

# **B A HISTORY**

## **LOCF SYLLABUS 2023**



**Department of History**  
School of Languages and Culture  
St. Joseph's College (Autonomous)  
Tiruchirappalli - 620002, Tamil Nadu, India

## **SCHOOLS OF EXCELLENCE WITH CHOICE BASED CREDIT SYSTEM (CBCS) POSTGRADUATE COURSES**

St. Joseph's College (Autonomous), an esteemed institution in the realm of higher education in India, has embarked on a journey to uphold and perpetuate academic excellence. One of the pivotal initiatives in this pursuit is the establishment of five Schools of Excellence commencing from the academic year 2014-15. These schools are strategically designed to confront and surpass the challenges posed by the 21st century.

Each School amalgamates correlated disciplines under a unified umbrella, fostering synergy and coherence. This integrated approach fosters the optimal utilization of both human expertise and infrastructural assets. Moreover, it facilitates academic fluidity and augments employability by nurturing a dynamic environment conducive to learning and innovation. Importantly, while promoting collaboration and interdisciplinary study, the Schools of Excellence also uphold the individual identity, autonomy, and distinctiveness of every department within.

The overarching objectives of these five schools are as follows:

1. **Optimal Resource Utilization:** Ensuring the efficient use of both human and material resources to foster academic flexibility and attain excellence across disciplines.
2. **Horizontal Mobility for Students:** Providing students with the freedom to choose courses aligning with their interests and facilitating credit transfers, thereby enhancing their academic mobility and enriching their learning experience.
3. **Credit-Transfer Across Disciplines (CTAD):** The existing curricular structure, in accordance with regulations from entities such as TANSCHÉ and other higher educational institutions, facilitates seamless credit transfers across diverse disciplines. This underscores the adaptability and uniqueness of the choice-based credit system.
4. **Promotion of Human Excellence:** Nurturing excellence in specialized areas through focused attention and resources, thus empowering individuals to excel in their respective fields.
5. **Emphasis on Internships and Projects:** Encouraging students to engage in internships and projects, serving as stepping stones toward research endeavors, thereby fostering a culture of inquiry and innovation.
6. **Addressing Stakeholder Needs:** The multi-disciplinary nature of the School System is tailored to meet the requirements of various stakeholders, particularly employers, by equipping students with versatile skills and competencies essential for success in the contemporary professional landscape.

In essence, the Schools of Excellence at St. Joseph's College (Autonomous) epitomize a holistic approach towards education, aiming not only to impart knowledge but also to cultivate critical thinking, creativity, and adaptability – qualities indispensable for thriving in the dynamic global arena of the 21st century.

### **Credit system**

The credit system at St. Joseph's College (Autonomous) assigns weightage to courses based on the hours allocated to each course. Typically, one credit is equivalent to one hour of instruction per week. However, credits are awarded regardless of actual teaching hours to ensure consistency and adherence to guidelines.

The credits and hours allotted to each course within a programme are detailed in the Programme Pattern table. While the table provides a framework, there may be some flexibility due to practical sessions, field visits, tutorials, and the nature of project work.

For undergraduate (UG) courses, students are required to accumulate a minimum of 133 credits, as stipulated in the programme pattern table. The total number of courses offered by the department is outlined in the Programme Structure.

### **OUTCOME-BASED EDUCATION (OBE)**

OBE is an educational approach that revolves around clearly defined goals or outcomes for every aspect of the educational system. The primary aim is for each student to successfully achieve these predetermined outcomes by the culmination of their educational journey. Unlike traditional methods, OBE does not prescribe a singular teaching style or assessment format. Instead, classes, activities, and evaluations are structured to support students in attaining the specified outcomes effectively.

In OBE, the emphasis lies on measurable outcomes, allowing educational institutions to establish their own set of objectives tailored to their unique context and priorities. The overarching objective of OBE is to establish a direct link between education and employability, ensuring that students acquire the necessary skills and competencies sought after by employers.

OBE fosters a student-centric approach to teaching and learning, where the delivery of courses and assessments are meticulously planned to align with the predetermined objectives and outcomes. It places significant emphasis on evaluating student performance at various levels to gauge their progress and proficiency in meeting the desired outcomes.

Here are some key aspects of Outcome-Based Education:

*Course:* A course refers to a theory, practical, or a combination of both that is done within a semester.

*Course Outcomes (COs):* These are statements that delineate the significant and essential learning outcomes that learners should have achieved and can reliably demonstrate by the conclusion of a course. Typically, three or more course outcomes are specified for each course, depending on its importance.

*Programme:* This term pertains to the specialization or discipline of a degree programme.

*Programme Outcomes (POs):* POs are statements that articulate what students are expected to be capable of by the time they graduate. These outcomes are closely aligned with Graduate Attributes.

*Programme Specific Outcomes (PSOs):* PSOs outline the specific skills and abilities that students should possess upon graduation within a particular discipline or specialization.

*Programme Educational Objectives (PEOs):* PEOs encapsulate the expected accomplishments of graduates in their careers, particularly highlighting what they are expected to achieve and perform during the initial years postgraduation.

### **LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)**

The Learning Outcomes-Centric Framework (LOCF) places the learning outcomes at the forefront of curriculum design and execution. It underscores the importance of ensuring that these outcomes are clear, measurable, and relevant. LOCF orchestrates teaching methodologies, evaluations, and activities in direct correlation with these outcomes. Furthermore, LOCF adopts a backward design approach, focusing on defining precise and attainable learning objectives. The goal is to create a cohesive framework where every educational element is in harmony with these outcomes.

Assessment practices within LOCF are intricately linked to the established learning objectives. Evaluations are crafted to gauge students' achievement of these outcomes accurately. Emphasis is often placed on employing authentic assessment methods, allowing students to showcase their learning in real-life scenarios. Additionally, LOCF frameworks emphasize flexibility and adaptability, enabling

educators to tailor curriculum and instructional approaches to suit the diverse needs of students while ensuring alignment with the defined learning outcomes.

### **Some Important Terminologies**

**Core Course (CC):** Core Courses represent obligatory elements within an academic programme, imparting fundamental knowledge within the primary discipline while ensuring consistency and acknowledgment.

**Allied Course (AC):** Allied Courses complement primary disciplines by furnishing supplementary knowledge, enriching students' understanding and skill repertoire within their academic pursuit.

**Foundation Course (FC):** Foundation Courses serve to bridge the gap in knowledge and skills between secondary education and college-level studies, facilitating a smoother transition for students entering higher education.

**Skill Enhancement Course (SE):** Skill Enhancement Courses aim to nurture students' abilities and competencies through practical training, open to students across disciplines but particularly advantageous for those in programme-related fields.

**Value Education (VE):** Value education encompasses the teaching of moral, ethical, and social values to students, aiming to foster their holistic development. It instills virtues such as empathy, integrity, and responsibility, guiding students towards becoming morally upright and socially responsible members of society.

**Ability Enhancement Compulsory Course (AE):** Ability Enhancement Compulsory Course is designed to enhance students' knowledge and skills; examples include Communicative English and Environmental Science. These courses are obligatory for all disciplines.

**AE-1: Communicative English:** This three-credit mandatory course, offered by the Department of English during the first semester of the degree programme, is conducted outside regular class hours.

**AE-2: Environmental Science:** This one-credit compulsory course, offered during the second semester by the Department of Human Excellence, emphasizes environmental awareness and stewardship.

**Allied Optional (AO):** Allied optional courses are elective modules that complement the primary disciplines by providing additional knowledge and skills. These courses allow students to explore areas of interest outside their major field of study, broadening their understanding and enhancing their skill set.

**Discipline Specific Elective (ES):** These courses offer the flexibility of selection of options from a pool of courses. These are considered specialized or advanced to that particular programme and provide extensive exposure in the area chosen; these are also more applied in nature. Four courses are offered, two courses each in semester V and VI

**Note:** To offer one ES, a minimum of two courses of equal importance/weightage is a must. A department with two sections must offer two courses to the students.

**Generic Elective (EG):** A course chosen from a different discipline or subject area, typically to gain exposure. Students pursuing specific disciplines must select Generic Elective courses from the options available across departments as per the college's course offerings. The breadth of Generic Elective (GE) Courses is directly linked to the diversity of disciplines offered by the college. Two GE Courses are available, one in each semester V and VI, and are open to students from other departments.

**Self-paced Learning (SP):** It is a two-credit course designed to foster students' ability for independent and self-directed learning. With a syllabus structured to be completed within 45 hours, this course encourages learners to take control of their own educational journey. Notably, Self-paced Learning is conducted outside of regular class hours, emphasizing autonomy and self-motivation in students.

**Internship (IS):** Following the fourth semester, students are required to undertake an internship during the summer break. Subsequently, they must submit a comprehensive report detailing their internship experience along with requisite documentation. Additionally, students are expected to participate in a viva-voce examination during the fifth semester. Credits for the internship will be reflected in the mark statement for the fifth semester.

**Comprehensive Examination (CE):** A detailed syllabus consisting of five units to be chosen from the courses offered over the five semesters which are of immense importance and those portions which could not be accommodated in the regular syllabus.

**Extra Credit Courses:** To support students in acquiring knowledge and skills through online platforms such as Massive Open Online Courses (MOOCs), additional credits are granted upon verification of course completion. These extra credits can be availed across five semesters (2 - 6). In line with UGC guidelines, students are encouraged to enhance their learning by enrolling in MOOCs offered by portals like SWAYAM, NPTEL, and others. Additionally, certificate courses provided by the college also qualify for these extra credits.

**Outreach Programme (OR):** It is a compulsory course to create a sense of social concern among all the students and to inspire them to dedicated service to the needy.

### Course Coding

The following code system (11 alphanumeric characters) is adopted for Under Graduate courses:

<b>23</b>	<b>UXX</b>	<b>0</b>	<b>0</b>	<b>XX</b>	<b>00/X</b>
Year of Revision	UG Department Code	Semester Number	Part Specification	Course Specific Initials	Running Number/with Choice

#### Course Specific Initials

GL - Languages (Tamil / Hindi / French / Sanskrit)

GE - General English

CC - Core Theory; CP- Core Practical

AC - Allied Course

AP - Allied Practical

FC - Foundation Course

SE - Skill Enhancement Course

VE - Value Education

WS - Workshop

AE - Ability Enhancement Course

AO - Allied Optional

OP - Allied Optional Practical

ES - Discipline Specific Elective

IS - Internship

SP - Self-paced Learning

EG - Generic Elective

ES - Discipline Specific Elective

PW - Project and Viva Voce

CE - Comprehensive Examination

OR - Outreach Programme

## EVALUATION PATTERN

### Continuous Internal Assessment

SI No	Component	Marks Alloted
1	Mid Semester Test	30
2	End Semester Test	30
3	*Three Components (15 + 10 + 10)	35
4	Library Referencing (30 hours)	5
<b>Total</b>		<b>100</b>

Passing minimum: 40 marks

\* The first component is a compulsory online test (JosTEL platform) comprising 15 multiple choice questions (10 questions at K1 level and 5 questions at K2 level); The second and the third components are decided by the course in-charge.

### Question Paper Blueprint for Mid and End Semester Tests

Duration: 2 Hours							Maximum Marks: 60
Section	K levels						Marks
	K1	K2	K3	K4	K5	K6	
A (compulsory)	7						$7 \times 1 = 7$
B (compulsory)		5					$5 \times 3 = 15$
C (either...or type)			3				$3 \times 6 = 18$
D (2 out of 3)	For courses with K5 as the highest cognitive level, one K4 and one K5 question is compulsory. (Note: two questions on K4 and one question on K5)						2 × 10 = 20
	For courses with K6 as the highest cognitive level: <b>Mid Sem</b> : two questions on K4 and one question on K5; <b>End Sem</b> : two questions on K5 and one question on K6)						
				1	1*		
				Mid Sem			
				End Sem			
			1	1	1*		
<b>Total</b>							<b>60</b>

\* Compulsory

### Question Paper Blueprint for Semester Examination

Duration: 3 Hours				Maximum Marks: 100	
UNIT	Section A (Compulsory)	Section B (Compulsory)	Section C (Either...or type)	Section D (3 out of 5)	
	K1	K2	K3	K4	K5
UNIT I	2	2	2	3*	2*
UNIT II	2	2	2		
UNIT III	2	2	2		
UNIT IV	2	2	2		
UNIT V	2	2	2		
<b>Marks</b>	<b>10 × 1 = 10</b>	<b>10 × 3 = 30</b>	<b>5 × 6 = 30</b>	<b>3 × 10 = 30</b>	

\* For courses with K5 as the highest cognitive level wherein two K4 and one K5 questions are compulsory.  
(Note: three questions on K4 and two question on K5)

## Evaluation Pattern for Part IV and One/Two-credit Courses

Title of the Course	CIA	Semester Examination	Total Marks
<ul style="list-style-type: none"> <li>• Skill Enhancement Course (Non Major Elective)</li> <li>• Foundation Course</li> <li>• Skill Enhancement Course (WS)</li> </ul>	20 + 10 + 20 = 50	50 (A member from the Department other than the course instructors)	100
<ul style="list-style-type: none"> <li>• Self-paced Learning</li> <li>• Comprehensive Examination</li> </ul>	25 + 25 = 50	50 (CoE)	100
<ul style="list-style-type: none"> <li>• Value Education</li> <li>• Environmental Studies</li> </ul>	50	50 (CoE)	100
• Skill Enhancement Course: Soft Skills	100	-	100
• Generic Elective	100	100 (CoE)	100
• Project Work and Viva Voce	100	100	100

### Grading System

The marks obtained in the CIA and semester for each course will be graded as per the scheme provided in Table - 1.

From the second semester onwards, the total performance within a semester and the continuous performance starting from the first semester are indicated by Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA), respectively. These two are calculated by the following formulae:

$$SGPA \text{ and } CGPA = \frac{\sum_{i=1}^n C_i G p_i}{\sum_{i=1}^n C_i}$$

$$WAM = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$$

Where,

$C_i$  - credit earned for the Course  $i$

$G p_i$  - Grade Point obtained for the Course  $i$

$M_i$  - Marks obtained for the Course  $i$

$n$  - Number of Courses **passed** in that semester

WAM - Weighted Average Marks

### Classification of Final Results

- For each of the first three parts in the UG Programme, there shall be separate classification on the basis of CGPA, as indicated in Table - 2.
- For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Arts/Science/Commerce/Management as Outstanding/Excellent/Very Good/Good/Above Average/Average, the marks and the corresponding CGPA earned by the candidate in Part III alone will be the criterion, provided the candidate has secured the prescribed passing minimum in all the five Parts of the programme.

- Grade in Part IV and Part V shall be shown separately and it shall not be taken into account for classification.
- A pass in SHEPHERD will continue to be mandatory although the marks will not be counted for the calculation of the CGPA.
- Absence from an examination shall not be considered as an attempt.

**Table - 1: Grading of the Courses**

Mark Range	Grade Point	Corresponding Grade
90 and above	10	O
80 and above and below 90	9	A+
70 and above and below 80	8	A
60 and above and below 70	7	B+
50 and above and below 60	6	B
40 and above and below 50	5	C
Below 40	0	RA

**Table - 2: Grading of the Final Performance**

CGPA	Grade	Performance
9.00 and above	O	Outstanding*
8.00 to 8.99	A+	Excellent*
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average
4.00 to 4.99	C	Average
Below 4.00	RA	Re-appear

*\*The Candidates who have passed in the first appearance and within the prescribed duration of the UG programme are eligible. If the Candidates Grade is O/A+ with more than one attempt, the performance is considered "Very Good".*



## **Vision**

Forming globally competent, committed, compassionate and holistic persons, to be men and women for others, promoting a just society.

## **Mission**

- Fostering learning environment to students of diverse background, developing their inherent skills and competencies through reflection, creation of knowledge and service.
- Nurturing comprehensive learning and best practices through innovative and value- driven pedagogy.
- Contributing significantly to Higher Education through Teaching, Learning, Research and Extension.

### **Programme Educational Objectives (PEOs)**

- Graduates will be able to accomplish professional standards in the global environment.
- Graduates will be able to uphold integrity and human values.
- Graduates will be able to appreciate and promote pluralism and multiculturalism in working environment.

### **Programme Outcomes (POs)**

1. Graduates will be able to comprehend the concepts learnt and apply in real life situations with analytical skills.
2. Graduates with acquired skills and enhanced knowledge will be employable/ become entrepreneurs or will pursue higher Education.
3. Graduates with acquired knowledge of modern tools communicative skills and will be able to contribute effectively as team members.
4. Graduates are able to read the signs of the time analyze and provide practical solutions.
5. Graduates imbued with ethical values and social concern will be able to understand and appreciate social harmony, cultural diversity ensure sustainable environment.

### **Programme Specific Objectives (PSOs)**

Graduates will be able to

1. acquire basic knowledge in local, regional, national and global history prescribed in the curriculum
2. become responsible citizens by serving the society in the social, economic and administrative arenas to enhance the institutional functioning
3. apply the academic skills, leadership qualities, expertise in tourism and associated tools in their future career
4. analyze challenges and problems of present society taking lessons from historical path and suggest appropriate solutions
5. create peaceful and healthy environment to lead meaningful personal and professional lives with the knowledge and skills developed and values imbued during course of studies

PROGRAMME STRUCTURE					
Part	Semester	Specification	No. of Courses	Hours	Credits
1	1 - 4	Languages ( Tamil / Hindi/ French/ Sanskrit)	4	17	12
2	1 - 4	General English	4	20	12
3	1 - 6	Core Course	14	73	54
	1, 2	Allied Course	2	12	8
	3, 4	Allied Optional	2	12	8
	5, 6	Discipline Specific Elective	4	20	12
	5	Internship	1	-	1
	5	Self-paced Learning	1	-	2
	5	Project Work and Viva Voce	1	-	2
	5	Comprehensive Examination	1	-	2
4	1	Foundation Course	1	2	1
	1	Skill Enhancement Course (Non-Major Elective)	1	2	1
	5	Skill Enhancement Course (Soft Skills)	1	2	1
	6	Skill Enhancement Course (WS)	1	2	1
	1 - 4	Value Education	4	8	4
	1, 2	Ability Enhancement Compulsory Course	2	2(6)	4
	5, 6	Generic Elective	2	8	4
5	2 - 6	Outreach Programme (SHEPHERD)	-	-	4
	2 - 6	Extra Credit Courses (MOOC)/Certificate Courses	(5)	-	(15)
		<b>Total</b>	<b>46(5)</b>	<b>180(6)</b>	<b>133(15)</b>

PROGRAMME PATTERN								
Course Details						Scheme of Exams		
Sem	Part	Course Code	Title of the Course	Hours	Credits	CIA	SE	Final
1	1	23UTA11GL01A	General Tamil - 1	5	3	100	100	100
		23UFR11GL01	French - 1					
		23UHI11GL01	Hindi - 1					
		23USA11GL01	Sanskrit - 1					
	2	23UEN12GE01	General English - 1	5	3	100	100	100
	3	23UHS13CC01	<b>Core Course - 1:</b> History of Ancient India up to 1206 CE	4	3	100	100	100
		23UHS13CC02	<b>Core Course - 2:</b> History of Tamil Nadu up to 1311 CE	4	3	100	100	100
		23UHS13AC01	<b>Allied Course - 1:</b> Introduction to Archaeology	6	4	100	100	100
	4	23UHS14FC01	<b>Foundation Course:</b> Introduction to History	2	1	100	-	100
		-	<b>Skill Enhancement Course -1:</b> (Non Major Elective) : <a href="#">Refer ANNEXURE 1</a>	2	1	100	-	100
		23UHE14VE01	<b>Value Education -1:</b> Essentials of Humanity*	2	1	50	50	50
		23UEN14AE1	<b>Ability Enhancement Compulsory Course - 1:</b> Communicative English	(6)	3	100	-	100
<b>Total</b>				<b>30(6)</b>	<b>22</b>			
2	1	23UTA21GL02	General Tamil - 2	4	3	100	100	100
		23UFR21GL02	French - 2					
		23UHI21GL02	Hindi - 2					
		23USA21GL02	Sanskrit - 2					
	2	23UEN22GE02	General English - 2	5	3	100	100	100
	3	23UHS23CC03	<b>Core Course - 3:</b> Medieval History of India (1206 CE -1707 CE)	6	4	100	100	100
		23UHS23CC04	<b>Core Course - 4:</b> History of Tamil Nadu (1312 CE -1991 CE)	5	4	100	100	100
		23UHS23AC02	<b>Allied Course - 2:</b> Indian Tourism	6	4	100	100	100
		23UHE24VE02	<b>Value Education - 2:</b> Fundamentals of Human Rights*	2	1	50	50	50
	4	23UHE24AE01	<b>Ability Enhancement Compulsory Course - 2:</b> Environmental Studies*	2	1	50	50	50
	-	Extra Credit Courses (MOOC/ Certificate Courses) - 1	-	(3)				
<b>Total</b>				<b>30</b>	<b>20(3)</b>			
3	1	23UTA31GL03	General Tamil - 3	4	3	100	100	100
		23UFR31GL03	French - 3					
		23UHI31GL03	Hindi - 3					
		23USA31GL03	Sanskrit - 3					
	2	23UEN32GE03	General English - 3	5	3	100	100	100
	3	23UHS33CC05	<b>Core Course - 5:</b> Modern History of India (1708 CE -1947 CE)	6	5	100	100	100
		23UHS33CC06	<b>Core Course - 6:</b> Select Civilizations of Ancient World	5	4	100	100	100
		23UHS33CC07	<b>Core Course - 7:</b> Indian Geography**	2	1	100	-	100
		23UHS33AO01A	<b>Allied Optional - 1:</b> Tourism Marketing	6	4	100	100	100
		23UHS33AO01B	<b>Allied Optional - 1:</b> Destination Management					
	4	23UHE34VE03A	<b>Value Education - 3:</b> Social Ethics -1*	2	1	50	50	50
23UHE34VE03B		<b>Value Education - 3:</b> Religious Doctrine -1*						
	-	Extra Credit Courses (MOOC/ Certificate Courses) -2		(3)				
<b>Total</b>				<b>30</b>	<b>21(3)</b>			

