijayanagar	Madras University Historical Series	1975
3	Sathianathaier.K	A Political & Cultural History of India Vol II, III	S.Viswanathan Publishers, Madras	1972
4	Stein, Burton	History of India	John Wiley & Sons	2010
5	Chandra, Satish	Essays on Medieval Indian History	Oxford University Press	2003
7	Chandra, Satish	Medieval India from Sultanate to Mughals	Har-Anand Publications	2005
8	Sharma, L.P	History of Medieval India	Konark Publishers	1987
9	M. Claudia tom Dieck et. al	Augmented Reality and Virtual Reality: New Trends in Immersive Technology	Springer	2021
10.	Giuliana Guazzaroni&Anitha .S.Pillai	Virtual and Augmented Reality in Education Art & Museum	IGI Global	2020

PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: Dr K.Arul Mary & Mrs.C.Sreenidhi

COURSE NUMBER	COURSE NAME- SEM I	CATEGORY	L	T	P	CREDIT
HI22A01	ALLIED-PRINCIPLES OF MODERN GOVERNMENT	Theory	86	4	-	5

Preamble

This course enables the students to acquire an introductory knowledge of the nature of Constitutional foundations and the systems of Government in major countries of the world. This study would represent different Constitutional models in Asia, Europe, and America. This course will also provide a basis for comparative understanding of different systems of Governance.

Course Learning Outcome

On successful completion of the course the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO 1	Define the nature, structures and functions of modern Constitutions and Governments in a number of selected countries.	K1
CLO 2	Differentiate the comparative understanding of different Constitutional Models	K2
CLO 3	Interpret the various Political Processes, Theories, and Governments in the United States and other countries	K3
CLO 4	Estimate the role of Judiciary, its organizational structure, its importance and about Judicial Review	K4
CLO 5	Analyze the role of different political parties, pressure groups and the second pillar of Democracy and review the rights and duties of Democracy	K5

Mapping with Programme Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO 1	M	M	M	M	S
CLO 2	M	M	M	M	S
CLO 3	M	M	M	M	S
CLO 4	M	M	M	M	S
CLO 5	M	M	M	M	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Distinction between State, Society, Association, Government, Community, Nation and Nationality, Meaning and Nature of Constitution, Classification – Aristotelian- Modern-Written and unwritten - Rigid and Flexible, Unitary and Federal Constitutional changes. (18)

Unit II

Theory of Separation of Powers - Kinds of Executives- Parliamentary -Presidential and Plural.

(17)

Unit III

Legislature- Uni-cameral and Bi-Cameral Legislature – Merits and Demerits-Composition of Second Chambers - Power and Function of the Legislature

(17)

Unit IV

Judiciary: Organization-Importance of Judiciary – Independence of Judiciary - Judicial Review.

(17)

Unit V

Political Parties- Pressure Groups- Public Opinion- Mass Media-Rights and Duties of Citizen– Direct and Indirect

Text Bookh

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	R.C.Agarwal	Political Theory	S.Chand& Company	2014
2	A.C.Kapur	Principles of Political Science	S.Chand& Company	2006

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Strong.C.F	Modern Political Constitution,	Rupa & Co., Calcutta, India	1963, Ed- I
2	Whear .K.C	Modern Constitutions	Oxford University Press, New York	1971
3	Dubey S.N	Refresher course in Political Science	Lakshmi Narain Agarwal	1998
4	O.P.Goyal	Comparative Government	Macmillan India Ltd., NewDelhi	1985

Reference:

Lecture by chalk and talk,power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers -Dr K.Arul Mary., Mrs.C.Shreenidhi

SEMESTER – I – FOUNDATION COURSE
INTRODUCTION TO ENTREPRENEURSHIP
SUBJECT CODE :NME21ES

CREDITS: 2
TOTAL HOURS: 30

LECTURE HOURS: 26
TUTORIAL HOURS :4

Unit 1:(5 hrs)

Nature of Entrepreneurship:

(3 hrs)

Meaning –Need for Entrepreneurship –Qualities of Successful Entrepreneurs - Myths of Entrepreneurship

Activity: Assignment, Discussion

(2 hrs)

Unit 2: (6 hrs)

Role of Entrepreneurs

(4hrs)

Significance of Entrepreneurship to the nation –Environmental Factors influencing Entrepreneurship – Entrepreneurial Process and Functions-Challenges faced by Entrepreneurs

Activity: Quiz / Role Play

(2 hrs)

Unit 3:(6 hrs)

Formulation of Business Idea:

(4 hrs)

Business Idea Generation - Entrepreneurial Imagination and Creativity – Role of Innovation – Opportunity Evaluation

Activity: Business Idea Pitch

(2 hrs)

Unit 4: (6 hrs)

Business Planning:

(4 hrs)

Need for Market Study – Securing Finance from various Sources - Significance of Business plan – Components of Business plan

Activity: Schemes available for Entrepreneurs (2 hrs)

Unit 5: (7 hrs)

(7 hrs)

Project:

Interface with Successful Entrepreneurs – 4 hrs

Business Plan Presentation – 3 hrs

Reference Books

1. D.F. Kuratko and T.V. Rao, Entrepreneurship - South Asian Perspective, 2016, Cengage Learning India Pvt. Ltd. Delhi.
2. Arya Kumar, Entrepreneurship: Creating and Leading an Entrepreneurial Organization, 2012, Pearson Education India

Internal Pattern

CIA I and II –50 Marks(2 hrs)Each- 100 marks -	Converted into	60 Marks
Activity(Quiz-5,Assignment-5, Schemes for Entrepreneurs - 5, Idea Pitch -5)		- 20 Marks
Project (Business Plan Presentation)		- 20 Marks
Total		- 100 Marks

Question paper pattern for CIA-

Section-A (Paragraph answers-4 out of 6) 4x5=20marks

Section-B (Essay type-2 out of 3) 2x15=30marks

Total =50 marks

Portions:

CIA-1 – Unit-1 and 2

CIA-II- Unit- 3 and 4

COURSE NUMBER	COURSE NAME-SEM II	CATEGORY	L	T	P	CREDIT
HI22C03	HISTORY OF LATER MEDIEVAL INDIA	Theory	71	4	-	4

Preamble

This course presents the Social and Cultural History of India during Mughal rule in India, their conquests, innovations in religion, Art and Architecture.

Course Learning Outcome

On successful completion of the course, the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO1	To explain about the Babur's Conquests, Humayun, Sher Shah and Akbar, Din-i-Ilahi	K1
CLO2	To analyse the character of Babur, career of Sher Shah, Ibadat Khana, Position of Women in Mughals, literature, career of Shivaji	K2
CLO3	To illustrate the condition of India on the eve of Babur's invasion, the consolidation of empire under Akbar, religious policy of Akbar and Aurangzeb, the causes and the results of Battle of Panipat. Art & Architecture under Mughals	K3
CLO4	To examines the significant features of Administration of Sher Shah, Administrative system during the Mughals, the evolution of the Mansabdari system from Akbar to Aurangzeb.	K4

Mapping with Programme Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	M	M	M	M	M
CLO2	M	M	M	M	M
CLO3	M	M	M	M	M
CLO4	M	M	M	M	M

S- Strong; M-Medium; L-Low

SyllabusI

Unit I

India on the eve of Babur's Invasion: Babur's Conquests –Humayun. (14)

Unit II

Afghan Interregnum- Sher Shah – Sur Administration. (14)

Unit III

Akbar: Consolidation and Expansion – IbadatKhana – Policies of Akbar –Administration-Din-i-Ilahi. (14)

Unit IV

Jahangir & NurJahan – Shah Jahan – Golden Age – Art&Architecture& Wars of Succession – Aurangzeb – Downfall of the Mughal Empire - Marathas-Shivaji. (14)

Unit V

Administration – Land Revenue System – Army and the Mansabdari System – Law and Justice – The Ruling Classes – Nobility – Merchants – Artisans – Position of Women- Architecture, Painting , Literature and Music.

(15)

Maps

1. Akbar's Empire, 2. Aurangzeb's Empire. 3. Maratha Empire under Shivaji.

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Satish Chandra	History of Medieval India	Orient Blackswan	2007
2	Kundra	History of India	Kamal Arora Publishers, NewDelhi	1997

Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Majumdar.R.C et al	Advanced History of India	Laxmi publications	2016
2	S.R.Sharma	Mughal Empire in India 1526- 1761, Part- I	Stoddard Press	2007
3	Tripathi R.S	Rise and fall of Mughal Empire	MotilalBanarsidass, Delhi	1967
4	Burton Stein,	History of India	John Wiley & Sons	2010
5	Satish Chandra	Essays on Medieval Indian History	Oxford University Press	2003
6	Sharma, L.P	History of Medieval India	Konark Publishers	2018

PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: DrK.Arul Mary., Dr.K.Girija

COURSE NUMBER	COURSE NAME-SEM II	CATEGORY	L	T	P	CREDIT
HI22C04	HISTORY OF MODERN INDIA UP TO 1857 CE	Theory	71	4	-	4

Preamble

This course acquaint with the arrival of the British East India Company till the Revolt of 1857 against the British.