4	1	23UTA41GL04A	General Tamil - 4: <b>தொடர்பியல் தமிழ்</b> (Communicative Tamil)	4	3	100	100	100
		23UFR41GL04	French-4					
		23UHI41GL04	Hindi - 4					
		23USA41GL04	Sanskrit - 4					
	2	23UEN42GE04	General English - 4	5	3	100	100	100
	3	23UHS43CC08	<b>Core Course - 8:</b> Social and Cultural History of Tamil Nadu	6	5	100	100	100
		23UHS43CC09	<b>Core Course - 9:</b> History of Modern World	5	4	100	100	100
		23UHS43CC10	<b>Core Course - 10:</b> Historical Monuments in Tiruchirappalli**	2	1	100	-	100
		23UHS43AO02A	<b>Allied Optional - 2:</b> Tourism Automation	6	4	100	100	100
		23UHS43AO02B	<b>Allied Optional - 2:</b> Tour Packaging					
	4	23UHE44VE04A	<b>Value Education - 4:</b> Social Ethics - 2*	2	1	50	50	50
		23UHE44VE04B	<b>Value Education - 4:</b> Religious Doctrine - 2*					
		-	Extra Credit Courses (MOOC/ Certificate Courses) -3	-	(3)			
	<b>Total</b>			<b>30</b>	<b>21(3)</b>			
5	3	23UHS53CC11	<b>Core Course - 11:</b> Historiography	7	5	100	100	100
		23UHS53CC12	<b>Core Course - 12:</b> Indian Polity and Constitution	7	5	100	100	100
		23UHS53ES01A	<b>Discipline Specific Elective - 1:</b> Architectural Styles in India	5	3	100	100	100
		23UHS53ES01B	<b>Discipline Specific Elective - 1:</b> History of Tourism					
		23UHS53ES02A	<b>Discipline Specific Elective - 2:</b> Western Political Thought	5	3	100	100	100
		23UHS53ES02B	<b>Discipline Specific Elective - 2:</b> Modern Governments					
		23UHS53IS01	Internship	-	1	100	-	100
	23UHS53SP01	<b>Self-paced Learning:</b> Dravidian Movements in Tamil Nadu*	-	2	50	50	50	
	4	-	<b>Generic Elective - 1:</b> <a href="#">Refer ANNEXURE 2</a>	4	2	100	100	100
		23USS54SE01	<b>Skill Enhancement Course - 2:</b> Soft Skills	2	1	100	-	100
	-	Extra Credit Courses (MOOC/ Certificate Courses) -4		(3)				
<b>Total</b>			<b>30</b>	<b>22(3)</b>				
6	3	23UHS63CC13	<b>Core Course - 13:</b> Social and Cultural Movements in Modern India	7	5	100	100	100
		23UHS63CC14	<b>Core Course - 14:</b> Political and Social Transitions in Modern Era	7	5	100	100	100
		23UHS63ES03A	<b>Discipline Specific Elective - 3:</b> Intellectual History of Modern India	5	3	100	100	100
		23UHS63ES03B	<b>Discipline Specific Elective - 3:</b> Economic History of Modern India					
		23UHS63ES04A	<b>Discipline Specific Elective - 4:</b> Museum Management	5	3	100	100	100
		23UHS63ES04B	<b>Discipline Specific Elective - 4:</b> Archive Keeping					
		23UHS63PW01	Project Work and Viva Voce	-	2	100	100	100
	23UHS63CE01	Comprehensive Examination*	-	2	50	50	50	
	4	-	<b>Generic Elective - 2:</b> <a href="#">Refer ANNEXURE 3</a>	4	2	100	100	100
		-	<b>Skill Enhancement Course - 3:</b> (WS) <a href="#">Refer ANNEXURE 4</a>	2	1	100	-	100
	-	Extra Credit Courses (MOOC/ Certificate Courses) - 5		(3)				
<b>Total</b>			<b>30</b>	<b>23(3)</b>				
2 - 6	5	23UCW65OR01	Outreach Programme (SHEPHERD)	-	4			
1 -6	<b>Total ( 3 years )</b>			<b>180</b>	<b>133</b>			

\*- for grade calculation 50 marks are converted into 100 in the mark statements

\*\* - fully internal

<b>Passed by</b>	<b>Board of Studies held on 18.12.2023</b>
<b>Approved by</b>	<b>48th Academic Council Meeting held on 27.03.2024</b>

**ANNEXURE 1****Skill Enhancement Course - 1: (Non-Major Elective)\***

<b>Department</b>	<b>Course Code</b>	<b>Title of the Course</b>
Botany	23UBO14SE01	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Organic Farming</a>
Computer Science	23UCS14SE01	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Office Automation</a>
BCA	23UBC14SE01	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Fundamentals of Information Technology</a>
Mathematics	23UMA14SE01	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Mathematics for Competitive Examinations</a>
Statistics	23UST14SE01	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Basics of Statistics</a>
Vis Com	23UVC14SE01	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Digital Storytelling and Scriptwriting</a>
English	23UEN14SE01	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): English for Communication</a>
Tamil	23UTA14SE01	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): பேச்சுக்கலைத் திறன் (Oratory Skills)</a>
BBA	23UBU14SE01A	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Practical Advertising</a>
	23UBU14SE01B	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Digital Marketing</a>
B. Com	23UCO14SE01A	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Introduction to Accounting</a>
	23UCO14SE01B	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Consumer Protection and Rights</a>
B. Com CA	23UCC14SE01	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Entrepreneurship Skills</a>
Economics	23UEC14SE01	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Demography</a>
Chemistry	23UCH14SE01	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Role of Chemistry in Daily Life</a>
Electronics	23UEL14SE01	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Consumer Electronics</a>
Physics	23UPH14SE01A	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Physics for Everyday Life</a>
	23UPH14SE01B	<a href="#">Skill Enhancement Course - 1: (Non-Major Elective): Home Electrical Installation</a>

\*Offered to students from other Departments

**ANNEXURE 2**  
**Generic Elective - 1\***

<b>Department</b>	<b>Course Code</b>	<b>Title of the Course</b>
Botany	23UBO54EG01	<a href="#">Generic Elective - 1: Landscape designing</a>
Computer Science	23UCS54EG01	<a href="#">Generic Elective - 1: Ethical Hacking</a>
BCA	23UBC54EG01	<a href="#">Generic Elective - 1: Fundamentals of Data Science</a>
Mathematics	23UMA54EG01	<a href="#">Generic Elective - 1: Numerical Ability</a>
Statistics	23UST54EG01	<a href="#">Generic Elective - 1: Actuarial Statistics</a>
Vis Com	23UVC54EG01	<a href="#">Generic Elective - 1: Media Education</a>
English	23UEN54EG01	<a href="#">Generic Elective - 1: Film Studies</a>
Tamil	23UTA54EG01	<a href="#">Generic Elective - 1: தமிழிலக்கியத்தில் மனித உரிமைகள் (Human rights in Tamil literature)</a>
BBA	23UBU54EG01A	<a href="#">Generic Elective - 1: Global Supply Chain Management</a>
	23UBU54EG01B	<a href="#">Generic Elective - 1: Starts-ups and small Business Management</a>
B.Com.	23UCO54EG01A	<a href="#">Generic Elective - 1: Computerised Accounting</a>
	23UCO54EG01B	<a href="#">Generic Elective - 1: Basics of Excel</a>
	23UCO54EG01C	<a href="#">Generic Elective - 1: Personal Investment Planning</a>
B. Com CA	23UCC54EG01	<a href="#">Generic Elective - 1: E-commerce and E Business Management</a>
Economics	23UEC54EG01	<a href="#">Generic Elective - 1: Principles of Economics</a>
Chemistry	23UCH54EG01	<a href="#">Generic Elective - 1: Health Science</a>
Electronics	23UEL54EG01A	<a href="#">Generic Elective - 1: Everyday Electronics</a>
	23UEL54EG01B	<a href="#">Generic Elective - 1: Wireless Communication</a>
Physics	23UPH54EG01A	<a href="#">Generic Elective-1: Everyday Physics</a>
	23UPH54EG01B	<a href="#">Generic Elective-1: Renewable Energy Physics</a>

\*Offered to students from other Departments

**ANNEXURE 3**  
**Generic Elective - 2\***

<b>Department</b>	<b>Course Code</b>	<b>Title of the Course</b>
Botany	23UBO64EG02	<a href="#">Generic Elective - 2: Solid Waste Management</a>
Computer Science	23UCS64EG02	<a href="#">Generic Elective - 2: 3D Printing and Design</a>
BCA	23UBC64EG02	<a href="#">Generic Elective - 2: Industry 4.0</a>
Mathematics	23UMA64EG02	<a href="#">Generic Elective - 2: Quantitative Techniques</a>
Statistics	23UST64EG02	<a href="#">Generic Elective - 2: Applied Statistics</a>
Vis Com	23UVC64EG02	<a href="#">Generic Elective - 2: Digital Media Production</a>
English	23UEN64EG02	<a href="#">Generic Elective - 2: English for the Media</a>
Tamil	23UTA64EG02	<a href="#">Generic Elective - 2: தமிழர் மருத்துவம் (Tamil Medicine)</a>
BBA	23UBU64EG02A	<a href="#">Generic Elective - 2: Personality Development</a>
	23UBU64EG02B	<a href="#">Generic Elective - 2: NGO Management</a>
B. Com	23UCO64EG02A	<a href="#">Generic Elective - 2: Rural Marketing</a>
	23UCO64EG02B	<a href="#">Generic Elective - 2: Entrepreneurship Development</a>
	23UCO64EG02C	<a href="#">Generic Elective - 2: Digital Marketing</a>
B. Com CA	23UCC64EG02	<a href="#">Generic Elective - 2: Total Quality Management</a>
Economics	23UEC64EG02	<a href="#">Generic Elective - 2: Economics for Competitive Exams</a>
Chemistry	23UCH64EG02	<a href="#">Generic Elective - 2: Solid Waste Management</a>
Electronics	23UEL64EG02A	<a href="#">Generic Elective - 2: CCTV and Smart Security Systems</a>
	23UEL64EG02B	<a href="#">Generic Elective - 2: Entrepreneurial Electronics</a>
Physics	23UPH64EG02A	<a href="#">Generic Elective - 2: Laser Technology and its applications</a>
	23UPH64EG02B	<a href="#">Generic Elective - 2: Physics of Earth</a>

\*Offered to students from other Departments



## ANNEXURE 4

### Skill Enhancement Course - 3 (WS)\*

School	Course Code	Title of the Course
SLAC	23UEN64SE02	<a href="#">Skill Enhancement Course - 3 (WS): Business English Writing</a>
	23UTA64SE02	<a href="#">Skill Enhancement Course - 3 (WS): இரைப்படத்திறனாய்வும் குறும்பட உருவாக்கமும் (Film Criticism and Making Documentaries)</a>

\*Offered to students from other Departments within School

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UTA11GL01A	General Tamil - 1	5	3

கற்றலின் நோக்கங்கள்
தமிழ்ச் செவ்வியல் இலக்கியங்களையும் காப்பியங்களையும் மாணவர்கள் அறிந்துகொள்ளல்
தமிழர் பேணி வளர்த்த அறம்சார் விழுமியங்களை மாணவர்கள் தம் வாழ்வில் பின்பற்றுதல்
தமிழில் பக்திஇயக்கப் பங்களிப்பையும் பகுத்தறிவுச் சிந்தனை மரபையும் உணர்தல்
மாணவர்கள் தம் எழுத்தாற்றலையும் மொழிப்புலமையையும் வளர்த்தெடுத்தல்
போட்டித்தேர்வுகளை எதிர்கொள்ளும் வகையில் இலக்கணம், இலக்கியம் கற்றல்

அலகு - 1 தமிழ் இலக்கிய, இலக்கண வரலாறு அறிமுகம்.

(10 மணி நேரம்)

**1. இலக்கணம் :**

அ.தொல்காப்பியம், இறையனார் களவியல் உரை , நம்பியகப் பொருள், புறப்பொருள் வெண்பா மாலை, நன்னூல், தண்டியலங்காரம், யாப்பருங்கலக்காரிகை- நூல்கள்

ஆ.மொழிப் பயிற்சி- ஒற்றுப்பிழை தவிர்த்தல்

- வல்லினம் மிகும் இடங்கள்
- வல்லினம் மிகா இடங்கள்
- ஈரொற்று வரும் இடங்கள்
- ஒரு, ஓர் வரும் இடங்கள்
- அது, அஃது வரும் இடங்கள்
- தான், தாம் வரும் இடங்கள்

**பயிற்சி :** வல்லினம் மிகும் இடங்கள், மிகா இடங்கள் தவறாக வரும்வகையில் ஒரு பத்தி கொடுத்து ஒற்றுப் பிழை திருத்தி எழுதச் செய்தல்.

2. சங்க இலக்கியம் - எட்டுத்தொகை, பத்துப்பாட்டு

3. அற இலக்கியம்-பதினெண்கீழ்க்கணக்கு நூல்கள்

4. காப்பிய இலக்கியம் - ஐம்பெருங் காப்பியங்கள், ஐஞ்சிறு காப்பியங்கள், சமயக் காப்பியங்கள்

5. பக்தி இலக்கியமும் (பன்னிரு திருமுறைகள், நாலாயிர திவ்வியப் பிரபந்தம் -- பகுத்தறிவு இலக்கியமும் (சித்தர் இலக்கியங்கள், புலவர் குழந்தையின் இராவண காவியம்)

அலகு - 2 சங்க இலக்கியம்

(15 மணி நேரம்)

**எட்டுத்தொகை :**

6. நற்றிணை-முதல் பாடல் -நின்ற சொல்லர்

7. குறுந்தொகை 3 ஆம் பாடல் -நிலத்தினும் பெரிதே

8. ஐங்குறுநூறு -நெல் பல பொலிக! பொன் பெரிது சிறக்க!" (முதல் பாடல்)-வேட்கைப் பத்து

9. கலித்தொகை- 51 - சுடர்த்தொடிக் கேளாய் -குறிஞ்சிக் கலி

10. புறநானூறு -189 தெண்கடல் வளாகம் பொதுமையின்றி, நாடா கொன்றோ -187

**பத்துப்பாட்டு:**

முல்லைப்பாட்டு (முழுவதும்)

அலகு - 3 அற இலக்கியம்

(10 மணி நேரம்)

12. திருக்குறள் -அறன் வலியுறுத்தல் அதிகாரம்

13. நாலடியார்-பாடல்: 131 (குஞ்சியழகும்)

14. நான்மணிக்கடிகை-நிலத்துக்கு அணியென்ப

15. பழமொழி நானூறு- தம் நடை நோக்கார்

16. இனியவை நாற்பது- 37. இளமையை மூப்பு என்று

அலகு - 4 காப்பிய இலக்கியம்

(20 மணி நேரம்)

17. சிலப்பதிகாரம் - வழக்குரைகாதை

18. மணிமேகலை- பாத்திரம் பெற்ற காதை
19. பெரியபுராணம் - பூசலார் நாயனார்புராணம்
20. கம்பராமாயணம்- குகப் படலம்
21. சீறாப்புராணம் – மானுக்குப் பிணை நின்ற படலம்
22. இயேசு காவியம் -ஊதாரிப்பிள்ளை

அலகு - 5 பக்தி இலக்கியமும், பகுத்தறிவு இலக்கியமும்

(15 மணி நேரம்)

23. பக்தி இலக்கியம்:

- திருநாவுக்கரசர் தேவாரம் - நாமார்க்கும் குடியல்லேம் எனத் தொடங்கும் பாடல் மட்டும்
- மாணிக்கவாசகர் கிருவாசகர் - ஈழச்சிவாய வாழ்க நாதன்தான் வாழ்க முதல் சிரம்குவிவார் ஓங்குவிக்கும் சீரோன் கழல் வெல்க வரை
- பொய்கையாழ்வார்-வையந் தகளியா வர்கடலே
- பூதத்தாழ்வார்-அன்பே தகளியா
- பேயாழ்வார்-திருக்கண்டேன் பொன்மேனி கண்டேன்
- ஆண்டாள் – திருப்பாவை மார்கழித் திங்கள் (முதல் பாடல்)

24. பகுத்தறிவு இலக்கியம் :

- திருமூலர் – திருமந்திரம் (270,271, 274, 275 285)
- பட்டினத்தார் - திருவிடை மருதூர் (காடே திரிந்து – எனத் தொடங்கும் பாடல்
- பா.எண்.279, 280)
- கடுவெளி சித்தர் - பாபஞ்செய் யாதிரு மனமே (பாடல் முழுவதும்)
- இராவண காவியம் – தாய்மொழிப் படலம் - 18. (ஏடுகை யில்லா ரில்லை முதல் - 22. செந்தமிழ் வளர்த்தார் வரை)

கற்பித்தல் முறை	விரிவுரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation)
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பாடநூல்

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2. பார்வை நூல்கள்
3. வரதராசன்.மு., தமிழ் இலக்கிய வரலாறு, சாகித்ய அக்காதெமி, புதுடெல்லி. 2021
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5. தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, பாரி நிலையம், சென்னை, 2022
6. சிற்பி பாலசுப்பிரமணியன் & சேதுபதி.சொ., தமிழ் இலக்கிய வரலாறு, கவிதா வெளியீடு, சென்னை, 2015
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8. பெருமாள். அ.கா., தமிழ் இலக்கிய வரலாறு, சுதர்சன் புகல், நாகர்கோவில், 2014
9. ஏசுதாசன். ப.ச., தமிழ் இலக்கிய வரலாறு, நியூ செஞ்சுரி புக ஹவுஸ், சென்னை, 2015
10. ஸ்ரீகுமார். எஸ்., தமிழ் இலக்கிய வரலாறு, ஸ்ரீசெண்பகா பதிப்பகம், சென்னை, 2014
11. பாக்கியமேரி எஃப்., வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு, பூவேந்தன் பதிப்பகம், சென்னை, 2022
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2. <https://www.sirukathaigal.com>
3. <https://www.tamilvirtualuniversity.org>
4. <https://www.noolulagam.com>
5. <https://www.katuraitamilblogspot.com>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO1	சங்க இலக்கியங்கள்வழி பண்டைத்தமிழரின் வாழ்வியலையும் பண்பாட்டையும் அறிந்து கொள்வர்	K1
CO2	அற இலக்கியங்கள், காப்பியங்கள் வெளிப்படுத்தும் அறம்சார் விழுமியங்களைத் தம் வாழ்வில் பின்பற்றுவர்	K2
CO3	இலக்கணக் கோட்பாடுகளை இக்கால வாழ்வியலோடு பொருத்திப் பார்ப்பர்	K3
CO4	மொழியறிவோடு பெறுவர் திறன் பகுத்தாராயும் இலக்கியங்களைப்	K4
CO5	பக்தி இயக்கங்களின் செல்வாக்கையும், தமிழரின் பகுத்தறிவு மரபையும் மதிப்பிடுவர்	K5

Relationship Matrix												
Semester	Course Code		Title of the Course								Hours	Credits
1	23UTA11GL01A		General Tamil - 1								5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	1	2	3	2	2	3	3	2	2	2	2.2	
CO2	2	2	3	2	2	2	3	2	3	2	2.3	
CO3	1	2	2	3	2	2	2	3	3	3	2.3	
CO4	2	2	3	2	2	3	2	3	3	2	2.4	
CO5	3	1	2	2	2	2	3	2	3	3	2.3	
<b>Mean Overall Score</b>											<b>2.3 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UFR11GL01	French - 1	5	3

Course Objectives
Identify the basic French sentence structure
Define and describe the various grammatical tenses and use them to communicate in French
Examine the various documents presented and discuss and reply to the questions asked on it
Analyze and interpret expressions used to convey the cause, the effect, the purpose, and the opposition in French
Evaluate the grammatical nature present in passages

**UNIT I (15 Hours)**

- Salut ! Enchanté

**UNIT II (15 Hours)**

- J'adore

**UNIT III (15 Hours)**

- Tu veux bien ?