Course Learning Outcome

On successful completion of the course the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO1	To explain the few important of the Portuguese, French Settlements in India and Recall Dupleix, Robert Clive, Explain the Diarchy, Permanent Settlement of Cornwallis, Subsidiary Alliance System, Doctrine of Lapse, Identify Mangal Pandey, Queen of Jhansi	K1
CLO2	Sketch the course of the Battle of Plassey, Buxar and provision of Regulating Act of 1773, Pitts India Act of 1784, cause of the Mysore Wars, Maratha Wars, Sikh Wars	K2
CLO3	Examine the role of Warren Hastings, the significance of Woods Despatch of 1854, Cornwallis reform, William Bentinck reform and achievements of Sir John Shore and Ranjit Singh, the Course of the Great Revolt of 1857	K3
CLO4	Explain the growth of English East India Company in India, Reforms of Warren Hastings, the provisions of the Regulating Act of 1773 A.D, the Mysore War, the reforms introduced by Lord William Bentinck, the causes and failures of 1857 uprising	K4

Mapping with Programme Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	M	M	M	M	M
CLO2	M	M	M	M	M
CLO3	M	M	M	S	S
CLO4	M	M	M	M	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Coming of the Europeans: The Portuguese – The Dutch – Anglo-French Rivalry. British Ascendancy in Bengal: Battle of Plassey – Battle of Buxar. (15)

Unit II

Company's Rule in India: Robert Clive: Dual Government. Warren Hastings: Reforms & Impeachment– Trial of Nandakumar – Case of Chait Singh – Begums of Oudh –Regulating Act of 1773-Pitts India Act of 1784. Cornwallis: Permanent Settlement –Cornwallis Code & other reforms - Sir John Shore. (14)

Unit III

Anglo-Mysore Wars: Hyder Ali, Tipu Sultan – Anglo-Maratha Wars – Anglo-Burmese Wars – Anglo-Sikh Wars.

(14)

Unit IV

Wellesley: Subsidiary Alliance System – Hastings & establishment of British Paramountcy: William Bentinck & his reforms – Charles Metcalfe, Ranjit Singh – Dalhousie: Doctrine of Lapse.

(14)

Unit V

1857 Revolt: Causes – Outbreak – Spread – Failure – Impact.

(14)

Map

1. British Empire under Wellesley.
2. Mysore wars.
3. British Empire under Dalhousie.
4. Places of 1857 Revolt.

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Kundra	History of India	Kamal Arora Publishers, New Delhi	1997
2	Grover B.L & Alka Mehta	A New Look at Modern Indian History	S.Chand & Co	2016

Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Majumdar.R.C et al	Advanced History of India	Laxmi Publications	2016
2	Mahajan V.D	India Since 1526	S.Chand & Company	1984
3	Tara Chand	History of Freedom Movement in India, Vols. I & II	Publications Division Ministry of Information & Broadcasting	2017
4	Dutta, K.K.	Comprehensive History of India, Vol. XI	Routledge	2015
5	Percival Spear	The Oxford History of Modern India	Oxford University Press	1978

PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: Dr.K.Arul Mary., Dr.K.Girija

COURSE NUMBER	COURSE NAME- SEM II	CATEGORY	L	T	P	CREDIT
HI22A02	ALLIED -INDIAN CONSTITUTION	Theory	86	4	-	5

Preamble

To create an awareness about the importance of the Constitution of India and to know about the working of the Constitution and its features such as Fundamental Rights, Fundamental Duties, Directive Principles of State Policy and the governance of entire India and Party systems in India.

Course Learning Outcome

On successful completion of the course the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO1	Understand the various terms of the Indian Constitution	K1
CLO2	Examine the composition of the Legislature, Executive, Judiciary of both center and state and role of Party System in the Indian Constitution	K2
CLO3	Assess the structure, power and functions of the Legislature, Executive, Judiciary including center and state and role of Party System in the Indian Constitution	K3
CLO4	Interpret the organization and functioning of Central and State Government's Legislature, Executive, Judiciary and the role of various political parties and their role in making the Democracy a success one	K4

Mapping with Programme Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	M	M	M	M	S
CLO2	M	M	M	M	S
CLO3	M	M	M	M	S
CLO4	M	M	M	M	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Salient Features – Preamble – Fundamental Rights and Duties-Directive Principles of State Policy
(18)

Unit II

Union Executive -President- Election and Removal – Vice President, Prime Minister - Council of Ministers
(17)