**UNIT IV (15 Hours)**

- On se voit quand ?

**UNIT V (15 Hours)**

- Bonne idée

<b>Teaching Methodology</b>	Videos, Audios, PPT presentation, Role-play, Quiz
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**Book for Study**

1. Mérieux, R. & Loiseau, Y. (2017). *Latitudes -1- (A1 /A2)*, méthode de français, Didier. (Units 1 - 6 only)

**Books for Reference**

1. P.Dauda,L.Giachino and C.Baracco, *Generation AI*, Didier, Paris 2020.
2. J.Girardet and J.Pecheur, *Echo AI*, CLE International, 2<sup>e</sup>edition ,2017
3. Isabelle Fournier, *Talk French*, Goyal Publishers, 2011

**Websites and eLearning Sources**

1. <https://www.wikihow.com/Pronounce-the-Letters-of-the-French-Alphabet>
2. <https://français.lingolia.com/en/grammar/tenses/le-present>
3. <https://www.lawlessfrench.com/grammar/articles/>
4. <https://www.frenchpod101.com/french-vocabulary-lists/10-lines-you-need-for-introducing-yourself>
5. <https://www.tolearnfrench.com/exercices/exercice-french-2/exercice-french-3295.php>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	recall and remember the usage of grammatical tenses in constructing sentences in a dialogue.	K1
CO2	apply the learnt grammar rules in practice exercises to improve their understanding	K2
CO3	explain the nuances in the usage of various grammatical tenses and their aspects	K3
CO4	demonstrate knowledge of various expressions used to express opinions, emotions, cause, effect, purpose, and hypothesis in French	K4
CO5	communicate in French and summarize a given text	K5

Relationship Matrix												
Semester	Course Code	Title of the Course					Hours	Credits				
1	23UFR11GL01	French - 1					5	3				
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	3	1	3	1	3	3	2	3	2	2.4	
CO2	2	3	3	2	1	3	3	3	3	2	2.5	
CO3	1	3	2	1	2	2	2	2	3	2	2.0	
CO4	3	3	3	3	3	3	3	2	3	2	2.8	
CO5	3	3	3	3	2	3	3	3	3	2	2.8	
<b>Mean Overall Score</b>											<b>2.5 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UHI11GL01	Hindi - 1	5	3

### Course Objectives

To understand the basics of Hindi Language
To make the students to be familiar with the Hindi words
To enable the students to develop their effective communicative skills in Hindi.
To introduce the socially relevant subjects in Modern Hindu Literature
To empower the students with globally employable soft skills

#### UNIT I: Buniyadi Hindi (15 Hours)

- Swar
- Vyanjan
- Barah Khadi
- Shabd aur
- Vakya Rachna

#### UNIT II: Hindi Shabdavali (15 Hours)

- Rishto ke Naam
- Gharelu padartho ke Naam

#### UNIT III: Vyakaran (15 Hours)

- Sadharan Vakya aur Sangya
- Sarvanam
- Visheshan
- Kriya aadi shabdo ka prayog

#### UNIT IV: Chote Gadyansh ka pattan (15 Hours)

- Bacho ki Kahaniya
- Patra-Patrikao mein prakashit Gadyansho ka Pathan

#### UNIT V: Nibandh (15 Hours)

- Sant Tiruvalluvar
- E.V.R Thandai Periyar
- Naari Sashaktikaran
- Paryavaran Sanrakshan
- Vibhinna pratiyogi parikshao ke bare mein jaankari dena
- Pratiyogi priksa par adharit nibandho dwara bhasha ki kshamta badhane vale prashikshan kary.

<b>Teaching Methodology</b>	Videos, PPT, Quiz, Group Discussion, Project Work.
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#### Books for Study

1. Gupth, M.K. (2020). *Hindi Vyakaran*, Anand Prakashan, Kolkatta.
2. Tripaty, V. (2018). *Kuchh Kahaniyan*, Rajkamal Prakashan Pvt. Ltd, New Delhi.
3. Jain, S.K. (2019). *Anuwad: Siddhant Evam Vyavhar*, Kailash Pustak Sadan, Madhya Pradesh.

#### Books for Reference

1. Abdul Kalam, A. P.J. (2020). *Mere sapnom ka Bharath*, Prabath Prakashan, Noida.
2. Singh, L.P. (2017). *Kavya ke sopan*, Bharathy Bhavan Prakashan.
3. Kumar, A. (2019). *Sampoorna Hindi Vyakaran our Rachana*, Lucent publisher.

4. (2018). *Adhunik Hindi Vyakaran our Rachana*, Bharati Bhavan Publishers & distributors.
5. Shukla, A.R. (2022). *Hindi Sahitya Ka Itihas*, Prabhat Prakashan.

#### Websites and e-Learning Sources

1. <https://learningmole.com/hindi-alphabet-letters-pronunciation-guide/>
2. <https://www.careerpower.in/hindi-alphabet-varnamala.html>
3. <https://www.youtube.com/watch?v=b0UvXnIC8qc>
4. <https://www.importanceoflanguages.com/learn-hindi-language-guide/>
5. <https://parikshapoint.com/hindi-sahitya/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of the course, the student will be able to	
CO1	Introduction to Hindi sounds	K1
CO2	Acquisition of Hindi Vocabulary	K2
CO3	Sentence formation in Hindi	K3
CO4	Reading of stories and other passages	K4
CO5	Modules to increase language ability through general essays based on competitive exams	K5

Relationship Matrix												
Semester	Course Code	Title of the Course					Hours	Credits				
1	23UHI11GL01	Hindi - 1					5	3				
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	2	2	1	3	3	3	1	3	2	2.3	
CO2	2	3	2	3	1	2	3	3	3	2	2.4	
CO3	3	2	2	2	1	3	2	3	2	3	2.3	
CO4	3	1	2	3	2	3	2	3	3	2	2.4	
CO5	2	3	3	2	3	2	3	3	1	3	2.5	
<b>Mean Overall Score</b>											<b>2.38 (High)</b>	



Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23USA11GL01	Sanskrit - 1	5	3

Course Objectives
To help the students learn the alphabets of Sanskrit.
To understand the Sanskrit grammar and sabdas.
To have an idea of the epics.
To closely understand the literary works in Sanskrit with special reference to Pancamahakavyas.
To understand the Raghuvasa Mahakava and Kalidasa.

## UNIT I (15 Hours)

### Introduction to Sanskrit (Alphabets, Two letter words and three letter words)

#### Grammar:

*akārāntahpumlīṅgaḥśabda-s* - 1. बाल (Bāla) and 2. देवे (Deva) *ākārāntahstrīlīṅgaḥśabda-s* - 1. बाला (Bālā) and 2. लता (Latā) *akārāntahnapuṃsakalīṅgaḥśabda-s* -

1. फल (Phala) and 2. वन (Vana)

## UNIT II (15 Hours)

### Introduction to *Rāmāyana, Kālidāsa* and his poetic works

Text: *Raghuvamśa* (Canto I) Verses 1-15

## UNIT III (15 Hours)

### Introduction to the works of *Bhāravi* -

Text: *Raghuvamśa* (canto I) Verses 16-30

## UNIT IV (15 Hours)

### Introduction to the works of *ŚrīHarṣa* -

Text: *Raghuvamśa* (Canto I) Verses 31-45

## UNIT V (15 Hours)

#### Grammar:

Conjugations -*Laṭlakāra-s* – (Present tense)

(i) गच्छत (Gacchati) (ii) ततष्ठत (Tiṣṭhati) (iii) पठत (Paṭhati)

(iv) नृत्यत (Nr̥tyati) (v) कुप्यत (Kupyati) (vi) कथयत (Kathayati)

(vii) गणयत (Gaṇayati) (viii) अतत (Asti)

(ix) करोत (Karoti) (x) शृणोत (Śṛṇoti)

Indeclinables (Avyayaani) - अतप (api), कदा (kadā), च (ca), अद्य (adya), तवना (vinā), सह (saha), तत्र (tatra), कम् (kim), यद् (yadi) - तर्ह (tarhi), यथा (yathā) - तथा (tathā) Prefixes (Upasargas) - आङ् (āñ), तव (vi), परर (pari), अनु (anu),

अति (adhi), उत् (ut), प्रत (prati), उप (upa), प्र (pra) तनर् (nir)

Teaching Methodology	Videos, PPT, demonstration.
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### Book for Study

1. Murugan, C., et al. (eds.). (2022). *Kalasala Samskrta Sukha Bodhini I* (for under graduate foundation course) Published by University of Madras.

### Book for Reference

1. Vadhyar, R.S. (2017). *Shabdha manjari*, R.S. Vadyar & Sons, Palakkad.

### Websites and e-Learning Sources

1. <https://www.arlingtoncenter.org/Sanskrit%20Alphabet.pdf>

2. <https://courses.lumenlearning.com/suny-hccc-worldcivilization/chapter/sanskrit/>
3. [https://www.newworldencyclopedia.org/entry/Sanskrit\\_literature](https://www.newworldencyclopedia.org/entry/Sanskrit_literature)
4. <https://archive.org/details/AShortHistoryOfsanskritLiterature>
5. [https://archive.org/details/raghuvamsha\\_with\\_sanjivini\\_edited\\_by\\_mr\\_kale](https://archive.org/details/raghuvamsha_with_sanjivini_edited_by_mr_kale)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	remember the usage of grammatical tenses in constructing sentences in dialogue.	K1
CO2	apply the rules of usage in practice exercises and identify errors	K2
CO3	explain the nuances in the usage of various grammatical tenses and aspects	K3
CO4	demonstrate knowledge of various expressions of opinion, emotions, cause, effect, purpose, and hypothesis in French	K4
CO5	communicate in French and summarize the given text	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
1	23USA11GL01	Sanskrit - 1									5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	1	3	2	3	1	3	2	3	2	2	2.1	
CO2	2	3	2	3	1	2	2	3	2	3	2.5	
CO3	3	2	2	2	2	2	3	2	3	2	2.1	
CO4	3	2	3	2	2	3	3	2	3	2	2.4	
CO5	3	2	3	3	2	2	3	2	3	3	2.3	
<b>Mean Overall Score</b>											<b>2.34 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UEN12GE01	General English - 1	5	3

### Course Objectives

To enable learners to acquire self awareness and positive thinking required in various life situations

To help them acquire the attribute of empathy

To assist them in acquiring creative and critical thinking abilities

To enable them to learn the basic grammar

To assist them in developing LSRW skills

### UNIT I: Self-awareness ELF-A (WHO) & Positive Thinking (UNICEF) (15 Hours)

#### Life Story

- Chapter 1 from Malala Yousafzai, I am Malala
- An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3) M.K. Gandhi

#### Poem

- Where the Mind is Without Fear – Gitanjali 35 – Rabindranath Tagore
- Love Cycle – Chinua Achebe

### UNIT II: Empathy (15 Hours)

#### Poem

- Nine Gold Medals – David Roth
- Alice Fell or poverty – William Wordsworth

#### Short Story

- The School for Sympathy – E.V. Lucas
- Barn Burning – William Faulkner

### UNIT III: Parts of Speech (15 Hours)

- Articles
- Noun
- Pronoun
- Verb
- Adverb
- Adjective
- Preposition

### UNIT IV: Critical & Creative Thinking. (15 Hours)

#### Poem

- The Things That Haven't Been Done Before – Edgar Guest
- Stopping by the Woods on a Snowy Evening – Robert Frost

#### Readers Theatre

- The Magic Brocade – A Tale of China
- Stories on Stage – Aaron Shepard (Three Sideway Stories from Wayside School" by Louis Sachar)

### Unit V: Paragraph and Essay Writing (15 Hours)

- Descriptive
- Expository
- Persuasive
- Narrative
- Reading Comprehension

<b>Teaching Methodology</b>	Interactive methods, and multimedia presentations
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**Books for Study**

1. Yousafzai, M. (2013). *I am Malala*, Little. Brown and Company.
2. Gandhi, M. K. (2011). *An Autobiography or The Story of My Experiments with Truth (Chapter - I)*. Rupa Publications.
3. Tagore, R. (1913). "Gitanjali 35" from *Gitanjali (Song Offerings): A Collection of Prose Translations Made by the Author from the Original Bengali*. MacMillan.
4. Shepard, A. (2017). *Stories on Stage*. Shepard Publications.

**Books for Reference**

1. Krishnasamy. N. (1975). *Modern English: A Book of Grammar, Usage and Composition*. Macmillan.
2. Nesfield, J. C. (2019). *English Grammar Composition and Usage*. Macmillan.

**Websites and eLearning Sources**

1. <https://archive.org/details/i-am-malala>
2. <https://www.indiastudychannel.com/resources/146521-Book-Review-An-Autobiography-or-The-story-of-my-experiments-with-Truth.aspx>
3. <https://www.poetryfoundation.org/poems/45668/gitanjali-35>
4. <https://amzn.eu/d/9rVzINv>
5. <https://archive.org/details/in.ernet.dli.2015.44179>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	discover self awareness and positive thinking required in various life situations	K1
CO2	classify the attributes of empathy	K2
CO3	apply creative and critical thinking skills	K3
CO4	focus on grammar for functional purposes	K4
CO5	integrate the LSRW skills for effective communication	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
1	23UEN12GE01	General English - 1									5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	3	3	3	3	3	3	3	3	3	3	
CO2	2	3	3	3	2	3	3	3	3	3	2.5	
CO3	3	3	3	2	3	3	3	3	3	2	2.8	
CO4	3	3	3	3	3	3	3	3	3	3	3	
CO5	3	2	3	3	3	3	3	3	3	3	2.8	
<b>Mean Overall Score</b>											<b>2.82 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UHS13CC01	Core Course - 1: History of Ancient India up to 1206 CE	4	3

### Course Objectives

To understand the characteristics of pre and proto-historic cultures in India.
To study the impact of Vedic culture on society, religion and culture.
To analyse the emergence of a Centralized State under the Mauryas and Ashoka's Dhamma.
To describe the achievements of the Guptas and their contribution to literature, art and architecture.
To outline the Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.

#### UNIT I (12 Hours)

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 (12 Hours)

Jainism, Aaseevagam and Buddhism - 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 (12 Hours)

Satavahanas - Kushanas - Kanishka-I - Gupta Empire - Chandragupta Vikramaditya Samudragupta - Kumara Gupta - Administration - Social, Economic and Cultural Developments - Vakatakas - Nalanda, Vikramasila and Vallabhi Universities

#### UNIT IV (12 Hours)

Vardhanas - Harshavardhana - Administration - Religious Contributions -Provincial Dynasties - Chalukyas - Rashtrakutas - Paramaras - Palas - Senas - Art and Architecture - Cultural contributions.

#### UNIT V (12 Hours)

Rajputs - Cultural Contributions - Arab Conquest of Sind - Mahmud of Ghazni - Invasions - Mohammed of Ghor - Battles of Tarain

<b>Teaching Methodology</b>	Videos, PPT, Quiz, Group Discussion, Project Work.
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#### Books for Study

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

#### Books for Reference

1. Basham, A. L. (2004). *The Wonder that was India*. London, Macmillan.
2. Luniya, B. N. (2005). *Evolution of Indian Culture*. Agra, Lakshmi Narain Publication.
3. Pillay, K. K. (1967). *A Social History of the Tamils*. University of Madras.
4. Pillay, K. K. (1979). *Studies in Indian History: With Special Reference to Tamil Nadu*. K.K. Pillay.
5. Pillay, K. K. (2021). *Historical Heritage of Tamils*. MJP Publishers.

6. Sathianathaier, R. (1980). *Political and Cultural History of India*. Vol. I, Viswanathan & Co.,  
**Website and eLearning Source**

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

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	recall the characteristic features of pre and proto-historic cultures in India.	K1
CO2	explain the impact of the Vedic culture on Indian society and religion.	K2
CO3	interpret Ashoka's policy of Dhamma.	K3
CO4	classify the salient features of Gupta's Age.	K4
CO5	justify the nature of Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
1	23UHS13CC01	Core Course - 1: History of Ancient India up to 1206 CE									5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	3	2	2	3	3	3	2	3	2	2.6	
CO2	3	3	2	2	3	3	3	3	3	3	2.8	
CO3	3	3	2	2	3	3	3	3	3	3	2.8	
CO4	3	3	2	2	3	3	3	3	3	3	2.8	
CO5	3	3	2	2	3	3	3	2	3	2	2.6	
<b>Mean Overall Score</b>											<b>2.7 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UHS13CC02	Core Course - 2: History of Tamil Nadu up to 1311 CE	5	4

### Course Objectives

To know the sources and geography of Tamil Nadu
To understand polity, society and economy of the Sangam period
To examine the contribution of Pallavas in the field of art and architecture
To appreciate the achievements and contribution of the Imperial Cholas
To identify the factors for the decline of the Pandyas

#### UNIT I: Pre-History (15 hours)

Geography - Sources for the study of history of Tamil Nadu - Pre & Proto history of Tamil Nadu - Ancient Tamil Civilization

#### UNIT II: Sangam Age (15 hours)

Historicity - Early Cholas - Karikala - Cheras - Senguttuvan - Pandyas - Nedunchezian - Polity - Society - Economy - Foreign Trade - Religion - Literature - Kalabhra Interregnum - Literary Contributions of Kalabhras - Impact of their rule

#### UNIT III: The Pallavas and The Pandyas (15 hours)

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 (15 hours)

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 - Aimpun Sculptures - Bronze Sculptures

#### UNIT V: The Second Pandyan Empire (1190-1312 CE) (15 hours)

Triangular conflict among Cholas, Pandyas and Hoysalas - Social and Economic Life - Malik Kafur's Invasion

<b>Teaching Methodology</b>	Videos, PPT, Quiz, Group Discussion, Project Work.
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#### Books for Study

- Chellam, V.T. (1981). *New Light on the Early History of Tamil Nadu*, Vijay Publications, Trichy.
- Chellam, V.T. (2016). *Tamil Nadu: History and Culture* (in Tamil). Manivasagar Pathipakam.
- Eraiyarasan, B. (2017). *The History of Tamil Nadu (The Only Surviving Classical Civilization)*. International Institute of Tamil Studies, Chennai.
- Karashima, N. (ed.) (2014). *A Concise History of South India: Issues and Interpretations*. Oxford University Press, New Delhi.
- NilakantaSastri, K.A. (1997). *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*. Oxford University Press, Chennai.
- Ramasamy, A. (2012). *A History of Ancient Tamil Civilization*. New Century Book House, Chennai
- Subramanian, N. (1977). *History of Tamil Nadu*. Koodal Publishers, Madurai.

#### Books for Reference

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

2. Minakshi, C. (1938). *Administration and Social Life Under the Pallavas*. University of Madras, Madras.
3. Pillai, A.D. (2020). *History of the Chera King*. Saran Books, Chennai.
4. Pillay, K.K. (1967). *A Social History of the Tamils*. University of Madras, Madras.
5. Pillay, K.K. (1979). *Studies in Indian History: With Special Reference to Tamil Nadu*. K.K. Pillay, Madras.
6. Pillay, K.K. (2021). *Historical Heritage of Tamils*. MJP Publishers, Chennai.
7. Rajamanickanar, Ma. (2022). *History of Cholas*. Saran Books, Chennai.
8. Rajamanickanar, Ma. (2022). *History of Pallavas*. Saran Books, Chennai.
9. Sastri, N.K.A. (1984). *The Cholas*. University of Madras, Madras, 1984
10. Srinivasa Iyengar, P.T. (2001). *History of the Tamils: From the Earliest Times to 600 A.D.* Asian Educational Services, New Delhi.
11. Subbarayalu, Y. (2012). *South India under the Cholas*. Oxford University Press, New Delhi.
12. Subramanian, N. (1966). *Sangam Polity*. Asia Publishing House, Bombay.