Unit III

Union Parliament: Lok Sabha and Rajya Sabha- Composition- powers and functions-Speaker of Lok Sabha, Judiciary-Supreme Court, High Court-Judicial Review. (18)

Unit IV

State Government – Governor; Chief Minister; Council of Ministers-State Legislature – Vidhan Parishad - Vidhan Sabha. (16)

Unit V

Party System in India – National and Regional Parties- Electorate: Meanings and Types of Suffrage, Constituency: Meaning – Types – Advantages and Disadvantages, Election: Direct and Indirect Election, Election Commission and Electoral reforms. (17)

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Rangaswamy Belakavady	Indian Constitution	Satyashri Printers PVT LTD, Bangalore	2007
2	R.C. Agarwal	Political Theory	S.Chand & company, New Delhi	2014

Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Hans Raj	Constitution of India,	Surjeet Publication, New Delhi.	1987
2	Pylee M.V	Constitution and Government of India	Chand & Co., New Delhi,	1984
3	Vakil & Shivaji	Indian Government and Politics	Sterling Publishing	1990
4	Poornima G R & Suresh Kumar MN	The Constitution of India	Sura publishers	2006
5	R. C. Agarwal	Constitutional Development and National Movement in India	S.Chand & Company, New Delhi	2002
6	Durga Das Basu	Introduction to the Constitution of India	Lexis Nexis Butterworths Wadhwa Nagpur	2008

PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designer: Dr.K.Arul Mary, Mrs. C.Shreenidhi

COURSE NUMBER 21PEAS1	COURSENAME I BAEnglish Literature, History, Economics SEMESTER– II PROFESSIONAL ENGLISH FOR ARTS& SOCIAL SCIENCES	Category	L	T	P	Cre dit
			40	5		2

Objectives

1. To develop the language skills of students by offering adequate practice in professional contexts.
2. To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
3. To focus on developing students' knowledge of domain specific registers and the required language skills.
4. To develop strategic competence that will help in efficient communication
5. To sharpen students' critical thinking skills and make students culturally aware of the target situation.

CourseOutcomes

On the successful completion of the course, students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO1	Recognize their own ability to improve their own competence in using the language	K1
CLO2	Use language for speaking with confidence in an intelligible and acceptable manner	K2
CLO3	Read independently unfamiliar texts with comprehension and understand the importance of reading for life	K3
CLO4	Understand the importance of writing in academic life	K3
CLO5	Write simple sentences without committing error of spelling or grammar	K3

(Outcomes based on guidelines in UGC LOCF – Generic Elective)

Mapping with ProgrammeOutcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	S	M	S	M
CLO2	M	M	M	S	M
CLO3	M	M	M	S	M
CLO4	M	M	M	S	M
CLO5	M	M	M	S	M

S- Strong; M-Medium, L-Low

Syllabus

UNIT 1: COMMUNICATION

8 hours

Listening: Listening to audio text and answering question to Instructions

Listening

Speaking: Pair work and small group work.

Reading: Comprehension passages –Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

8 hours

Listening: Listening to process description.-Drawing a flow chart.

Speaking: Role play (formal context)

Reading: Skimming/Scanning- Reading passages on products, equipment and gadgets.

Writing: Process Description –Compare and Contrast Paragraph-Sentence Definition and Extended definition- Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

8 hours

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific)

Speaking: Brainstorming. (Mind mapping).

Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

8 hours

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: Writing Recommendations Interpreting Visuals inputs

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

8 hours

Listening: Listening comprehension- Listening for information.

Speaking: Making presentations (with PPT- practice).

Reading : Comprehension passages –Note making.

Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills)

Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

Textbook

S.No.	Authors	Title of the Book	Publishers	Year of Publication
1	TamilNadu State Council for Higher Education (TANSICHE)	English for English for Arts & Social Sciences Semester 1	--	--

Reference Books

S.No.	Authors	Title of the Book	Publishers	Year of Publication
1	Sreedharan, Josh	The Four Skills for Communication	Foundation books	2016
2	Pillai, G Radhakrishna, K Rajeevan, P Bhaskaran Nair	Spoken English for you	Emerald	1998
3	Pillai, G radhakrishna, K Rajeevan, P Bhaskaran Nair	Written English for you	Emerald	1998

Evaluation pattern : Internal 50 marks
ESE 50 marks

NOTE 1 :

Internals 5 tests x 10 marks each

Test 1 : Listening

Test 2 : Speaking

Test 3 : Reading

Test 4 : Listening

Test 5 : Speaking

ESE :Only Reading, Writing and Vocabulary components from all 5 units

Question Paper pattern for ESE

Section A : 5 x 2 = 10 marks

Section B : 4/6 x 5 = 20 marks

Section C : 2/3 x 10 = 20 marks

Total = 50 Marks

COURSE NUMBER	COURSE NAME- SEM III	CATEGORY	L	T	P	CREDIT
HI22C05	HISTORY OF INDIA FROM 1858 CE-1947 CE	Theory	58	2	-	4

Preamble

This course enables the students to acquire knowledge on transfer of India under the British Crown, origin and development of Indian Nationalism.

Course Outcome

On successful completion of the course the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO1	To define and understand the Constitutional development and to trace the growth of National movement	K1
CLO2	To examine the rise of Indian National Congress and its contribution towards the attainment of Indian Independence Act	K2
CLO3	Differentiate the various phases initiated to attain the goal of Indian Independence	K3
CLO4	Interpret and analyse the role of Indian leaders towards the achievement of administrative reforms upto 1947CE	K4

Mapping with Programme Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	S	M	M	S
CLO2	S	S	S	M	S
CLO3	S	S	S	M	S
CLO4	S	S	S	M	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Queen Victoria's Proclamation, **Government of India, Act of 1858, Indian Council**

Act, 1861, Internal Administration of Lord Lytton and Ripon, Political Associations and the Indian National Congress, **Indian Council Act of 1892.** (12)

Unit II

Indian National Movement: Moderates – Extremists – **Partition of Bengal –Swadeshi Movement –**

Birth of Muslim League – **Surat Split** – Minto-Morley Reforms –Communal Electorate - Home Rule

Movement – Montague-Chelmsford Reforms –Diarchy.

Unit III

Gandhian Era– Jallianwala Bagh Massacre – Non-Cooperation Movement – **Swaraj Party**– **Simon Commission** – **Civil Disobedience** Movement – Gandhi –Irwin Pact – RoundTable Conference and the Communal Award – Government of India Act of 1935 –ProvincialAutonomy – **1937 elections** – Cripps Mission. (11)

Unit IV

Rise of the Left in Politics – Rise and Growth of Revolutionary Movements – **Social Reform Movements in the Twentieth Century** – **Jyotiba Phule** – **Narayana Guru.** (11)

Unit V

Quit India Movement – Subash Chandra Bose and Indian National Army – Royal Indian Naval Mutiny –**Rahmat Ali and the Idea of Pakistan** – Muhammad Ali Jinnah and Two Nation Theory– **Shimla Conference** –Cabinet Mission – Mountbatten Plan – Partition of India. (12)

Weblinks

Unit 1

<https://youtu.be/ScF0k38z81c>

<https://egyankosh.ac.in/bitstream/123456789/20010/1/Unit-17.pdf>

Unit II

<https://youtu.be/XwXX7Q6EeE>

[k](#)

<https://prepp.in/news/e-492-surat-split-1907-modern-india-history-notes>

<https://youtu.be/h9ARgSJjPGs>

Unit III

<https://examsdaily.in/wp-content/uploads/2018/12/SURAT-SESSION.pdf>

https://youtu.be/7NXU7nj9E_s

Unit IV

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=7TaLuFYWesLa5bbdLbUHdg>

Unit V

<https://thewire.in/history/choudhary-rahmat-ali-the-inventor-of-pakistan>

<https://www.mkgandhi.org/biography/smlaconf.htm>

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Keswani.K.B	History of Modern India 1800-1984	Himalaya Publishing House, Bombay	1985
2	Agarwal R.C	Constitutional History of India and National Movement	S.S.Chand & Carnet, New Delhi	1986

Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Bipan Chandra	Indian National Movement: The Long-term Dynamics	Har Anand Publications	2008
2	Bipan Chandra	History of Modern India	Orient Blackswan	2009
3	Majumdar. R.C	An Advanced History of India Part III	MacMillan	1988.
4	Sathianathaier. R	History of India Vol.III	S.Viswanathan, Madras,	1969
5	Percival SPEer	History of Modern India	OUP	1978
6	Sumit Sarkar	Modern India	Springer	1989
7	Sugata Bose& Ayesha Jalal	Modern South Asia: History, Culture and Political Economy	Routledge	2017
8	Bipan Chandra	Nationalism and Colonialism in Modern India	Orient Blackswan	1981

PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: Dr (Mrs). K.Arul Mary, Dr.Hemalatha, Dr.S.Kamini

COURSE NUMBER	COURSE NAME- SEM III	CATEGORY	L	T	P	CREDIT
HI22C06	CONTEMPORARY INDIA	Theory	58	2	-	4

Preamble

This course enable the students to understand the condition of India after attaining Independence which further illustrates the Political, Economic, Social condition of the Contemporary India.