### Websites and eLearning Resources

1. <https://www.tamildigitalibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGIZQdjZt9lJpd#book1/>
2. <http://www.historydiscussion.net>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	recall the various sources for the study of history of Tamil Nadu.	K1
CO2	outline the various aspects of Sangam Age.	K2
CO3	explain the rise of Pallavas and their cultural contribution.	K3
CO4	analyse the supremacy of the Chola power.	K4
CO5	appraise the achievements of the Second Pandyan Empire.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
1	23UHS13CC02	Core Course - 2: History of Tamil Nadu up to 1311 CE									5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	3	2	2	3	3	3	2	3	2	2.6	
CO2	3	3	2	2	3	3	3	3	3	3	2.6	
CO3	3	3	3	2	3	3	3	3	3	3	2.8	
CO4	3	3	2	2	3	3	3	3	3	3	2.9	
CO5	3	3	3	2	3	3	3	3	3	2	2.8	
<b>Mean Overall Score</b>											<b>2.74 (High)</b>	



Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UHS13AC01	Allied Course - 1: Introduction to Archaeology	4	3

### Course Objectives

To study the meaning of archaeology, kinds of archaeology and its relations with allied disciplines
To trace the archaeological developments in the world and India
To examine the early archaeologists and the status of archaeological studies
To understand the methods and techniques of archaeology
To interpret artefacts

#### UNIT I: Basic Concepts (12 hours)

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 (12 hours)

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

#### UNIT III: Archaeological Studies (12 hours)

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 (12 hours)

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 Artefacts (12 hours)

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

<b>Teaching Methodology</b>	Video, PPT, Quiz, Group Discussion, Project Work.
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#### Books for Study

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

#### Books for Reference

1. Dillon, B.D. (ed.) (1989). *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics*. Institute of Archaeology, University of California, Los Angeles.
2. Fleming, S. (1978). *Dating in Archaeology: A Guide to Scientific Techniques*. J.M. Dent, London.
3. Heizer, R.F. (ed.) (1969). *The Archaeologist at Work: A Source Book in Archaeological Method and Interpretation*. Harper & Row, New York.
4. Renfrew, C., & Bahn, P. (2012). *Archaeology: Theories, Methods and Practice*. Thames

&Hudson, London.

- Roy, S. (2011). *The Story of Indian Archaeology 1784-1947*. Archaeological Survey of India, New Delhi.

### Websites and eLearning Resources

- <http://www.arch.cam.ac.uk>
- <http://archaeological.org>
- <http://www.tnarch.gov.in>
- <https://radiocarbon.com>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
CO1	define archaeology and explain different kinds of archaeology.	K1
CO2	trace the archaeological developments from its inception.	K2
CO3	describe the contribution of early archaeologists in India	K3
CO4	explain the methods and techniques of archaeology.	K4
CO5	interpret the artefacts and the various types of analysis used.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
1	23UHS13AC01	Allied Course - 1: Introduction to Archaeology									5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	3	3	3	2	3	3	2	3	3	2.8	
CO2	3	3	3	3	3	3	3	3	3	3	3	
CO3	3	3	3	3	3	3	3	3	3	3	3	
CO4	3	3	3	3	2	3	3	3	3	3	2.9	
CO5	3	3	3	3	3	3	3	3	3	3	3	
<b>Mean Overall Score</b>											<b>2.9 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UHS14FC01	<b>Foundation Course:</b> Introduction to History	2	2

### Course Objectives

To introduce the meaning and nature of history
To comprehend the different kinds of history and its relationship with other disciplines
To use facts in writing history
To introduce the concepts in history.
To know various sources for the study of history and documentation techniques.

#### UNIT I: Basics of History (6 hours)

History - Meaning & Definitions- Nature and Scope of History - Uses and Abuses of History - Lessons in History

#### UNIT II: Nature of History (6 hours)

Kinds of History - History and Allied Disciplines - Debates on history: Science or an Art

#### UNIT III: Select Historiographers (6 hours)

Herodotus - Thucydides - Livy - Tacitus - St. Augustine - IbnKhalidun - Alberuni - Voltaire - Ranke - Hegel - Marx - Antonio Gramsci - Michel Foucault - E.H. Carr

#### UNIT IV: Indian Historiographers (6 hours)

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. Nilakanta Sastri - K.K. Pillai-N. Subramaniam - K.A. Rajayyan- G. Venkatesan

#### UNIT V: Sources and Documentation (6 hours)

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 & Report: Nearest archaeological/historical site, museum, archives and libraries

<b>Teaching Methodology</b>	Video, PPT, Quiz, Group Discussion, Project Work.
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#### Books for Study

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

#### Books for Reference

1. Bloch, M. (2017). *The Historian's Craft*. Aakar Books, Delhi.
2. Collingwood, R.G. (1994). *The Idea of History*. OUP, Delhi.
3. Thapar, (2000). R. *History and Beyond*. Taylor and Francis, Oxford University of Press.
4. Webster, J.C.B. (2019). *Studying History*. Primus Books, Delhi.

#### Websites and eLearning Resources

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

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
CO1	find the relationship between history and allied disciplines.	K1
CO2	illustrate the use of facts in writing history.	K2
CO3	identify the concept of causation in history.	K3

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
1	23UHS14FC01	Foundation Course: Introduction to History									2	2
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	3	3	3	3	3	3	3	3	3	3	
CO	3	3	3	3	3	3	3	3	3	3	3	
CO4	3	3	3	3	3	3	3	3	3	3	3	
<b>Mean Overall Score</b>											<b>3 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UHE14VE01	Value Education - 1: Essentials of Humanity	2	1

Course Objectives
To identify one's own potentials, strengths and weaknesses
To identify various challenges (physical, emotional, and social) in adolescence
To consciously overcome one's challenges and move towards self-esteem
To maximize one's own potential in enabling a holistic development
To assimilate human values comprehensively

**UNIT I: Principles of Value Education (6 Hours)**

Introduction to values - Characteristics and Roots of Values - Value Education & Value Clarification  
- Moral Characters - Kinds of Values - Objectives of Values

**UNIT II: Development of Human Personality (6 Hours)**

Personality: Introduction, Theories, Integration & Factors influencing the development of personality - SEL Series - Discovering self - Defence Mechanism Power of positive thinking - Why worry?

**UNIT III: The Dimensions of Human Development (6 Hours)**

Areas of Development: Physical, Intellectual, Emotional, Social Development, Moral & Spiritual development

**UNIT IV: Responsible Parenthood (6 Hours)**

Human Sexuality - Marriage and Family - Sex and Love - Characteristics of Responsible parent - Causes of Marriage disharmony - Art of wise parenting

**UNIT V: Gender Equality and Empowerment (6 Hours)**

Historical perspective - Women in Independence struggle - Women in Independent India - Education & Economic development - Crimes against Women - Women rights - Time-line of Women achievements in India

Teaching Methodology	Chalk and Talk, Power point
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**Book for Study**

1. Department of Human Excellence. (2021). *Essentials of Humanity*. St. Joseph's College.

**Books for Reference**

1. Xavier, A. (2012). *You Shall Overcome*, (6th Ed.). ICRDE Publication.
2. Alex, K. (2009). *Soft Skills*. S. Chand.
3. Kalam, A.A. P. J. (2012). *You Are Unique*. Puna Publishing.

**Websites and eLearning Sources**

1. <http://livingvalues.net>. Accessed 05 March 2021.
2. <http://www.apa.org/topics/personality#>. Accessed 05 March 2021.
3. <http://www.peacecorps.gov/educators/resources/global-issues-gender-equaligy-and-womens-empowerment/>. Accessed 05 March 2021.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	recall the prescribed values and their dimensions.	K1
CO2	examine themselves by learning the developmental changes happening in the course of their lifetime.	K2
CO3	apply the trained values in the day-to-day life.	K3

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
1	23UHE14VE01	Value Education - 1: Essentials of Humanity									2	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	3	3	3	2	3	3	2	3	3	2.8	
CO2	3	2	2	3	3	2	3	3	2	2	2.5	
CO3	2	3	3	3	2	3	3	3	3	3	2.8	
<b>Mean Overall Score</b>											<b>2.7 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UEN14AE01	Ability Enhancement Compulsory Course - 1: Communicative English	6	3

### Course Objectives

To recognize and identify the components of a formal letter.

To summarize the main points of a given letter and identify the intended meaning.

To use appropriate grammatical structures in context within their own writing.

To compare and contrast the elements of successful and unsuccessful letters.

To create well-structured letters with clear purpose and effectively evaluate and revise their own writing.

### Basic Level

#### UNIT I (18 Hours)

- 1) A letter to avail college hostel
- 2) A requisition letter to provide fee concession
- 3) A requisition letter to provide Bonafide certificate
- 4) A letter to avail resources in college library
- 5) An On Duty Permission Letter
- 6) Nouns
- 7) Pronouns
- 8) Adjectives
- 9) Verbs
- 10) Adverbs

#### UNIT II (18 Hours)

- 11) A letter to provide conduct certificate
- 12) A letter to provide new ID card
- 13) A Permission letter for Name Correction in Mark sheet
- 14) A permission letter for Sports Events
- 15) A letter to avail permission for the Shepherd programme
- 16) Prepositions
- 17) Conjunctions
- 18) Articles
- 19) Conjugation of present form 'Be' verbs
- 20) Conjugation of past form 'Be' verbs

#### UNIT III (18 Hours)

- 21) A letter to avail the College Hostel
- 22) A permission letter to join the sport team
- 23) A request letter to access college Wi-Fi
- 24) A letter to vice principal requesting to change Elective course
- 25) A permission letter for project extension
- 26) Conjugation of future form 'Be' verbs
- 27) Conjugation of present continuous 'Be' verbs
- 28) Conjugation of Past continuous 'Be' verbs
- 29) Conjugation of Future continuous 'Be' verbs
- 30) Conjugation of Present Perfect 'Be' verbs

#### UNIT IV (18 Hours)

- 31) An apology letter to Dean for using mobile phone
- 32) A request letter to repair fan and tube light
- 33) A letter to invite Chief guest for Bibliophile Club meeting

- 34) A requisition Letter to issue the Transfer certificate
- 35) A permission letter for group exam coaching class
- 36) Conjugation of Past Perfect 'Be' verbs
- 37) Conjugation of Future Perfect 'Be' verbs
- 38) Conjugation of Present Perfect Continuous 'Be' verbs
- 39) Conjugation of Past Perfect Continuous 'Be' verbs
- 40) Conjugation of Future Perfect Continuous 'Be' verbs

#### UNIT V

(18 Hours)

- 41) A letter seeking help to find the missing laptop
- 42) A letter to the editor regarding frequent power cut
- 43) A medical leave letter
- 44) A requesting OD Letter to issue invitation to other colleges
- 45) A requisition letter to change Shift
- 46) Conjugation of present form 'Action' verbs
- 47) Conjugation of past form 'Action' verbs
- 48) Conjugation of Present form 'do verbs
- 49) Conjugation of Past form 'do' verbs
- 50) Conjugation of Future form 'have' verbs

<b>Teaching Methodology</b>	Chalk and Talk, discussion, Training
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#### Book for Study

1. Jayapaul, V.L. (2023). *Begin to Learn English*. St. Joseph's College (Autonomous), Tiruchirappalli.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	compose various types of letters (request, permission, and apology) demonstrating clarity, coherence, and correctness.	K1
CO2	exhibit a sound understanding of nouns, pronouns, adjectives, verbs, and adverbs, utilizing them accurately in written and spoken English.	K2
CO3	apply language skills in real-life college scenarios, gaining confidence in communicating effectively with peers, faculty, and administrative staff.	K3

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
1	23UEN14AE01	Ability Enhancement Compulsory Course - 1: Communicative English								6	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	2	3	2	3	2	3	2	2.4
CO2	2	2	3	2	3	3	2	3	2	2	2.3
CO3	2	3	2	3	2	2	3	2	3	2	2.4
<b>Mean Overall Score</b>											<b>2.37 (High)</b>



Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UEN14AE01	Ability Enhancement Compulsory Course - 1: Communicative English	6	3

### Course Objectives

To recognize and identify common punctuation marks and their usage in paragraphs.
To summarize the main topics introduced in a paragraph and demonstrate understanding.
To apply the learned concepts to construct paragraphs that convey ideas effectively.
To analyze paragraphs to identify the role of prefixes, suffixes, and noun types in enhancing meaning.
To synthesize information to create paragraphs, evaluate their own writing, and engage in role-playing scenarios to demonstrate understanding.

### Intermediate Level

<b>UNIT I</b>		<b>(18 Hours)</b>
1) Paragraph Punctuation		
2) Introducing a Topic		
3) Rhyming Words		
4) Word Association		
5) Going To		
6) What Will Happen		
<b>UNIT II</b>		<b>(18 Hours)</b>
7) Every Drop Counts		
8) Prefix		
9) Suffix		
10) Comprehending Characters		
11) Complimenting & Thanking		
12) Proper & Common Nouns		
<b>UNIT III</b>		<b>(18 Hours)</b>
13) Noun Substitution Table		
14) A, Some		
15) Visual Comprehension		
16) Singular to Plural		
17) Making & Responding		
18) Pronoun Classification		
<b>UNIT IV</b>		<b>(18 Hours)</b>
19) Pronoun I, Me, He, Him, She, Her, We.		
20) Singular to Plural		
21) Responding		
22) Pronoun Classification		
23) Using Preposition of Movement		
24) Preposition: Visual Talk		
<b>UNIT V</b>		<b>(18 Hours)</b>
25) Prepositional Phrases		
26) Storytelling		
27) Asking For Opinion		
28) Using Things Creatively		
29) Transition Sequencing		
30) Role Play		

### Book for Study

- Joy, J. L. (2020). *Learning to Communicate*. St. Joseph's College (Autonomous), Tiruchirappalli.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	demonstrate proficiency in paragraph construction, rhyming words, and the use of prefixes and suffixes.	K1
CO2	apply advanced grammar rules, including proper/common nouns and pronoun usage, in both written and spoken communication.	K2
CO3	express opinions, compliments, and gratitude effectively, showcasing an enhanced ability to articulate thoughts and emotions.	K3

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
1	23UEN14AE01	Ability Enhancement Compulsory Course - 1: Communicative English									6	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	2	3	2	2	3	2	3	2	3	2	2.4	
CO2	2	2	3	2	3	3	2	3	2	2	2.3	
CO3	2	3	2	3	2	2	3	2	3	2	2.4	
<b>Mean Overall Score</b>											<b>2.37 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UEN14AE01	Ability Enhancement Compulsory Course - 1: Communicative English	6	3

### Course Objectives

- To recognize and demonstrate basic self-introduction strategies.
- To summarize information from listening and reading exercises, demonstrating understanding.
- To apply learned concepts to construct essays, actively contribute to group discussions, and create coherent narratives.
- To analyze reviews to understand how different elements contribute to a comprehensive evaluation.
- To synthesize information to create compelling presentations, actively participate in debates, interviews, and assess their own communication proficiency.

### Advance Level

- UNIT I (18 Hours)**
- 1) Self Introduction
  - 2) Listening
  - 3) Reading
- UNIT II (18 Hours)**
- 4) Essay Writing
  - 5) Group Discussion
  - 6) Story Building, Story Writing & Story Narration
- UNIT III (18 Hours)**
- 7) Book Review
  - 8) Film Review
- UNIT IV (18 Hours)**
- 9) News Paper Reading and Analysis
  - 10) Public speaking: Drafting and Speaking
- UNIT V (18 Hours)**
- 11) Debate
  - 12) Interview Skills

### Websites and eLearning Resources

1. <https://ielts-up.com/listening/ielts-listening-practice.html>
2. <https://www.bestmytest.com/ielts/speaking>
3. <https://ielts-up.com/speaking/ielts-speaking-practice.html>
4. <https://learnenglishteens.britishcouncil.org/skills/writing/a2-writing/film-review>

### Course Outcomes

CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	exhibit high-level language skills in self-introduction, listening, reading, and diverse writing tasks such as essay writing and storytelling.	K1
CO2	critically evaluate and analyze literature through book reviews, film reviews, and newspaper reading, demonstrating an ability to articulate informed opinions.	K2
CO3	showcase proficiency in public speaking, group discussions, debates, and interviews, reflecting a comprehensive mastery of advanced communication skills.	K3

<b>Relationship Matrix</b>											
<b>Semester</b>	<b>Course Code</b>	<b>Title of the Course</b>								<b>Hours</b>	<b>Credits</b>
<b>1</b>	<b>23UEN14AE01</b>	<b>Ability Enhancement Compulsory Course - 1: Communicative English</b>								<b>6</b>	<b>3</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	2	3	2	2	3	2	3	2	3	2	<b>2.4</b>
<b>CO2</b>	2	2	3	2	3	3	2	3	2	2	<b>2.3</b>
<b>CO3</b>	2	3	2	3	2	2	3	2	3	2	<b>2.4</b>
<b>Mean Overall Score</b>										<b>2.37 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UTA21GL02	General Tamil - 2	4	3

கற்றலின் நோக்கங்கள்	
தமிழ் இலக்கிய வரலாற்றை அறிதல்.	
எழுத்து, சொல் இலக்கணங்களின் அடிப்படைகளைக் கண்டறிதல்.	
அயலகக் கவிதை வடிவங்களை விளங்கிக் கொள்ளுதல்.	
மொழிபெயர்ப்புக் கவிதைகளின் வாயிலாக மொழிபெயர்ப்புத் திறனை வளர்த்தெடுத்தல்.	
போட்டித் தேர்வுகளை எதிர்கொள்வதற்கான இலக்கண அறிவு பெறுதல்.	

**அலகு - 1** (12 மணிநேரம்)

பாரதியார் கவிதைகள் - குயில்பாட்டு ( குயில் தன் பூர்வ ஜென்மக் கதை உரைத்தல் )  
பாரதிதாசன் கவிதைகள் - சஞ்சீவி பர்வத்தின் சாரல்  
நற்றமிழ்க்கோவை - முதல் மூன்று கட்டுரைகள்

**அலகு - 2** (12 மணிநேரம்)

வெ.இராமலிங்கனார் - சொல், தமிழன் இதயம்  
முடியரசனார் - உயிர் வெல்லமோ, மனத்தூய்மை  
பெருஞ்சித்திரனார் - அஞ்சாதீர், மொழி, இனம், நாடு  
பட்டுக்கோட்டை கலியாண சுந்தரனார் - வருங்காலம் உண்டு, உழைக்காமல் சேர்க்கும் பணம்  
இலக்கணம் - எழுத்து  
இலக்கிய வரலாறு - புதுக்கவிதை, தமிழில் புதிய கவிதை வடிவங்கள்

**அலகு-3** (12 மணி நேரம்)

சுரதா - நல்ல தீர்ப்பு  
கண்ணதாசன் - ஒரு பாணையின் கதை  
அப்துல் ரகுமான்- வீடு  
மேத்தா - ஒரேகுரல்  
இலக்கிய வரலாறு - தமிழ்ச்சிறுகதைகள், இருபதாம் நூற்றாண்டு உரைநடை வளர்ச்சி  
சிறுகதை - முதல் மூன்று சிறுகதைகள்

**அலகு - 4** (12 மணிநேரம்)

**அரசியல் கவிதைகள்**  
ஈரோடு தமிழன்பன்- அகல் விளக்காக இரு  
ஆதவன் தீட்சண்யா- இன்னும் இருக்கும் சுவர்களின் பொருட்டு  
சுகிர்தராணி- என் கண்மணியே இசைப்பிரியா  
சக்தி ஜோதி - யுகாந்திர உறக்கம்  
பழநி பாரதி- வெள்ளைக்காகிதம்  
லிவிங்ஸ்மைல் வித்யா- நினைவில் பால்யம் அழுத்தம்  
இலக்கணம் - சொல்

**அலகு - 5** (12 மணிநேரம்)

**அயலகக் கவிதைகள்**  
ஓசேரிசால் (தமிழில் நெய்தல்)- விடைகொடு என் தாய் மண்ணே  
ஹைபுன் கவிதைகள்  
சிறுகதை - நான்கு முதல் ஆறு சிறுகதைகள்  
நற்றமிழ்க் கோவை - நான்கு முதல் ஆறு கட்டுரைகள்

கற்பித்தல் முறை (Teaching Methodology)	விரிவுரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation)
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**பாடநூல்கள்**

1. தமிழாய்வுத்துறை (2023). பொதுத்தமிழ் -2, தூய வளனார் தன்னாட்சிக் கல்லூரி.
2. தமிழாய்வுத்துறை (2021). நற்றமிழ்க் கோவை, தூய வளனார் தன்னாட்சிக் கல்லூரி.