Course Learning Outcome

On successful completion of the course the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO1	Recall and define the various Schemes and Pacts initiated in the Post Independent India	K1
CLO2	Examine the Internal and External policies formulated by the Indian Prime Ministers since independence	K2
CLO3	Assess the socio-political and economic development under various Governance	K3
CLO4	Appraise and criticize the strategies executed by the central Government in the Domestic and External Affairs	K4

Mapping with Programme Learning Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	S	S	M	S
CLO2	S	S	S	M	S
CLO3	M	S	S	M	S
CLO4	M	S	S	M	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Integration of Indian States – **States Re-Organisation**– Constitution of India. (12)

Unit II

Nehru – Socialism – Five year plans – Lal Bahadur Shastri – Foreign policy –

Pancha Sheel – NAM – Indo-Chinese War 1962 – Indo-Pakistan War – Tashkent Agreement.

(12)

Unit III

Emergence of Mrs. Gandhi – Historical split of 1969 in Congress - Indo-Pakistan War of 1971 & Economic reforms – **National Emergency – Simla Agreement.** **(11)**

Unit IV

Morarji Desai – Janata Rule – Revival of Mrs. Gandhi 1980-84 – Rajiv Gandhi -1985-1990 – **New Education Policy – 73rd & 74th Amendment – Science & Technology – SAARC – Indo-Srilankan Accord.** **(11)**

Unit V

V.P. Singh & National Front – Mandal Commission – Narasimha Rao – Economic Reforms – United Front Government-1996 – **BJP – Vajpayee Government 1998 – Indo-Pakistan Relations – SAARC – Indo Srilankan Relations.** **(12)**

Weblinks

UNIT-1

<https://youtu.be/aU4sd4-xz7c>

<https://www.youtube.com/watch?v=Au6WpqEBjk>

UNIT -2

<https://youtu.be/hKj4nRgpsQY>

https://youtu.be/I7vz7Ym82_4

UNIT-3

<https://www.youtube.com/watch?v=mJd3yW4>

<https://youtu.be/ZOLAoKlq86w>

UNIT-4

<https://youtu.be/BIJBveGI0>

<https://youtu.be/BXGyzHVRfr0>

UNIT -5

https://youtu.be/5Wta6l_Is

<https://youtu.be/7EQ5P1xRs6cn>

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Keswani.K.B	History of Modern India 1800-1984	Himalaya Publishing House, Bombay	1985
2	Bipan Chandra et al	India Since Independence	New Delhi, Penguin Books	2008

Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Bipan Chandra	Indian National Movement: The Long-term Dynamics	Har Anand Publications	2008
2	Bipan Chandra	History of Modern India	Orient Blackswan	2009
3	Majumdar R.C et al	An Advanced History of India	Laxmi Publicatins	2016
4	Sathianathaier.R	History of India Vol.III	S.Viswanathan	1969
5	Bipan Chandra	Nationalism and Colonialism inModern India	South Asia Books	1979
6	Aparna Basu	Essays in the History of IndianEducation	Concept	1982
7	Ramachandra Guha	India After Gandhi	Harper Perennial	2008

PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: Dr (Mrs). K.Arul Mary & Dr.M.Nageshwari.

COURSE NUMBER	COURSE NAME -SEM III	CATEGORY	L	T	P	CREDIT
HI22A03	ALLIED – INDIAN GEOGRAPHY	Theory	88	2	-	5

Preamble

The course enables the students to understand and identify the Location and extent-Physical features and Climate, Agriculture, Minerals, Industries, population, trade, and transport of India.

Course Learning Outcome

On successful completion of the course the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO1	Recall and understand the physical features and resources of India	K1
CLO2	Illustrate the various regional dimensions under Geographical domain of India	K2
CLO3	Assess the resource endowment and its spatial distribution and utilization for the sustainable development of India	K3
CLO4	Appraise and analyze the physiographic, demographic and commercial aspects of India	K4

Mapping with Programme Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	L	M	M	M	L
CLO2	L	M	M	M	L
CLO3	L	L	L	M	L
CLO4	L	M	M	L	L

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Location and Extent

Location and Extent- Physical features Major Physiographic Divisions-Drainage-Perennial and non-perennial rivers in India-**Climate - Soil-Natural Vegetation.** (18)