## Websites and eLearning Sources

1. <https://www.chennai.library.com/bharathiyar/kuyilpattu.html>
2. [www.tamildigitallibrary.in](http://www.tamildigitallibrary.in)
3. <https://eluthu.com/kavithai>
4. [https://podhutamizh.blogspot.com/2017/09/blog-post\\_42.html](https://podhutamizh.blogspot.com/2017/09/blog-post_42.html)
5. <https://thamizhsudar.com>
6. <https://ta.wikipedia.org/wiki>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO1	தமிழ் இலக்கிய நூல்கள் பற்றிய அறிவைப் பெறுவர்.	K1
CO2	தமிழ் இலக்கண வளர்ச்சியைப் புரிந்து கொள்வர்.	K2
CO3	பிழையின்றி எழுதும் திறன் பெறுவதோடு கற்றல் திறனையும் வளர்த்துக்கொள்வர்.	K3
CO4	பிற கவிதை வடிவங்களைக் கையாளும் திறன் பெறுவர்.	K4
CO5	போட்டித் தேர்வுகளை எதிர்கொள்ளும் திறனைப் பெறுவர்.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
2	23UTA21GL02	General Tamil - 2									4	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO2	PSO3	PSO4	PSO5		
CO1	2	1	2	2	3	3	3	2	3	2	2.3	
CO2	2	1	2	2	2	3	2	2	2	2	2.0	
CO3	2	1	2	2	3	3	3	2	3	2	2.3	
CO4	1	2	1	2	2	3	2	2	3	2	2.0	
CO5	1	1	2	2	3	3	3	2	3	2	2.2	
<b>Mean Overall Score</b>											<b>2.16 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UFR21GL02	French - 2	4	3

### Course Objectives

- To construct simple phrases with pronominal verbs
- To apply the different types of articles
- To understand the usage of pronouns
- To analyse the French culture through French culinary art
- To evaluate and compare the French fashion in current scenario

#### UNIT I

(12 Hours)

- TITRE: Les Loisirs
- GRAMMAIRE : les adjectifs interrogatifs, les nombres ordinaux, les verbes pronominaux
- LEXIQUE : les différentes activités quotidiennes, les loisirs, les activités quotidiennes, les matières
- PRODUCTION ORALE : parler sur votre passe-temps
- PRODUCTION ECRITE : décrire sa journée

#### UNIT II

(12 Hours)

- TITRE: La routine
- GRAMMAIRE : les pronoms personnels COD, les verbes du premier groupe en e/er/eler/eter, le verbe prendre
- LEXIQUE : exprimer ses goûts et ses préférences, le temps, l'heure, la fréquence
- PRODUCTION ORALE : savoir comment dire l'heure
- PRODUCTION ECRITE : écrire vos préférences en quelques lignes

#### UNIT III

(12 Hours)

- TITRE: Où Faire Ses Courses?
- GRAMMAIRE : les articles partitifs, le pronom en (la quantité), très ou beaucoup
- LEXIQUE : inviter et répondre à une invitation, les commerces et les commerçants, demander et dire le prix, les quantités
- PRODUCTION ORALE : faire des courses pour une soirée
- PRODUCTION ECRITE : écrire un message en acceptant l'invitation

#### UNIT IV

(12 Hours)

- TITRE: Découvrez et Dégustez
- GRAMMAIRE : l'impératif, il faut, les verbes devoir, pouvoir, savoir, vouloir
- LEXIQUE : Commander et commenter sur un plat de la carte, les aliments, les services, les moyens de paiement
- PRODUCTION ORALE : Jeu de rôle – au restaurant (entre vous et le garçon)
- PRODUCTION ECRITE : faire une comparaison avec la carte française et indienne

#### UNIT V

(12 Hours)

- TITRE: Tout le monde s'amuse/ les ados au quotidien
- GRAMMAIRE : les adjectifs démonstratifs, le pronom indéfini on, le futur proche, le passé composé, les verbes en –yer, voir et sortir
- LEXIQUE : connaître les marques connues sur les vêtements, les sorties, situer dans le temps, les vêtements et les accessoires

- PRODUCTION ORALE : décrire une tenue
- PRODUCTION ECRITE : écrire une lettre amicale, une carte postale

<b>Teaching Methodology</b>	Chalk and talk, visual cues like flashcards, one to one conversation
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#### Book for Study

1. Dauda, P., Giachino, L. & Baracco, C. (2016). *Generation A1*. Didier.

#### Books for Reference

1. Girardet, J. & Pecheur, J. (2017). *Echo A1*. CLE International, (2nd Ed.).
2. Mérieux, R. & Loiseau, Y. (2012). *Latitudes A1*. Didier.
3. Fournier, I. (2011). *Talk French*. Goyal Publishers.

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1. <https://www.frenchtoday.com/blog/french-verb-conjugation/french-reflexive-verbs-list-exercises/>
2. <https://www.fluentu.com/blog/french/french-subject-pronouns/>
3. <https://grammarist.com/french/french-partitive-article/>
4. <https://www.talkinfrench.com/guide-french-food-habits/>
5. <https://www.fluentu.com/blog/french/talking-about-clothes-in-french/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	relate pronominal verbs in expressing one's day today activity	K1
CO2	compare the different types of articles – article partitif and contracte	K2
CO3	construct texts using pronouns – passages and dialogues	K3
CO4	discover the food habits of the French culture	K4
CO5	appraise the French fashion	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
2	23UFR21GL02	French - 2									4	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	3	3	3	1	3	1	2	2	2	2.2	
CO2	2	1	2	3	2	3	1	2	2	2	2.0	
CO3	3	2	3	2	2	3	3	1	3	2	2.4	
CO4	3	2	2	1	3	3	3	1	1	3	2.2	
CO5	2	1	2	2	3	3	3	2	2	2	2.2	
<b>Mean Overall Score</b>											<b>2.2 (High)</b>	



Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UHI21GL02	Hindi - 2	4	3

### Course Objectives

To understand the basics of Hindi Language
To make the students to be familiar with the Hindi words
To enable the students to develop their effective communicative skills in Hindi
To introduce the socially relevant subjects in Modern Hindi Literature
To empower the students with globally employable soft skills

#### UNIT I (12 Hours)

- Kafan
- Letter Writing - Chutti Patra
- Bakthikal - Namakarn
- Sarkari Kariyalayom Ka Naam

#### UNIT II (12 Hours)

- Baathcheeth - Dookan Mein
- Kriya
- Letter Writing - Rishthedarom Ko Patra
- Bakthikal - Samajik Paristhithiyam

#### UNIT III (12 Hours)

- Vah Thodthi Patthar
- Adverb
- Letter Writing - Naukari Keliye Avedan Patra
- Bakthikal - Sahithyik Paristhithiyam

#### UNIT IV (12 Hours)

- Mukthi
- Samas
- Letter Writing - Kitab Maangne Keliye Patra
- Bakthikal - Salient Features, Main Divisions

#### UNIT V (12 Hours)

- Anuvad
- Sandhi
- Letter Writing - Nagarpalika Ko Patra
- Bakthikal - Visheshathayem

Teaching Methodology	Peer Instruction Exercise, Videos, PPT, Quiz, Group Discussion
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#### Books for Study

1. Viswanath Tripaty. (2018). *Kuchh Kahaniyan*, Rajkamal Prakashan Pvt. Ltd.
2. Kamathaprasad Gupth, M. (2020). *Hindi Vyakaran*. Anand Prakashan.
3. Sadananth Bosalae. (2020). *kavya sarang*, Rajkamal Prakashan.

## Books for Reference

1. Acharya Ramchandra Shukla. (2021). *Hindi Sahitya Ka Itihas*. Prabhat Prakashan.
2. Krishnakumar, G. (2016). *Anuvad vigyan ki Bhumika*. Rajkamal Prakashan.
3. Aravind Kumar. (2019). *Sampoorna Hindi Vyakaran our Rachana*, Lucent publisher.
4. Lakshman Prasad Singh. (2017). *Kavya ke sopan*. Bharathy Bhavan Prakashan.

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1. <https://hindigrammar.in/sandhi.html>
2. <https://www.successcds.net/class10/hindi/samas-in-hindi>
3. <https://mycoaching.in/kriya-ke-bhed-verb-in-hindi>
4. <https://namastesensei.in/adverb-in-hindi-examples/>
5. <https://via hindi.in/hindi-vyakaran/sandhi-paribhasha-prakar-or-udaharan>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of the course, the student will be able to	
CO1	find out the Terms & Expressions related to letter writing.	K1
CO2	explain the works of Hindi writers.	K2
CO3	complete the sentences in Hindi using basic grammar.	K3
CO4	analyze the social & political conditions of Devotional period in Hindi Literature.	K4
CO5	justify the human values stressed on the works of the following authors "Premchand, Nirala, etc."	K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
2	23UHI21GL02		Hindi - 2					4	3		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	3	2	2	3	3	3	2	2	2.5
CO2	1	3	1	2	2	3	3	3	2	3	2.3
CO3	3	2	3	2	2	3	2	3	2	2	2.4
CO4	2	3	3	1	3	2	3	2	1	2	2.2
CO5	3	2	2	2	3	2	3	2	3	2	2.4
<b>Mean Overall Score</b>											<b>2.36 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23USA21GL02	Sanskrit - 2	4	3

Course Objectives	
To bring out the salient aspects of classical Sanskrit poetry	
To introduce court epics in Sanskrit	
To train students in declensions of pronouns in Sanskrit	
To coach the students in the conjugation patterns of verbs in Sanskrit	
To offer coaching in morpho-phonemic rules and their applications in Sanskrit	

**UNIT I** (12 Hours)  
Asmathi usmath tat kim (MFN) sarvanaam asabdaha

**UNIT II** (12 Hours)  
Sandhi Niyamaah Abhyaash (Guna , Visarga , Dirgha , Vrddhi)

**UNIT III** (12 Hours)  
Lang lakaarah Kriyapadaani Prayoga Vivaranam

**UNIT IV** (12 Hours)  
Raguvamsaha Pratama sargaha (1 -15 slokas)

**UNIT V** (12 Hours)  
Suvacanani Vakya Prayoga Vivaranam

<b>Teaching Methodology</b>	Videos, PPT, Blackboard, Demonstration, Exercises
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#### Books for Study

1. Saralasangraham Skisha. (2021).
2. Dhaatu Manjari. (2021).

#### Books for Reference

1. Paindrapuram Ashram, Srirangam. (2019).
2. Vadhyar, R. S., & Sons, Book - Seller and Publishers. (2021).
3. Kulapthy, K. M. (2018). *Saral Sanskrit Balabodh*. Bharathiys Vidya Bhavan.

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1. <https://www.meritnation.com>
2. <https://www.aplustopper.com>
3. <https://mycoaching.in/lang-lakar>
4. [https://sanskritdocuments.org/sites/giirvaani/giirvaani/rv/sargas/01\\_rv.htm](https://sanskritdocuments.org/sites/giirvaani/giirvaani/rv/sargas/01_rv.htm)
5. <https://resanskrit.com/blogs/blog-post/sanskrit-shlok-popular-quotes-meaning-hindi-english>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	remembering names of different objects, remembering different verbal forms and sandhi	K1
CO2	contrast different verbal forms Explain good sayings, Relate good saying to life.	K2
CO3	apply and build small sentences	K3
CO4	analyze different forms of Verbs and nouns	K4
CO5	appreciate subhashitas and Sanskrit poetry	K5

<b>Relationship Matrix</b>											
<b>Semester</b>	<b>Course Code</b>	<b>Title of the Course</b>								<b>Hours</b>	<b>Credits</b>
<b>2</b>	<b>23USA21GL02</b>	<b>Sanskrit - 2</b>								<b>4</b>	<b>3</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Scores of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	2	1	3	2	2	2	3	3	2	1	<b>2.1</b>
<b>CO2</b>	3	2	3	2	2	3	2	3	3	2	<b>2.5</b>
<b>CO3</b>	2	2	3	2	2	2	2	3	3	1	<b>2.1</b>
<b>CO4</b>	3	2	3	3	1	2	3	3	3	1	<b>2.4</b>
<b>CO5</b>	3	2	2	2	3	2	2	3	3	1	<b>2.3</b>
<b>Mean Overall Score</b>										<b>2.28 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UEN22GE02	General English - 2	5	3

### Course Objectives

To develop an expanded and specialised vocabulary related to diverse themes such as education, entertainment, career, and society through activities like word grids, reading, and discussions.
To enhance problem-solving abilities through activities like debates, role-playing, and scenario analysis.
To enable students to express ideas with precision and clarity by practising different forms of expressing quality, comparison, and actions in various contexts.
To equip students with language skills relevant to professional settings.
To encourage students to explore language as a tool for creative expression and communication.

### UNIT I

(15 Hours)

01. Education Word Grid
02. Reading Problems and Solutions
03. Syllabification
04. Forms for Expressing Quality
05. Expressing Comparison
06. Monosyllabic Comparison
07. Di/polysyllabic Comparison
08. The Best Monosyllabic Comparison
09. The Best Di/Polysyllabic Comparison
10. Practising Quality Words

### UNIT II

(15 Hours)

11. Wh Words
12. Yes/No Recollection
13. Unscramble Wh Questions
14. Wh Practice
15. Education and the Poor
16. Controlled Role Play
17. Debate on Education
18. Education in the Future
19. Entertainment Word Grid
20. Classify Entertainment Wordlist
21. Guess the Missing Letter
22. Proverb-Visual Description
23. Supply Wh Words
24. Rearrange Questions
25. Information Gap Questions

### UNIT III

(15 Hours)

26. Asking Questions
27. More about Actions
28. More about Actions and Uses
29. Crime Puzzle
30. Possessive Quiz
31. Humorous News Report
32. Debate on Media and Politics
33. Best Entertainment Source

**UNIT IV****(15 Hours)**

34. Career Word Grid
35. Job-Related Wordlist
36. Who's Who?
37. People at Work
38. Humour at Workplace
39. Profession in Context
40. Functions and Expressions
41. Transition Fill-in
42. Transition Word Selection
43. Professional Qualities
44. Job Procedures
45. Preparing a Resume
46. Interview Questions
47. Job Cover Letter Format
49. Emailing an Application
50. Mock Interview

**UNIT V****(15 Hours)**

51. Society Word Grid
52. Classify Society Wordlist
53. Rearrange the Story
54. Storytelling
55. Story Cluster
56. Words Denoting Time
57. Expressing Time
58. What Can You Buy?
59. Noise Pollution
60. Positive News Headlines
61. Negative News Headlines
62. Matching Conditions
63. What Would You Do?
64. If I were the Prime Minister
65. My Dream Country

<b>Teaching Methodology</b>	Lecture Method, Use of ICT Tools and Interactive method
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**Book for Study**

1. Joy, J.L. & Peter, F.M. (2014). *Let's Communicate 2*, Trinity Press.

**Books for Reference**

1. Ahrens, Sönke. (2017). *How to Take Smart Notes: One Simple Technique to Boost Writing, Learning and Thinking*. Create Space.
2. Aspinall, Tricia. (2002). *Test Your Listening*. Pearson.
3. Bailey, Stephen. (2004). *Academic Writing: A Practical Guide for Students*. Routledge.
4. Fitikides, T.J. (2002). *Common Mistakes in English*, (6th Ed.). Longman
5. Wainwright., Gordon. (2007). *How to Read Faster and Recall More: Learn the Art of Speed Reading with Maximum Recall*, (3rd Ed.). How to Books.

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1. <https://learnenglish.britishcouncil.org/>
2. <https://oneminuteenglish.org/en/best-websites-learn-english/>
3. <https://www.dailywritingtips.com/best-websites-to-learn-english/>

<b>Course Outcomes</b>											
<b>CO No.</b>	<b>CO-Statements</b>										<b>Cognitive Levels (K - Level)</b>
	On successful completion of this course, students will be able to										
<b>CO1</b>	write paragraphs with apt punctuation marks										<b>K1</b>
<b>CO2</b>	discuss basic issues with friends, relatives and members of the family										<b>K2</b>
<b>CO3</b>	use polite expressions in appropriate ways										<b>K3</b>
<b>CO4</b>	evaluate the language and communication aspects of the topics										<b>K4</b>
<b>CO5</b>	create and produce various forms of communication, including professional documents like resumes and cover letters, debates										<b>K5</b>
<b>Relationship Matrix</b>											
<b>Semester</b>	<b>Course Code</b>		<b>Title of the Course</b>							<b>Hours</b>	<b>Credits</b>
<b>2</b>	<b>23UEN22GE02</b>		<b>General English - 2</b>							<b>5</b>	<b>3</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	2	3	2	2	3	2	3	2	3	2	<b>2.4</b>
<b>CO2</b>	2	2	3	2	3	3	2	3	2	2	<b>2.3</b>
<b>CO3</b>	2	3	2	3	2	2	3	2	3	2	<b>2.4</b>
<b>CO4</b>	2	2	3	2	3	3	2	3	2	3	<b>2.5</b>
<b>CO5</b>	2	2	2	3	2	2	2	3	2	2	<b>2.2</b>
<b>Mean Overall Score</b>											<b>2.36 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UHS23CC03	Core Course - 3: Medieval History of India (1206 CE - 1707 CE)	6	4

### Course Objectives

To impart the political transformation in Medieval India.
To impart advent and consolidation of Muslim rule in India.
To impart the developments made in agriculture, industry, trade and commerce
To impart the rise of indigenous dynasties in different parts of India.
To impart contributions of Muslim Kingdom to the Indian society and culture.

### UNIT I: Delhi Sultanate (18 Hours)

Sources - Slave Dynasty - Khalji Dynasty - Tughlaq Dynasty - Sayyid Dynasty - Lodi Dynasty - Art and Architecture

### UNIT II: Vijayanagar Empire (18 Hours)

Vijayanagar Empire - Sangama Dynasty - Saluva Dynasty - Tuluva Dynasty - Aravidu Dynasty - Art and Architecture

Map: Territory of Vijayanagar Empire

### UNIT III: Bahmini and Maratha Kingdoms (18 Hours)

Bahmini Kingdoms - Deccan Kingdoms - Maratha Kingdom - Art and Architecture Map: Territory of Bahmani and Maratha Kingdoms

### UNIT IV: Mughal Empire (18 Hours)

Babur - Humayun - Akbar - Jahangir - Shajahan - Aurangzeb - Sur Dynasty: Sher Shah - Art and Architecture

Map: Territory of Mughal Empire and Sher Shah

### UNIT V: Administrations (18 Hours)

Delhi Sultanate - Vijayanagar - Bahmani - Sur - Mughal - Maratha.

Teaching Methodology	PPT, Lecture, Discussion, Seminar
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### Books for Study

1. Khurana, K.L. (1995). *History of India from 1526 to 1967 AD*, Lakshmi Narain Agarwal, Educational Publishers.
2. Reddy, K. (2003). *Indian History*, Tata McGraw-Hill.
3. Nanda, S.P. (2004). *Landmarks in Indian History (Part - II From the Advent of Islam to Indian Independence)*, Dominant Publishers and Distributors.

### Books for Reference

1. Bakshi, S.R., *Advanced History of Medieval India*. Anmol Publication.
2. Prasad, E., *Medieval India*.
3. John, F., Richard. (1996). *The New Cambridge History of India*, Cambridge University Press.
4. Edward & Garrett. *Mughal rule in India*.
5. Lanepool, *Medieval India*, Haskell House Publication.
6. Stein, B., *History of India*.
7. Majumdar, R. C. *An Advanced History of India*. Macmillan.
8. Vincent, A.S., *The Oxford History of India*, OUP.