Unit II

Agriculture and Irrigation

Types and Distribution -Major crops and their Distribution - **Rice, Wheat, Sugarcane, Cotton, Groundnut**- Plantation crops - Tea, and Coffee. Green Revolution in Indian Agriculture –Problems of Indian Agriculture. (18)

Unit III

Resources:

Minerals - Classification of Mineral resources – Distribution of Iron ore, copper, Mica, Manganese, Bauxite, and Atomic Minerals.-**Power resources:** Coal and Petroleum, **Natural Gas., Hydel Power**-Multipurpose River Valley Projects.. (17)

Unit IV

Industries

Distribution and Production of major Industries -**Cotton and Jute Textiles**, Iron and Steel, Sugar, Cement, Chemical and Automobile -**Major Industrial Regions.** (18)

Unit V

Population Transport Types and Trade

Population-Growth, density, distribution, and problems -**Transport Land, Water and Air.**- Foreign Trade of India (17)

Weblinks

Unit I

Climate - Soil-Natural Vegetation.

Climate

: -
<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=KwH6LnSyFhsLI6M9Z0+tvw==>

Soil

: -
<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=KwH6LnSyFhsLI6M9Z0+tvw==>
Natural Vegetation: -

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=KwH6LnSyFhsLI6M9Z0+tvw==>

Unit II

Rice, Wheat, Sugarcane, Cotton, Groundnut: [https://byjus.com > questions > name-a-few-cash-crops-](https://byjus.com/questions/name-a-few-cash-crops-).

Unit III

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=KwH6LnSyFhsLI6M9Z0+tvw==>

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=KwH6LnSyFhsLI6M9Z0+tvw==>

Unit IV

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=KwH6LnSyFhsLI6M9Z0+tvw==>

Unit V

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=KwH6LnSyFhsLI6M9Z0+tvw>

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<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=KwH6LnSyFhsLI6M9Z0+tvw>

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Text Book

S.No	Author(s)	Title of theBook	Publisher	Year of Publication
1	Majid Hussain	Geography ofIndia	Tata Mcgraw Hill Publishingcompany Ltd. New Delhi.	2008
2	Prithvish Na g&Smita Sengupta	Geography ofIndia	Coreept Publishing Company, New Delhi.	2002

Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Singh.R.L.	India - A Regional Geography.	NGSI. Varansi	1971
2	Sharma T.C.	India – An Economic &Commercial	Vikas Publishing House Pvt. Ltd. – New Delhi.	2003

		Geography		
3	Gopal Singh	A Geography of India	Atmaram & sons, New Delhi	1970
4	Kullar D. R.	India – A Comprehensive Geography	Kalyani Publishers, New Delhi.	2010

PEDAGOGY:

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peerlearning, seminar.

Course Designer:Dr. K. Arul Mary, MS.G.Vanathi, Mrs.K.Suguna

COURSE NUMBER	COURSE NAME-SEM III	CATEGORY	L	T	P	CREDIT
HI22SB01	MONUMENTS IN INDIA	THEORY	43	2	-	3

Preamble

The course enables the student to know the significance of Monuments and its rich cultural heritage

Course Outcome

On successful completion of the course the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO1	Recall the monuments of India under various phases	K1
CLO2	Examine the different styles of art and architecture in India	K2
CLO3	Appreciate the workmanship of artisans in India	K3
CLO4	Assess the significance in conserving and preserving the Historical Monuments of India and its rich cultural heritage	K4

Mapping with Programme Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	S	S	S	M
CLO2	S	S	S	S	M
CLO3	S	S	S	S	M
CLO4	S	S	S	S	M

S- Strong; M-Medium; L-Low

Syllabus

Unit-I

(8Hrs)

Definition – Types – Significance – Archaeological Survey of India -The Ancient Monuments and Archaeological Sites and Remains Act, 1958.

Unit-II

(8Hrs)

Religious Monuments: Sanchi Stupa– Dilwara Jain Temple–Golden Temple Amritsar– Nagore Dargha–Velankanni Basilica- Madurai Meenakshi Amman Temple–Srivilliputhur Temple- Tanjore Big Temple- Gangai Konda Cholapuram.

UNIT-III

(9 Hrs)

Secular Monument: Ajanta and Ellora Caves–Qutb Minar–Charminar– Rani Ki Vav – Taj Mahal- Thrumalai Nayakkar Palace in Madurai - Lucknow's Nawab-era monuments

Unit IV

(9 Hrs)

Architectural Heritage of India: Hindu Temple Architecture –Nagara style – Vesara style –Dravida style -Buddhist- Chaitya- Vihara-Stupas-Pillars, Mandapas and Gopurams-Indo-Saracenic style

Unit-V

(9Hrs)

Colonial Architecture: India Gate, Delhi -The Parliament House- Delhi -Rashtrapati Bhavan- Gateway of India- Mumbai Victoria Memorial Kolkata.

Text Books

S.No	Author	Title of the Book	Publisher	Year of Publication
1	Dr. Daljeet, Daljeet Kaur,	Monuments of India	Aravali Book sInternational	2002
2	Mrinalini Venkateswaran	Monuments of India	Scholastic India Pvt Ltd	2009

REFERNCE BOOKS

S.No	Author	Title of the Book	Publisher	Year of Publication
1	Rupinder Khullar	Great Monuments of India	India book distributors	1994
2	N.S.RAmaswami	Great Monuments of India	DK Publishing	2009.
3	N. S. Ramaswami	Indian Monuments	Abhinav Publications,	1971
4	Rao, Hanumantha,	Indian History and Culture	Vignana Manjusha	1973
5	Percival Spear,	Its Monuments and History	Oxford University Press	1994.
6	Shobna Gupta	Monuments of India	Har Anand publications	2005
7	Sonia Mehta	Monuments of India	Paperback, publicati	2020

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8	J C Harle	The Art & Architecture of the Indian Subcontinent	The Yale University Press	1994
9	Adam Hardy	The Temple Architecture of India	Hardcover	2007

PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: Dr (Mrs). K.Arul Mary, Dr.M.Nageswari.

UNIVERSAL HUMAN VALUES AND HUMAN RIGHTS

Subject Code: NM21UHR

Credit: 02

Duration: 26 Hours

This course aims at making learners conscious about universal human values in an integral manner, without ignoring other aspects that are needed for learner's survival at hardships and personality development.

Objectives :

The present course deals with meaning, purpose, and relevance of universal human values and how to inculcate and practice them consciously to be a good human being and realise one's potentials.

Unit I: Introduction to value Education:

5 Hours

Education system in India, value erosion at various levels-personal, family, society, national and international, Values-concept and need, Types of values-personal, family and society, importance of value education ,Incorporating Universal Human Values in Higher Education.

Unit II Introduction to Universal Values:

6 Hours

Introduction,needs and basic understanding. Universal Values-Love. truth,non violence, peaceand righteousness. **Love :**Need of Love, Cultivating Love, Value aspects of Love. **Peace:** Approaches to peace, Conflict – prevention and resolution, Fostering Culture of Peace in the Classroom, **Truth:** Universal truth, Importance of Truth, Benefits of Truthfulness, **Nonviolence:** Need, Gandhian Principles of Non-violence , Non violence - Its application in handling today's conflict,Six Guidelines to Carry Out Nonviolent Action, ways to promote principles of non- violence, **Righteousness (Dharma):**Meaning,functioning of Dharma, Characteristics of Dharma,Dharma of a student, Practicing Dharma in daily life.

UnitIII:

Promoting Universal Human Values

6 Hours

Harmony in the Human Being: Understanding the Human Being as Co-existence of Self ('I') and Body, Discriminating between the Needs of the Self and the Body, The Body as an Instrument of 'I', Understand Harmony in the Self ('I'), Harmony of the Self ('I') with the Body.

Harmony in the Family and Society: Harmony in the Family - the Basic Unit of Human Interaction, Values in Human-to-Human Relationships, 'Trust' – the Foundational Value in Relationships, 'Respect' – as the Right Evaluation, Understand Harmony in the Society

Harmony in the Nature (Existence): Understand Harmony in the Nature, Interconnectedness, Self-regulation and Mutual Fulfillment among the Four Orders of Nature, Realizing 'Existence is Co-existence' at All Levels, The Holistic Perception of Harmony in Existence.

Unit IV

Holistic Well-Being

7 Hours

Influence of universal human values on holistic wellbeing – Definition of well-being (state of being comfortable, healthy, happy and equanimity) - Types of WellBeing : Hedonic (Subjective) and Eudaimonic (Psychological) - 8 Pillars of Holistic Wellness-(Physical, Emotional, Social, Spiritual, Intellectual, Occupational, Financial, Environment) – Resilience: Meaning and definition of Resilience - Learning from setbacks , wellbeing and resilience.

Unit V: Indian Constitutional Values

6 Hours

Human Rights: Meaning, characteristics of human rights, Human Rights and UNO, UDHR- Universal Declaration of Human Rights, Indian Constitution- Preamble, fundamentals

Rights, fundamental duties, Right to Information Act (RTI), National Human Rights Commission (NHRC), State Human Rights Commission, Tamil Nadu.