### Websites and eLearning Source

1. <https://www.tutorialspoint.com>
2. <https://course.lumenlearning.com>
3. <https://static1.squarepacs.com>



Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	acquire knowledge on the social changes of medieval India.	K1
CO2	remember the uniqueness of culture and art and architecture of medieval India.	K2
CO3	understand the various invasions in medieval India.	K3
CO4	understand and analyze the factors for the establishment of Muslim rule in India.	K4
CO5	evaluate the administrative development of medieval Indian kingdoms.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
2	23UHS23CC03	Core Course - 3: Medieval History of India (1206 CE - 1707 CE)									6	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	2	2	2	1	3	3	2	2	3	2.2	
CO2	2	3	2	1	2	3	3	2	2	3	2.3	
CO3	1	2	3	2	3	2	3	2	3	2	2.3	
CO4	1	2	2	3	1	2	3	2	2	3	2.1	
CO5	1	2	2	2	3	1	3	2	2	3	2.1	
<b>Mean Overall Score</b>											<b>2.2 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UHS23CC04	Core Course - 4: History of Tamil Nadu (1312 CE - 1991 CE)	5	4

### Course Objectives

To impart political history of Vijayanagar, Nayaks and Marathas.
To impart Carnatic wars and transfer of political powers.
To impart political diplomacy of the English East India Company and British.
To impart the role of Tamil Nadu in freedom struggle in India.
To impart the focus on post-independence politics in Tamil Nadu.

#### UNIT I: Vijayanagar, Nayaks and Marathas (15 Hours)

Vijayanagar Empire - Invasion of Kumara Kampana - Nayaks in Tamil Country - Palayam System - Decline of the Nayaks - Marathas of Thanjavur

#### UNIT II: Nawabs and Europeans (15 Hours)

Nawab of Arcot: Navayats and Wallajah - EEIC - FEIC - Carnatic Wars - Impact of Anglo Mysore Wars Muhammad Yusuf Khan - Transfer of Political Powers

#### UNIT III: English East India Company and British (15 Hours)

Formation of Madras Presidency - Governors - Settlement of Carnatic Regions - Annexation of Local Powers - Administration - Political Policies of EEIC - British Rule

#### UNIT IV: Freedom Struggle (15 Hours)

Revolt of Palaiyakkarars - South Indian Rebellion - Vellore Revolt - Indian National Congress - Regional Movements - Eminent Freedom Fighters

#### UNIT V: Tamil Nadu from 1947 to 1991 (15 Hours)

Independence - First General Election - Government led by Congress: Rajaji - Kamaraj - DK - Periyar - Anti Hindi Agitation - DMK - C.N. Annadurai - Karunanithi - ADMK - MGR - President Rule in Tamil Nadu.

Teaching Methodology	PPT, Lecture, Mind Map, Discussion, Review
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#### Books for Study

1. Rajayyan, K. (2005). *Real History of Tamil Nadu*.
2. Devanesan, A. (2004) *History of Tamil Nadu*.
3. Subrahmanian, N. (1999) *Social and Cultural History of Tamil Nadu*, Udumalpet.

#### Books for Reference

1. Baker, C. J., *The Politics of South India 1920-1937*.
2. Chopra, P. N., Ravindran, T. K., & Subramanian, N. (1979). *History of South India*.
3. David, A. (1977). *The Congress in Tamil Nadu (1919-1937)*.
4. Eugene, F. F. (1964). *Politics and Social Conflict in South India*. Bombay.
5. Hardgrave., Robert, L. (1969). *The Nadars of Tamil Nadu: The Political Culture of a Community in Change*. California.
6. Suntharalingam. (1980). *Politics and Nationalist Awakening in South India*.

#### Websites and eLearning Source

1. <https://www.tamilnadu.ind.in/index.php>
2. <https://www.tn.gov.in/tamilnadustate>
3. <https://www.britannica.com/place/Madras-Presidency>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	recall the political policy of Vijayanagar, Nayaks and Marathas.	K1
CO2	identify the political chaos of the eighteenth-century Tamil Country.	K2
CO3	interpret the administrative policies of the British in Tamil Region.	K3
CO4	analyse the governing pattern followed in Madras State.	K4
CO5	examine the contest for power in Tamil Nadu till 1991.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
2	23UHS23CC04	Core Course - 4: History of Tamil Nadu (1312 CE - 1991 CE)									5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	2	2	2	1	3	3	2	2	3	2.2	
CO2	2	3	2	1	2	3	3	2	2	3	2.3	
CO3	1	2	3	2	3	2	3	2	3	2	2.3	
CO4	1	2	2	3	1	2	3	2	2	3	2.1	
CO5	1	2	2	2	3	1	3	2	2	3	2.1	
<b>Mean Overall Score</b>											<b>2.2 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UHS23AC02	Allied Course - 2: Indian Tourism	6	4

### Course Objectives

To impart evolution of tourism in India since ancient time.
To impart diverse tourist attractions across India.
To impart the importance and role of Indian Tourism Development Corporation.
To impart the promotional activities of Tamil Nadu Tourism Development Corporation.
To impart the impact of Indian tourism in different context.

#### UNIT I: Evolution and Features (18 Hours)

Origin- Ancient Period- Medieval Period- Modern Period- Contemporary Period- Elements- Features- Traditional Attributes: Choultry, Dharmasala, Sumaithangi, Sarai, Dak Travel, Cart Travel, Caravan Travel and Palanquin Travel.

#### UNIT II: Diverse Attractions (18 Hours)

Natural Attractions- Historical Spots- Religious Centres- Medical Services-Educational Facilities- Adventure Avenues- Botanical Gardens- Zoological Parks-Theme Parks.

#### UNIT III: Promotional Agencies (18 Hours)

Ministry of Tourism- Indian Tourism Development Corporation- Hospitality-Transportation- Railway Promotions- Abroad Campaigns- Incredible India.

#### UNIT IV: Tamil Nadu Tourism (18 Hours)

Origin- Evolution- Attractions- Promotional Activities- Tamil Nadu Tourism Development Corporation- Product Campaign- Enchanting Tamil Nadu.

#### UNIT V: Impact of Indian Tourism (18 Hours)

Economic Impact- Social Impact- Environmental Impact - Cultural Impact-Educational Impact- Medical Impact- Religious Impact.

Teaching Methodology	PPT, Lecture, Discussion, Seminar
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#### Books for Study

1. Bhatia, A.K. (1983). *Tourism Development, Principles and Practice*.
2. Devanesan, A. (2005). *Principles of Tourism*, Renu Publications.
3. Kamra., Krishna, K. (2001). *Economics of Tourism; Pricing, impacts, Forecasting*, Kanishka Publishers.

#### Books for Reference

1. Anand, M.M. (1976). *Tourism and Hotel industry in India*.
2. Bhatia, A.K. (1983). *Tourism development, Principle and Practice*.
3. Devanesan, A. (2005). *Principles of Tourism*, Renu publications.
4. Hart, J.J. (1974). *Tourism: Past, Present and Future*.
5. Kaul, R.N. (1985). *Dynamics of Tourism*.
6. Sanjani, M. (1999). *Indian Tourism-A Legal Perspective Business*.
7. *National Action Plan For Tourism, Ministry of Tourism, Government of India*. (1992).

#### Websites and eLearning Source

1. <https://tourism.gov.in/>
2. <https://www.india.gov.in/topics/travel-tourism>
3. <https://www.incredibleindia.org/content/incredible-india-v2/en.html>
4. [https://en.wikipedia.org/wiki/Tourism\\_in\\_India](https://en.wikipedia.org/wiki/Tourism_in_India)
5. <https://traveltriangle.com/blog/places-to-visit-in-india>
6. <https://www.probytes.net/blog/best-tourism-websites-in-india/>
7. <https://tourism.gov.in/schemes-of-department/95>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	learn the evolution of tourism in India.	K1
CO2	understand the characteristics of Indian tourism.	K2
CO3	comprehend the impact of Indian tourism.	K3
CO4	identify the initiatives of the Ministry of Tourism to heighten Indian Tourism.	K4
CO5	analyze the attributes of tourism in promoting Indian tourism.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
2	23UHS23AC02		Allied Course - 2: Indian Tourism					6	4		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	2	1	3	3	2	2	3	2.2
CO2	2	3	2	1	2	3	3	2	2	3	2.3
CO3	1	2	3	2	3	2	3	2	3	2	2.3
CO4	1	2	2	3	1	2	3	2	2	3	2.1
CO5	1	2	2	2	3	1	3	2	2	3	2.1
<b>Mean Overall Score</b>											<b>2.2(High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UHE24VE02	Value Education - 2: Fundamentals of Human Rights	2	1

Course Objectives
To sensitize students about various human rights and their importance
To empower them with the right understanding of human rights
To enable them to understand the Fundamental rights and the duties in the constitution of India
To help them comprehend the background, principles and the articles of UDHR
To make them involved in activities to defend human rights

**UNIT I: Human Rights - An Introduction (6 Hours)**

Introduction- Classification of Human Rights- Scope of Human Rights-Characteristics of Human Rights - Challenges for Human Rights in the 21<sup>st</sup> Century.

**UNIT II: Historical Development of Human Rights (6 Hours)**

Human Rights in Pre-World War Era- Human Rights in Post-World War Era- Evolution of International Human Rights Law - the General Assembly Proclamation- Institution Building, Implementation and the Post- Cold War Period. The ICC.

**UNIT III: India and Human Rights (6 Hours)**

Introduction- Preamble to Indian Constitution - Classification of Fundamental Rights-Salient Features of Fundamental Rights-and Fundamental Duties.

**UNIT IV: Human Rights of Women and Children (6 Hours)**

Women's Human Rights- Issues related to women's rights - and Rights of Women's and Children

**UNIT V: Human Rights Violations and Organizations (6 Hours)**

Human Rights Violations - Human Rights Violations in India - the Human Rights Watch Report, January 2012- Human Rights Organizations - NHRC - SHRC.

<b>Teaching Methodology</b>	Chalk and Talk, Power point, Handouts and Group discussion
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**Book for Study**

1. Department of Human Excellence, (2021). *Techniques of Social Analysis: Fundamentals of Human Rights*.

**Books for Reference**

1. Venkatachalem. (2005). *The Constitution of India*, Giri Law House.
2. Naik, V. & Shany, M. (2011). *Human rights education and training*, Crescent Publishing Corporation.
3. Neera, B. (2011). *Human Rights Content and Extent*. Swastika Publications.

**Websites and eLearning Sources**

1. <https://www.un.org/en/universal-declaration-human-rights/>
2. <https://www.ilo.org/global/lang--en/>
3. <https://www.amnesty.org/en/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	identify the importance and the values of human rights	K1
CO2	understand the historical background and the development of Human Rights and the related organizations	K2
CO3	apply the provisions of National and International human rights to themselves and the society	K3

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
2	23UHE24VE02	Value Education - 2: Fundamentals of Human Rights									2	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	2	1	2	2	3	2	2	2	2	2.1	
CO2	3	2	1	2	2	3	2	2	2	2	2.1	
CO3	3	2	2	2	2	2	3	2	1	2	2.1	
<b>Mean Overall Score</b>											<b>2.1 (Medium)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UHE24AE01	Ability Enhancement Compulsory Course - 2: Environmental Studies	2	1

Course Objectives
To enable students connect themselves with nature
To Impart knowledge of the concept of Biodiversity
To create awareness of the causes and consequences of various pollution
To help them recognize the available natural resources and the need to sustain them
To enable them to Identify the environmental problems and offer alternatives by making interventions both individually and collectively

**UNIT I: Introduction to Environmental Studies (6 Hours)**

Introduction - Scope and Importance - Subsystems of Earth - Various recycling Methods - Environmental Movements in India - Eco- Feminism - Public awareness - Suggestions to conserve environment

**UNIT II: Natural Resources (6 Hours)**

Food Resources - Land Resources - Forest resources - Mineral Resources - Water Resources - Energy Resources

**UNIT III: Ecosystems, Biodiversity and Conservation (6 Hours)**

General structure of ecosystem - Functions of Ecosystem - Energy flow and Ecological pyramids - Levels of Biodiversity - Hot spots of Biodiversity - Endangered and Endemic Species - Value of Biodiversity - Threats to Biodiversity - Conservation of Biodiversity

**UNIT IV: Environmental Pollution (6 Hours)**

Air Pollution - Water Pollution - Oil Pollution - Soil Pollution - Marine Pollution - Noise Pollution - Thermal Pollution - Radiation Pollution

**UNIT V: Environmental Organizations and Treatise (6 Hours)**

United Nations Environment Program (UNEP) - International treaties on Environmental protection - Ministry of Environment, Forest and Climate Change - Important National Environmental Acts and rules- Environmental Impact assessment - Issues deals with Population growth.

<b>Teaching Methodology</b>	Chalk and Talk, Power point and Field visit
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**Book for Study**

1. Department of Human Excellence, (2021). *Environmental Studies*.

**Books for Reference**

1. Rathor, V.S. & Rathor B. S. (2013). *Management of Natural Resources for Sustainable Development*. Daya Publishing House.
2. Sharma P.D. (2010). *Ecology and Environment*, (8th Ed.). Rastogi Publications.
3. Agrawal, A & Gibson, C.C. (2001). *Introduction: The Role of Community in Natural Resource Conservation*. Rutgers University Press.

**Websites and eLearning Sources**

1. <https://www.unep.org/>
2. <http://moef.gov.in/en/>
3. <https://www.ipcc.ch/reports/>



Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	identify the concepts related to global ecology and the environment	K1
CO2	comprehend the natural resources and environmental organizations	K2
CO3	apply the acquired knowledge to sensitize individuals and public about the environmental crisis	K3

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
2	23UHE24AE01	Ability Enhancement Compulsory Course - 2: Environmental Studies								2	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO 4	PSO 5	
CO1	3	2	1	2	2	3	2	2	2	2	2.1
CO2	3	2	1	2	2	3	2	2	2	2	2.1
CO3	3	2	2	2	2	2	3	2	1	2	2.1
<b>Mean Overall Score</b>										<b>2.1 (Medium)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UTA31GL03	General Tamil - 3	4	3

கற்றலின் நோக்கங்கள்				
தனிப்பாடல்களின் பாடற்பொருளை அறிதல்				
சிற்றிலக்கியங்களின் வகைகளையும் வகைமைகளையும் அறிதல்				
இடைக்காலப் புலவர்களின் பங்களிப்பை உணர்தல்				
சிற்றிலக்கியங்களின் பாடுபொருள், தனித்தன்மை, மரபு ஆகியவற்றை அறிதல்				
சிற்றிலக்கியங்கள்வழி தமிழின் வளர்ச்சி நிலையை அறிதல்				

#### அலகு - 1

(12 மணி நேரம்)

##### ஒளவையார்

காவிரியே தார்வேந்தன் (16) கற்றது கைமண்ணளவு (39) மதியாதார் முற்றம் (42)  
இனியது கேட்கின் (55) தாயொடு அறுசுவை (64)

##### காளமேகப் புலவர் -

நஞ்சிருக்குத் தோலுரிக்கு நாதர்முடி(4) ஒடுஞ் சுழிசுத்த முண்டமாகும் (16)  
அடிநந்தி சேர்தலால் ஆகம் (22) செருப்புக்கு வீரரைச் சென்றுழக்கும் (52)

##### துதிவாணி வீரம் (80)

இராமச்சந்திர கவிராயர் - வஞ்சகர்பா னடந்தலைந்த - 19  
பொற்களந்தைப் படிக்காகத் தம்பிரான் - குட்டுதற்கோபிள்ளைப் பாண்டிய - 21  
தமிழ்விடுதாது, - கண்ணிகள் 19 முதல் 62 வரை  
கலிங்கத்துப்பரணி - தேவியைப் பரவியது, பாடல் 121 முதல் 134 வரை

#### அலகு - 2

(12 மணி நேரம்)

முக்கூடற்பள்ளு - நாட்டுப்படலம் பாடல்கள் 19 - முதல் 27 வரை  
முத்துகுமாரசாமி பிள்ளைத்தமிழ் - அம்புலிப்பருவம் முதல் 5 பாடல்கள்  
அறிஞர் அண்ணா - வேலைக்காரி நாடகம்

#### அலகு - 3

(12 மணி நேரம்)

திருக்குற்றாலக்குறவஞ்சி - மலைவளம் (6 பாடல்கள்)  
இலக்கியவரலாறு - சிற்றிலக்கியங்கள்  
நற்றமிழ்க்கோவை கட்டுரைகள் 7, 8, 9

#### அலகு - 4

(12 மணி நேரம்)

தாயுமானவர் திருப்பாடல்கள் - பராபரக்கண்ணி 7 முதல் 30 வரை உள்ள கண்ணிகள்  
இலக்கணம் - அணிகள்  
குணங்குடி மஸ்தான் சாகிபு - குறை இரங்கி உரைத்தல் - 7 பாடல்கள்

#### அலகு - 5

(12 மணி நேரம்)

திருவருட்பா - திருக்கதவம் திறத்தல்  
இலக்கிய வரலாறு - இடைக்காலப் புலவர்கள், நாடகத்தமிழ்  
நற்றமிழ்க்கோவை - கட்டுரைகள் - 10, 11, 12

கற்பித்தல் முறை	விரிவுரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation)
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#### பாட நூல்கள்

1. தமிழாய்வுத்துறை (2023), பொதுத்தமிழ்-3, தூய வளனார் கல்லூரி
2. தமிழாய்வுத்துறை (2021), நற்றமிழ்க்கோவை, தூய வளனார் கல்லூரி

#### பார்வை நூல்கள்

1. செயராமன் ந. வீ. (1967), சிற்றிலக்கியச் செல்வம், மணிவாசகர் பதிப்பகம்
2. பொன்னுசாமி (2023), சிற்றிலக்கிய வரலாறு, இரண்டு தொகுதிகள், பாரிநிலையம்
3. சண்முகம் பிள்ளை மு. (2022), சிற்றிலக்கிய வகைகள், மணிவாசகர் பதிப்பகம்

#### Websites and eLearning Sources

1. <https://ta.wikipedia.org/wiki/>
2. <https://www.britannica.com/science/Siddha-medicine>

3. <https://nischennai.org/main/siddha-medicine/>
4. <https://tamil.hindustantimes.com/>
5. <https://www.tamiluniversity.ac.in/english/library2-/digital-library/>
6. <https://www.tamilelibrary.org/>
7. [www.projectmadurai.or](http://www.projectmadurai.or)
8. <http://www.tamilvu.org/ta/library-libcontnt-273141>
9. <https://www.tamildigitallibrary.in/>
10. <https://noolaham.org/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO1	இடைக்காலப் புலவர்களின் பாட்டுத்திறனை அறிந்து கொள்வர்	K1
CO2	சிறநிலக்கிய வகைகளையும் வகைமைகளையும் அறிந்து கொள்வர்	K2
CO3	பள்ளு, பரணி, பிள்ளைத்தமிழ், குறவஞ்சி போன்ற இலக்கியங்கள் வழி வீரம், பக்தி, காதல் உணர்வை அறிந்து கொள்வர்	K3
CO4	சிறநிலக்கியங்களின் அமைப்பு பாட்டு வடிவங்களை அறிந்து கொள்வர்	K4
CO5	இடைக்காலத் தமிழ் வளர்ச்சி நிலையை அறிந்து கொள்வர்	K5

Relationship Matrix												
Semester	Course Code		Title of the Course								Hours	Credits
3	23UTA31GL03		General Tamil - 3								4	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	2	2	3	2	3	2	3	3	2	2.5	
CO2	2	2	2	3	3	2	2	3	3	2	2.4	
CO3	3	3	2	3	3	2	2	3	3	3	2.7	
CO4	3	2	2	3	2	3	2	3	2	3	2.5	
CO5	2	3	2	3	2	3	2	3	2	3	2.5	
<b>Mean Overall Score</b>											<b>2.52 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UFR31GL03	French - 3	4	3

Course Objectives
To analyse the French clothing with respect to its culture
To apply prepositions and understand its usages
To analyse a contemporary text in present tense
To evaluate the French festivals and compare with their own cultural context
To apply the past tense using simple conversation

### UNIT I (12 Hours)

- TITRE: Vivre la ville
- GRAMMAIRE : la comparaison, les prépositions avec les noms géographiques, les pronoms personnels COI, le pronom y (le lieu)
- LEXIQUE : se repérer sur un plan de ville, la ville, les lieux de la ville
- PRODUCTION ORALE : demander et indiquer une direction dans un dialogue
- PRODUCTION ECRITE : décrire votre ville natale, créez les affiches en appréciant votre ville

### UNIT II (12 Hours)

- TITRE: Visiter une ville
- GRAMMAIRE : la position des pronoms compléments, les verbes du premier groupe en – ger et – cer, les verbes ouvrir et accueillir
- LEXIQUE : dire les informations sur une ville de votre choix, les transports, les points cardinaux, les prépositions de lieu
- PRODUCTION ORALE : Indiquer le chemin
- PRODUCTION ECRITE : Demander des renseignements touristiques

### UNIT III (12 Hours)

- TITRE: On vend ou on garde
- GRAMMAIRE : la formation du pluriel, les adjectifs de couleurs, l'adjectif beau, nouveau, vieux
- LEXIQUE : savoir comment s'habiller des grandes occasions, les couleurs, les formes, les matériaux
- PRODUCTION ORALE : comprendre une présentation de catalogues vestimentaires en France
- PRODUCTION ECRITE : adresser des souhaits à quelqu'un

### UNIT IV (12 Hours)

- TITRE: Ventes d'autrefois, ventes d'aujourd'hui
- GRAMMAIRE : les pronoms relatifs qui et que, l'imparfait, les verbes connaître, écrire, mettre et vendre, la question avec inversion
- LEXIQUE : comprendre la description de personnes dans un extrait de roman, les mesures, l'informatique
- PRODUCTION ORALE : imaginez un dialogue avec un personnage célèbre. Utilisez l'inversion.
- PRODUCTION ECRITE : écrire une biographie en utilisant les pronoms relatifs

## UNIT V

(12 Hours)

- **TITRE:** Félicitations! / On voyage!
- **GRAMMAIRE :** les pronoms démonstratifs, les articles : particularités, les pronoms interrogatifs variables : lequel, les adverbes de manières, les verbes recevoir et conduire
- **LEXIQUE :** les moyens de transports, les voyages, les fêtes, l'aéroport et l'avion, la gare et le train, l'hôtel
- **PRODUCTION ORALE :** Présenter ses vœux–
- **PRODUCTION ECRITE :** Faire une réservation

<b>Teaching Methodology</b>	PPT Presentation, Seminar, Video Assignments
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### Book for Study

1. Dauda, P., Giachino, L., & Baracco, C. (2016). *Generation AI*. Didier.

### Books for Reference

1. Girardet, J., & Pecheur, J. (2017). *Echo AI*. (2nd Ed.). CLE International.
2. Mérieux, R., & Loiseau, Y. (2012). *Latitudes AI*. Didier.
3. Fournier, I. (2011). *Talk French*. Goyal Publishers.

### Websites and eLearning Sources

1. <https://français.lingolia.com/en/grammar/prepositions>
2. <https://www.lawlessfrench.com/grammar/present-tense/>
3. <https://www.thoughtco.com/textures-french-adjectives-and-expressions-1368980>
4. <https://study.com/academy/lesson/past-tense-in-french.html>
5. <https://absolutely-french.eu/french-celebrations/?lang=en>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	Relate colours, materials and shapes to the french clothing.	K1
CO2	Select appropriate prepositions in giving directions.	K2
CO3	construct a text in present tense using different verbs.	K3
CO4	examine the travel manners and celebrations of the French.	K4
CO5	justify the usage of past tense in a biography.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
3	23UFR31GL03	French - 3									4	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	2	1	2	2	3	2	3	1	2	3	2.1	
CO2	3	2	3	3	1	2	1	2	2	3	2.2	
CO3	2	1	3	2	2	3	1	3	2	2	2.1	
CO4	3	1	3	2	3	3	3	1	2	3	2.4	
CO5	3	2	3	2	2	3	3	2	2	1	2.3	
<b>Mean Overall Score</b>											<b>2.22 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UHI31GL03	Hindi - 3	4	3

### Course Objectives

To appreciate the features of Modern Hindi Prose
To understand the Hindi literature in association with the contemporary requirements
To enable the students to develop their effective communicative skills in Hindi
To strengthen the language competence among the students
To empower the students with globally employable soft skills

#### UNIT I (12 Hours)

- Tera Sneh Na Khoon
- Samband Bodak
- Reethikal - Namakarn
- Tense

#### UNIT II (12 Hours)

- Himadri Thung Sring Se
- Paribakshik Shabdavali
- Smuchaya Bodak
- Reethikal - Samajik Paristhithiyam

#### UNIT III (12 Hours)

- Insan Our Kuthae
- Vismayadi Bodak
- Reethikal - Sahithyik Paristhithiyam
- Reethikal - Salient Features

#### UNIT IV (12 Hours)

- Shokgeeth
- Avikary Shabdh
- Reethikal - Main Divisions
- Social Media and Modern World

#### UNIT V (12 Hours)

- Reethikal - Visheshathayem
- Anuvad
- Bahoo Ki Vidha (One Act Play)

<b>Teaching Methodology</b>	Videos, PPT, Quiz, Group Discussion, Case Based Problem Solving
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#### Books for Study

1. Jain, S.K. (2019). *Anuwad: Siddhant Evam Vyavhar*. Kailash Pustak Sadan.
2. Gupth, K. M. (2020). *Hindi Vyakaran*, Anand Prakashan.
3. Bosalae, S. (2020). *kavya sarang*. Rajkamal Prakashan.

#### Books for Reference

1. Ramdev. (2016). *Vyakaran Pradeep*. Hindi Bhavan.

2. Singh, L.P. (2017). *Kavya Ke Sopan*. Bharathy Bhavan Prakashan.
3. Shukla, A.R. (2021). *Hindi Sahitya Ka Itihas*, Prabhat Prakashan.
4. Gosamy, K. (2016). *Anuvad vigyan ki Bhumika*. Rajkamal Prakashan.

#### Websites and eLearning Sources

1. <https://www.hindwi.org/poets/jaishankar-prasad/all>
2. <https://youtu.be/e9wK-pYfVPc>
3. <https://www.amarujala.com/kavya/sahitya/sumitranandan-pant-best-hindi-poems>
4. <https://mycoaching.in/samuchchay-bodhak-kya-hai>
5. <https://www.subhshiv.in/2021/06/avikari-shabd.html>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of the course, the student will able to	
CO1	find out the dialects of Hindi language.	K1
CO2	compare the poems of Sumithra Nandanpanth, Prasad & Bachan in Context with their experience of life.	K2
CO3	illustrate the importance given to family ethics by the youth in the modern period according to “Bahoo Ki vidha” One Act play.	K3
CO4	categorize the poetics in some selective poems.	K4
CO5	justify the social & political conditions of Devotional period in Hindi Literature.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course					Hours	Credits				
3	23UHI31GL03	Hindi - 3					4	3				
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	2	3	3	2	3	2	1	3	2	2.4	
CO2	3	2	3	2	2	3	2	3	2	3	2.5	
CO3	3	2	2	3	1	3	2	3	2	3	2.4	
CO4	2	3	3	2	3	2	3	3	2	1	2.4	
CO5	3	2	2	3	3	2	1	3	2	3	2.4	
<b>Mean Overall Score</b>											<b>2.42 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23USA31GL03	Sanskrit - 3	4	3

Course Objectives
To introduce simple poetry in Sanskrit
To give an exposure to the Vedas and Vedangas
To acquaint students with epics and puranas
To train students in conjugation of verbs in future tense
To introduce Upasarga-s and their role in verb formations

**UNIT I** (12 Hours)  
Ramodantam , Balakandam (1-15 verses)

**UNIT II** (12 Hours)  
Ramodantam, Balakandam (15-30 verses)

**UNIT III** (12 Hours)  
Vedas - Vedangas vivaranam

**UNIT IV** (12 Hours)  
Asta dasha Purana and Dashopanishads

**UNIT V** (12 Hours)  
Upasargas and Bhavishyat Kaalah Vakya Prayoga

<b>Teaching Methodology</b>	Videos, PPT, Blackboard, Demonstration, Exercises
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#### Books for Study

1. Vedic literature
2. Ramodantam

#### Books for Reference

1. Parameshwara. (2018). *Ramodantam*. LIFCO Chennai.
2. Vadhyar, R. S., & Sons. (2019). *History of Sanskrit Literature*, Book - sellers and publishers , Kalpathu ,Palghat, Kerala , south India.
3. Kulapathy, K.M Saral *Sanskrit Balabodh, Bharathita vidya bhavan*, Munshimarg.

#### Websites and eLearning Sources

1. <https://www.scribd.com/doc/210917188/Sri-Ramodantam-Sanskrit-Text-With-English-Translation>
2. <http://www.sushmajee.com/ms-ppp/text/ved-notes.pdf>
3. <https://occr.org.in/publication/Vedanga.pdf>
4. [https://www.forgottenbooks.com/en/download/TheThirteenPrincipalUpanishadsTranslatedFromtheSanskrit\\_10017247.pdf](https://www.forgottenbooks.com/en/download/TheThirteenPrincipalUpanishadsTranslatedFromtheSanskrit_10017247.pdf)
5. <https://www.learn Sanskrit.org/guide/uninflected-words/the-upasarga/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	Remember Characters and events of Ramayana	K1
CO2	Understand social ethics and moral duties.	K2
CO3	Apply the values learnt, in day to day life	K3
CO4	Appreciate the Vedic Philosophy	K4
CO5	Evaluate and create new words with upasargas	K5



<b>Relationship Matrix</b>												
<b>Semester</b>	<b>Course Code</b>	<b>Title of the Course</b>									<b>Hours</b>	<b>Credits</b>
<b>3</b>	<b>23USA31GL03</b>	<b>Sanskrit - 3</b>									<b>4</b>	<b>3</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Scores of COs</b>	
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>		
<b>CO1</b>	1	2	2	3	3	3	3	3	2	1	2.3	
<b>CO2</b>	3	3	2	3	3	2	2	3	3	3	2.7	
<b>CO3</b>	3	3	1	3	3	1	1	3	3	3	2.4	
<b>CO4</b>	2	2	1	2	3	2	2	3	2	1	2.0	
<b>CO5</b>	3	3	2	3	2	2	3	3	3	2	2.6	
<b>Mean Overall Score</b>											<b>2.4 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UEN32GE03	General English - 3	5	3

Course Objectives
To develop strategies to enhance reading skills through teacher-led practices, promoting comprehension, critical analysis, and creative engagement with various genres.
To strengthen informal and formal letter writing skills.
To analyze and appreciate different literary forms, including anecdotes, biographies, poems, and prose, fostering critical thinking and creative expression.
To practice applying grammatical structures, including the simple future and future continuous tenses, in writing tasks.
To engage in critical discussions through reading and writing about societal issues.

**UNIT I: Suggestions to Develop Your Reading Habit (13 Hours)**

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Listening and Reading Skills through Teacher-led Reading Practice
- 1.3 Glossary
  - 1.3.1 Words
  - 1.3.2 Phrases
- 1.4 Reading Comprehension
- 1.5 Critical Analysis
- 1.6 Creative Task
- 1.7 General Writing Skill: Letter Writing: Informal
- 1.8 Grammar: Simple Present Tense

**UNIT II: The Secret of Success: An Anecdote (13 Hours)**

- 1.9 Introduction
- 2.0 Objectives
- 2.1 Listening and Reading Skills through Teacher-led Reading Practice
- 2.2 Glossary
  - 2.3.1 Words
  - 2.3.2 Phrases
- 2.4 Reading Comprehension
- 2.5 Critical Analysis
- 2.6 Creative Task
- 2.7 General Writing Skills: Letter Writing: Formal
- 2.8 Grammar: Present Continuous Tense

**UNIT III: The Impact of Liquor Consumption on the Society (13 Hours)**

- 2.9 Introduction
- 3.0 Objectives
- 3.1 Listening and Reading Skills through Teacher-led Reading Practice
- 3.2 Glossary
  - 3.3.1 Words
  - 3.3.2 Phrases
- 3.4 Reading Comprehension
- 3.5 Critical Analysis
- 3.6 Creative Task
- 3.7 General Writing Skills: Letter to Newspaper
- 3.8 Grammar: Simple Past Tense

**UNIT IV: Dr. A.P.J. Abdul Kalam: A Short Biography****(12 Hours)**

- 3.9 Introduction
- 4.0 Objectives
- 4.1 Listening and Reading Skills through Teacher-led Reading Practice
- 4.2 Glossary
- 4.3.1 Words
- 4.3.2 Phrases
- 4.4 Reading Comprehension
- 4.5 Critical Analysis
- 4.6 Creative Task
- 4.7 General Writing Skill: Write a letter applying for a job
- 4.8 Grammar: Past Continuous Tense

**UNIT V: Golden Rule: A Poem****(12 Hours)**

- 4.9 Introduction
- 5.0 Objectives
- 5.1 Listening and Reading Skills through Teacher-led Reading Practice
- 5.2 Glossary
- 5.3.1 Words
- 5.3.2 Phrases
- 5.4 Reading Comprehension
- 5.5 Critical Analysis
- 5.6 Creative Task
- 5.7 Grammar: Simple Future Tense
- 5.8 General Writing Skill: Circular-Writing

**UNIT VI: Hygiene****(12 Hours)**

- 5.9 Introduction
- 6.0 Objectives
- 6.1 Listening and Reading Skills through Teacher-led Reading Practice
- 6.2 Glossary
- 6.3.1 Words
- 6.3.2 Phrases
- 6.4 Reading Comprehension
- 6.5 Critical Analysis
- 6.6 Creative Task
- 6.7 General Writing Skill: Writing an Agenda for a Meeting
- 6.8 Grammar: Future Continuous Tense

<b>Teaching Methodology</b>	Lecture Method, Use of ICT Tools and Interactive method
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**Book for Study**

1. Jayraj., & Arul, S.J. et al. (2016). *Trend-Setter: An Interactive General English Textbook for Undergraduate Students*. Trinity.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On completion of this course, students will be able to	
CO1	recall and explain the fundamental components of English language and grammar.	K1
CO2	demonstrate their understanding of various texts by summarizing, paraphrasing, and interpreting the contents.	K2
CO3	apply their language and comprehension skills to create written communication.	K3
CO4	critically analyze the texts presented in the course.	K4
CO5	synthesize the language and grammar knowledge to compose creative tasks	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
3	23UEN32GE03		General English - 3							5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	2	3	2	3	2	3	2	2.4
CO2	2	2	3	2	3	3	2	3	2	2	2.3
CO3	2	3	2	3	2	2	3	2	3	2	2.4
CO4	2	2	3	2	3	3	2	3	2	3	2.5
CO5	2	2	2	3	2	2	2	3	2	2	2.2
<b>Mean Overall Score</b>										<b>2.36 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UHS33CC05	<b>Core Course - 5:</b> Modern History of India (1708 CE - 1947 CE)	6	5

Course Objectives
Causes for the advent of the Europeans in India
Consequences of the british-french rivalry and beginning of the british supremacy
Awareness about the various strategies formulated by the british to capture power princely states
British state and revenue administration and its consequences
Indian response to the british rule viz. Peasant movements, poligar rebellion, 1857 revolt etc.

**UNIT I: Condition of Eighteenth Century India (18 Hours)**

Sources- Decline of Mughal Empire- Succession States - Warrior States - Little Kingdoms

**UNIT II: Advent of Europeans (18 Hours)**

European Settlements in India- Anglo French Rivalry in India- Expansion of the British in India:  
Wars- Subsidiary Alliance- Doctrine of Lapse

**UNIT III: Ascendancy of the British (18 Hours)**

Poligar Rebellion - Vellore Revolt- Revolt of 1857- Proclamation of Queen Victoria - Governing Policies: Administrative - Social - Religious- Economic- Military - Land Revenue-Constitutional Development

**UNIT IV: Era of Awakening (18 Hours)**

Socio Religious Reforming Movement: Causes - Classification - Impact- Indian National Movement: Factors - Features- Consequences

**UNIT V: Freedom Struggle (18 Hours)**

Indian National Congress - Split Flow of Congress (Moderate and Extremist Phases) - Muslim League- Forward Block- Gandhian Era- Partition of India - Independence of India- Creation of Republic

<b>Teaching Methodology</b>	Chalk and Talk
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**Books for Study**

1. Smith, V. A. (2002). *Oxford History of India*. OUP.
2. Majumdar, R. C. (2002). *An Advanced History of India*. Macmillian.

**Books for Reference**

1. Khurana, K. L. (1995). *History of India from 1526 to 1967 AD*. Lakshmi Narain Agarwal Educational Publishers.
2. Nandha, S. P. (2004). *Landmarks in Indian History*. Domianant Publishers and Distributors.
3. Grover, B. L., & Grover, S. A. (2004). *New Look at Modern Indian History*. S. Chand &Co.
4. Krishna Reddy. (2003). *Indian History*. Tata McGraw Hill.
5. Bandyopadhyya, S. (2004). *From Plassey to Partition*. Orient BlackSwan.
6. Sarkar, S. (2004). *Modern India*. Macmillian.
7. Chandra, B. (2009). *History of Modern India*. Orient BlackSwan.

**Websites and eLearning Sources**

1. <https://www.jagranjosh.com/general-knowledge/history-of-modern-india-a-complete-study-material-1464334160-1>

2. <https://www.toppr.com/guides/general-knowledge/modern-indian-history/>
3. [https://www.tutorialspoint.com/modern\\_indian\\_history/modern\\_indian\\_history\\_tutorial.pdf](https://www.tutorialspoint.com/modern_indian_history/modern_indian_history_tutorial.pdf)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	gain knowledge on modern Indian history.	K1
CO2	understand political diplomacies and exploitation of the British.	K2
CO3	compare the administrative system of the British India with the present day.	K3
CO4	analyse the development of social and political awakening.	K4
CO5	appraise the contributions of freedom fighters towards independence.	K5

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
3	23UHS33CC05	Core Course - 5: Modern History of India (1708 CE - 1947 CE)								6	5
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	2	1	3	3	2	2	3	2.2
CO2	2	3	2	1	2	3	3	2	2	3	2.3
CO3	1	2	3	2	3	2	3	2	3	2	2.3
CO4	1	2	2	3	1	2	3	2	2	3	2.1
CO5	1	2	2	2	3	1	3	2	2	3	2.1
<b>Mean Overall Score</b>										<b>2.2 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UHS33CC06	Core Course - 6: Select Civilizations of Ancient World	5	4

Course Objectives
Features of Austro African civilizations.
Significance of East Asian Civilizations.
Importance of West Asian civilizations.
Need to understand the European civilizations.
Attractive features of American civilizations.

**UNIT I: Austro African Civilizations (15 Hours)**

Australian Civilization- Nile Valley Civilization- Sao Civilization

**UNIT II: East Asian Civilization (15 Hours)**

Jiahu Civilization- Indus Valley Civilization- Yellow River Civilization

**UNIT III: West Asian Civilizations (15 Hours)**

Sumerian Civilization- Persian Civilization- Hebrew Civilization

**UNIT IV: European Civilizations (15 Hours)**

Aegean Civilization- Greek Civilization- Roman Civilization

**UNIT V: American Civilizations (15 Hours)**

Mayan Civilization- Aztec Civilization- Inca Civilization

Teaching Methodology	Chalk and Talk
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**Book for Study**

1. Sharma, M. (2006). *History of World Civilization*. Anmol Publication.

**Books for Reference**

2. Bauer, S.W. (2007). *The History of the Ancient World: From the Earliest Accounts to the Fall of Rome*. W. W. Norton & Company.
3. Rudolph, R. W. (1988). *From Babylon to Timbuktu: A History of the Ancient Black Races Including the Black Hebrews*. Windsor Golden Series.
4. Smithsonian Institution. (2015). *History: From the Dawn of Civilization to the Present Day*. DK Publication.
5. Dev, A. (2011). *The Story of Civilization*. Generic Publication.
6. Edward MacNall Burns. *World Civilizations*.
7. Sood, V. (2012). *Ancient Civilizations of the World*. APH Publishing Corporation.
8. Harari, Y.N. (2015). *Sapiens: A Brief History of Humankind*. Penguin Random House.
9. Smithsonian. (2018). *Timelines of History*. DK Publication.

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1. <https://www.ancienthistorylists.com/ancient-civilizations/10-oldest-ancient-civilizations-ever-existed/>
2. <https://kids.britannica.com/students/article/ancient-civilization/272856>
3. <https://www.britannica.com/topic/list-of-ancient-civilizations-2079395>
4. <https://www.ushistory.org/civ/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	know the important civilizations of the ancient past.	K1
CO2	comprehend the features of the various civilizations.	K2
CO3	associate the aspects of civilizations with one another.	K3
CO4	assess the evaluatory process of civilizations.	K4
CO5	create cultural revivalism in the present society.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
3	23UHS33CC06	Core Course - 6: Select Civilizations of Ancient World									5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	1	3	2	1	1	3	2	2	1	3	1.9	
CO2	1	2	3	2	1	3	2	3	2	3	2.2	
CO3	2	3	2	2	1	3	1	3	2	2	2.1	
CO4	1	3	2	2	1	3	1	3	2	2	2.0	
CO5	1	2	2	1	1	2	2	2	2	2	1.7	
<b>Mean Overall Score</b>											<b>1.98(Medium)</b>	



Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UHS33CC07	Core Course - 7: Indian Geography	2	1

### Course Objectives

The geographical features of India.
The concept of unity in diversity.
The cropping patterns and growth of Horticulture in India.
Development of animal husbandry and dairy products in India.
The growth of industries in India.

#### UNIT I: Physical Features (6 Hours)

Location- Extent- Size- Boundaries- Climate- Rainfall- Drainage

#### UNIT II: Natural Resources (6 Hours)

Soil- Water- Forest- Wildlife- Energy- Mineral

#### UNIT III: Land Forms (6 Hours)

Northern Mountains- Central Plains- Peninsular Uplands- Southern Coastal Plains- Islands

#### UNIT IV: Economic Activities (6 Hours)

Agriculture- Horticulture- Animal Husbandry- Fisheries- Industry- Transport- Communication

#### UNIT V: Natural Hazards (6 Hours)

Earthquake- Flood- Cyclone- Drought- Famine- Landslide- Tsunami- Disaster Management

Teaching Methodology	Chalk and Talk
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#### Book for Study

1. Chopra. (2009). *Geography of India*. Unique Publishers.

#### Books for Reference

1. Tiwari, R. C. (2001). *Geography of India*. PrayagPustakBhavan.
2. Mathur, S. (2003). *Indian Geographical Facts*. Rupa&Co Publication.
3. Husain, M. (2020). *Geography of India*. McGraw Hill.
4. Barnwal, M.K. (2018). *Geography of India*. Cosmos Publications.
5. Mathew, J. (2020). *Indian Geography*. Career Classics.
6. Kumar, A. (2018). *Geography of India*. PeriyarPrakashan.
7. Husain, M. (2021). *Indian and World Geography*. Shree Hari Publications.
8. Khullar, D. R. (2018). *India: Comprehensive Geography*. Kalyani Publication.

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1. <https://www.jagranjosh.com/general-knowledge/indian-geography-a-complete-study-material-1470739888-1>
2. [https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/g/Geography\\_of\\_India.htm](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/g/Geography_of_India.htm)
3. <https://www.3dgeography.co.uk/geography-of-india>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	know the geographical features of India.	K1
CO2	study the environmental factors that lead to the economic activities.	K2
CO3	understand the natural hazards that challenge humanity in India.	K3
CO4	apply the disaster management methods in the challenging situation.	K4
CO5	evaluate the conservation measures of natural resources.	K5

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
3	23UHS33CC07	Core Course - 7: Indian Geography								2	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	3	2	1	3	3	2	2	3	2.3
CO2	2	3	2	1	2	3	2	2	3	2	2.2
CO3	1	2	3	2	3	2	3	2	3	2	2.3
CO4	1	2	2	3	1	2	3	2	2	3	2.1
CO5	1	2	2	2	3	1	3	2	2	3	2.1
<b>Mean Overall Score</b>										<b>2.2 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UHS33AO01A	Allied Optional - 1: Tourism Marketing	6	4

### Course Objectives

The concept of Tourism marketing in India.
Salient features of marketing information system.
Personal selling skills and its drawbacks.
Influence of Digital Marketing in the field of Tourism.
The different kinds of Promotion Strategies and the role of Medias.

#### UNIT 1: Tourism Marketing (18 Hours)

Concept - Purpose - Significance - Tourism Product - Tourism Business Planning Process - Brand Name.

#### UNIT II: Marketing Information System (18 Hours)

Concept - Salient features - Purpose - Functions - Tools and Techniques

#### UNIT III: Marketing Segmentation (18 Hours)

Definition - Concept - Features - Importance - Effective Market Segmentation.

#### UNIT IV: Pricing and Promotion Strategies (18 Hours)

Tourism Pricing Strategy - Influencing Factors - Tourism Promotion Strategies: Personal Selling - Tourism Advertising - Selection of Media - Tourism Publicity - Sales Promotion - Overseas Marketing

#### UNIT V: Online Marketing in Tourism (18 Hours)

Online Marketing - Network & Internet - Environment - Strategy - Management

Teaching Methodology	Chalk and Talk
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#### Book for Study

1. Jha, S. M. (1995). *Tourism Marketing*.

#### Books for Reference

2. Bhatia, A. K. (1984). *Tourism in India*.
3. Cowell, D. (1986). *The Marketing of Services*.
4. Krishnan, K. K. (2001). *Managing Tourism Destination*.
5. Philip. K. (1990). *Marketing Management*. Universal Publication.
6. Law, E. (1995). *Tourism Destination Management Issues Analysis and Policies*.
7. Maclean., & Hunter. (1984). *Marketing Management in Your Business & Marketing Management Tourism*.
8. Seth, P.N. (1997). *Successful Tourism Management*.
9. Singh, R. (2001). *Tourism Marketing Principles, Policies and Strategies*.
10. Renal, A. N. (1986). *Marketing in Hospitality Industry*. Van Nestrand Reinhold.
11. Rustoin, S. D. (1986). *Modern Marketing Management*.
12. Stephan, F. W., & Moutinch, L. (1985). *Tourism Marketing and Management Handbook*. Prentice Hall.
13. Whale, S. G. (1976). *Tourism Marketing Tourism*. International Press.

#### Websites and eLearning Sources

1. <https://www.revfine.com>
2. <https://tourismnotes.com>
3. <https://www.marketing.com>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	identify the features of tourism marketing.	K1
CO2	understand the basics and purpose of tourism marketing.	K2
CO3	apply the marketing skills in promoting online tourism marketing.	K3
CO4	analyze the strategies followed in tourism marketing.	K4
CO5	create avenues of employment in the field of tourism.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
3	23UHS33AO01A	Allied Optional - 1: Tourism Marketing									6	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	2	2	2	2	1	2	3	2	2	3	2.2	
CO2	2	3	2	1	2	3	3	2	2	3	2.3	
CO3	1	2	3	2	3	2	3	2	3	2	2.3	
CO4	1	2	2	3	1	2	3	2	2	3	2.1	
CO5	1	2	2	2	3	1	3	2	2	3	2.1	
<b>Mean Overall Score</b>											<b>2.2 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UHS33AO01B	Allied Optional - 1: Destination Management	6	4

Course Objectives
knowledge on meaning and definition of destination.
the attraction over the destinations their managements.
the skill of travel management to reach the destinations.
information on food and accommodation management.
special knowledge on shopping management.

**UNIT I: Introducing Destination (18 Hours)**

Meaning- Definition- Importance- Tourist- Tour Operator- Tour Guide

**UNIT II: Attraction Management (18 Hours)**

Researching Tourist- Destination Identification- Package Preparation- Package Promotion

**UNIT III: Travel Management (18 Hours)**

Travel Agency- Travel Formalities- Ticket Booking- Travel Concession- Vehicle Arrangement- Liaison Creation

**UNIT IV: Food and Accommodation Management (18 Hours)**

Menu Preparation- Beverage Provision- Accommodation Centres- Camp Fire Arrangement- Disc Jockey

**UNIT V: Shopping Management (18 Hours)**

Identification of Purchasing Parity- Shopping Centers- Retail Outlets- Knowledge of Specialised Shops- Linkage Creation

<b>Teaching Methodology</b>	Chalk and Talk
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**Book for Study**

1. Khan, M. A. (2005). *Introduction to Tourism*. Anmol Publications.

**Books for Reference**

1. Ryan, C. (2020). *Advanced Introduction to Tourism Management*. Edward Elgar Publishing.
2. Alastair, M. M. (2018). *Marketing and Managing Tourism Destinations*. Routledge Publication. Oxfordshire.
3. Roday, S. (2009). *Tourism Operations and Management*. Oxford University Press.
4. Stephen, J. P. (2014). *Tourism Management*. Butterworth-Heinemann Publication. Oxford.
5. Brian, G. B. (2004). *Worldwide Destinations*. Butterworth-Heinemann Publication. Oxford.
6. Mansion, P. (2003). *Tourism Impacts, Planning and Management*. Butter worth-Heinemann Publication. Oxford.
7. Ratti, M. (2007). *Tourism Planning and Development*. Raja Publication.
8. Varghese, B. (2017). *Evolving Paradigm in Tourism and Hospitality in Developing Countries*. Apple Academic Press.
9. Kozak. (2019). *Tourism Destination Management*. USAID Publication.

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1. [https://www.tutorialspoint.com/tourism\\_management/tourism\\_management\\_destination.htm](https://www.tutorialspoint.com/tourism_management/tourism_management_destination.htm)
2. file:///C:/Users/History/Downloads/DMOworkbook\_3.pdf
3. <https://www.revfine.com/destination-management/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	acquire knowledge on the basic elements of tourism.	K1
CO2	learn the attributing skills required for destination management.	K2
CO3	understand the features of the destination management.	K3
CO4	apply the learned skills in destination management.	K4
CO5	start travel agency and operate tour activities.	K5

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
3	23UHS33AO01B	Allied Optional - 1: Destination Management								6	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	2	2	1	2	3	2	2	3	2.2
CO2	2	3	2	1	2	3	3	2	2	3	2.3
CO3	1	2	3	2	3	2	3	2	3	2	2.3
CO4	1	2	2	3	1	2	3	2	2	3	2.1
CO5	1	2	2	2	3	1	3	2	2	3	2.1
<b>Mean Overall Score</b>											<b>2.2 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UHE34VE03A	Value Education - 3: Social Ethics - 1	2	1

Course Objectives
To gain a comprehensive understanding of the principles advocated in social ethics.
To examine the different types of political systems in a thorough manner.
To comprehend the role and obligations of the educated youth.
To evaluate the conduct of the elected representatives in a detailed manner.
To thoughtfully analyze the various forms of cyber crime.

**UNIT I: Introduction to Social Ethics (6 Hours)**

Social ethics, social ethics and social responsibility, social ethics play an important role on the areas, religion influences social changes and vice versa, secularism. Social ethics and corporate dynamics, forms of social ethics.

**UNIT II: The Economic and Political System of Today (6 Hours)**

Planned economy and communism - market economy and capitalism- socialism - mixed economy -the emerging market economy - political system- totalitarian system- oligarchic system.

**UNIT III: Integrity in Public Life National Integration (6 Hours)**

What is Integrity, Public Life, Integrity and Public Life, Integrity in a Democratic State, India as Democratic State, Behavior of a elected representative of India, Noticeable degradation acts of elected Representatives, Suggestions to stem this rot, Types of integrity, Transparency can be a guarantee for integrity.

**UNIT IV: Cyber Crime (6 Hours)**

Business Ethics, Business ethics permeates the whole organization, Measuring business ethics , The Vital factors highlighting the importance of business ethics , Cyber crime, Strategies in committing Cyber Crimes, Factors aiding Cyber Crime, computer Hacking, Cyber Bullying, Telecommunications piracy, Counter Measures to Cyber Crime, Ethical Hacking.

**UNIT V: Social Integration (6 Hours)**

Global challenges, The future is with the Educational Youth, Cost of the Sacrifice, Crusaders against corruption, Responsibility of the Educated Youth, Positive Global Scenario, Right to Education, Eradicating gender inequality, Sustainable Human Development , Social Integration, Elimination Crime, Integration with Global Market

**Book for Study**

1. Department of Human Excellence. (2021). *Formation of Youth*, St Joseph's College (Autonomous), Tiruchirappalli.

**Books for Reference**

1. Arora, R.K. (2014). *Ethics, Integrity and Values*. Public Service Paperback.
2. Cunningham, D. (2004). *There's something happening here: The new left, the Klan, and FBI counterintelligence*. Berkeley: University of California Press.
3. Mali, P. (2017). *Cyber law & Cyber Crimes simplified*. Cyber Info media Paperback.
4. Richardson, M. (2019). *Cyber Crime: Law and Practice Hardcover - Import*.

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1. <https://cybercrime.gov.in/>

2. <https://open.lib.umn.edu/sociology/chapter/14-2-types-of-political-systems/>
3. <https://www.esv.org/resources/esv-global-study-bible/social-ethics/>
4. [https://en.wikipedia.org/wiki/Political\\_system](https://en.wikipedia.org/wiki/Political_system)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	know the responsibility of the educated youth.	K1
CO2	understand the values prescribed under social ethics.	K2
CO3	apply their minds critically to the various types of cyber crime.	K3

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
3	23UHE34VE03A	Value Education - 3: Social Ethics - 1									2	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	3	3	3	2	3	2	2	3	3	2.7	
CO2	3	2	2	2	3	2	2	3	2	2	2.3	
CO3	2	3	3	3	2	3	3	3	3	3	2.8	
<b>Mean Overall Score</b>											<b>2.6 (High)</b>	



Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UHE34VE03B	Value Education - 3: Religious Doctrine - 1	2	1

Course Objectives
To impart knowledge to students about Salvation History
To familiarize students with the life and mission of Jesus Christ
To help Students understand the Holy Spirit
To empower students on Gospel Values
To equip the students about Mother Mary

<b>UNIT I:</b>	God of salvation	<b>(6 Hours)</b>
<b>UNIT II:</b>	Life & Mission of Jesus Christ	<b>(6 Hours)</b>
<b>UNIT III:</b>	The Holy Spirit	<b>(6 Hours)</b>
<b>UNIT IV:</b>	Gospel Values	<b>(6 Hours)</b>
<b>UNIT V:</b>	Mary, the Mother of God	<b>(6 Hours)</b>

<b>Teaching Methodology</b>	Chalk and Talk, Power point, Assignment and Group discussion
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#### Books for Study

1. Department of Human Excellence. (2022). *Fullness of Life*. St. Joseph's College, Tiruchirappalli.

#### Books for Reference

1. (1994). *Compendium: Catechism of the Catholic Church*. Bengaluru: Theological Publications in India.
2. Holy Bible (NRSV).

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	understand the Salvation History	K1
CO2	grasp to the life and purpose of Jesus Christ	K2
CO3	live out the teachings of the Gospel	K3

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
3	23UHE34VE03B	Value Education - 3: Religious Doctrine - 1									2	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	3	3	3	2	3	2	2	3	3	2.7	
CO2	3	2	2	2	3	3	3	3	2	2	2.5	
CO3	2	2	3	3	2	2	3	3	3	3	2.6	
<b>Mean Overall Score</b>											<b>2.6 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UTA41GL04A	General Tamil - 4: தொடர்பியல் தமிழ் (Communicative Tamil)	4	3

கற்றலின் நோக்கங்கள்	
தொடர்பியலின் இன்றியமையாத கூறுகளை அறிந்துகொள்ளுதல்	
பண்டைத்தமிழர் வாழ்வில் இடம்பெற்ற தொடர்பியல் கூறுகளைக் கண்டுணர்தல்	
தொடர்பியல் கூறுகளுள் கலைகள் பெறும் சிறப்பை உணர்தல்	
இணையவழித் தொடர்பியலின் முக்கியத்துவத்தைப் புரிதல்	
படைப்பாற்றல் திறனைக் கண்டறிந்து வளர்த்தெடுத்தல்	

### அலகு 1

(12 மணி நேரம்)

புறநானூறு : மாசறவிசித்த (50) (முரசு)

மலைபடுகடாம் : திருமழைதலைஇய (1-13) (இசைக்கருவிகள்)

பெரும்பாணாற்றுப்படை : அகல் இரு விசும்பில் (4-16) (யாழின் உறுப்புகள்)

நெடுநல்வாடை : விரிகதிர் பரப்பிய (73-88) (கட்டடக்கலை)

பரிபாடல் : இரதிகாமன் இவன் இவள் (19:48-53) (ஓவியக்கலை)

உரைநடைக்கட்டுரை : பண்டைய தமிழர்களின் தொடர்பியல் கலை

### அலகு 2

(12 மணி நேரம்)

சிலப்பதிகாரம்

எண்ணிய நூலோர் இயல்பினன் (அரங்கேற்றுக் காதை, 95-113)

மாயோன் பாணியும் (கடல் ஆடு காதை, 35-67) (மாதவியின் பதினோர் ஆடல்)

கொற்றவை கொண்ட (வேட்டுவவரி, 4,5,6) (வள்ளிக் கூத்து)

ஆங்குத்துன்று மலர்ப்பிணையல் (வேட்டுவவரி, 10) (வென்றிக் கூத்து)

ஆய்பொன் அரிச்சிலம்பும் (வேட்டுவவரி, 11)

அவர் தாம் செந்நிலை மண்டிலத்தாற் (ஆய்ச்சியர் குரவை, 8)

உரைநடைக்கட்டுரை : தமிழ் இலக்கியங்களில் எழுத்தின் பரிணாமம்

### அலகு 3

(12 மணி நேரம்)

திருக்குறள் - அறன் வலியுறுத்தல், நடுவுநிலைமை உரைநடைக்கட்டுரை. தமிழர் வளர்த்த நாட்டுப்புறக் கலைகள்

### அலகு 4

(12 மணி நேரம்)

புதினம் : பொய்க்கால் குதிரை - டி. செல்வராஜ் நூல் - திறனாய்வு ஆவணப்படம், திரைப்படம் - திறனாய்வு

உரைநடைக்கட்டுரை : ஊடகஅறம்

### அலகு 5

(12 மணி நேரம்)

தகவல் தொடர்பியல் கலைச்சொற்கள் அருகில் உள்ள கலைச்சின்னங்களைப் பார்வையிட்டு, அறிக்கை சமர்ப்பித்தல் வலைப்பூக்கள் உருவாக்கல், பராமரித்தல் உரைநடைக்கட்டுரை: இணையத்தமிழ் இதழ்களின் மொழிநடை

கற்பித்தல் முறை	விரிவுரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation)
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### பாட நூல்கள்

1. தொடர்பியல் தமிழ். (2021). தமிழாய்வுத்துறை, தூய வளனார் தன்னாட்சிக் கல்லூரி
2. செல்வராஜ்.டி. (2016). பொய்க்கால் குதிரை, நியூ செஞ்சுரி புக் ஹவுஸ்,
3. ஆலிஸ், அ. (1995), மக்கள் தகவல் தொடர்பியல் கலைச்சொல் அகராதி, முழுமதி பப்ளிகேஷன்ஸ்

### பார்வை நூல்கள்

1. ரெஜித்குமார்த. (2018), ஊடகவியல், நியூ செஞ்சுரி புக் ஹவுஸ்
2. இராசா.கி. (2001), மக்கள் தகவல் தொடர்பியல். மணிவாசகர் பதிப்பகம்
3. மயிலை சீனிவேங்கடசாமி(1956), தமிழர் வளர்த்த அழகுக் கலைகள், பாவை பப்ளிகேஷன்ஸ்

## Websites and eLearning Sources

1. [www.tamilvu.org](http://www.tamilvu.org)
2. [www.tamildigitallibrary.in](http://www.tamildigitallibrary.in)
3. <https://www.tamiluniversity.ac.in/english/library2-/digital-library/>
4. <https://www.tamilelibrary.org/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO1	பண்டைய தமிழர்களின் தொடர்பியல் அறிவை அறிந்து கொள்வர்.	K1
CO2	தமிழ் இலக்கியங்களுள் வெளிப்படும் தொடர்பு ஊடகச் சிந்தனைகளைப் புரிந்து கொள்வர்.	K2
CO3	வலைப்பூக்கள், வலையொளிகள் ஆகியவற்றை உருவாக்கவும், பராமரிக்கவும் கற்றுக்கொள்வர்.	K3
CO4	இக்கால இலக்கியங்கள்வழி தொடர்பியல்துறை பெற்றுள்ள இடத்தை அறிந்து கொள்வர்.	K4
CO5	தகவல் தொடர்பியல் கலைச்சொற்களை கற்றுக்கொண்டு தொடர்பியல்திறனில் வளர்வர்	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
4	23UTA41GL04A	General Tamil - 4: தொடர்பியல் தமிழ் (Communicative Tamil)									4	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	1	2	3	2	2	3	3	2	2	2	2.2	
CO2	2	2	3	2	2	2	3	2	3	2	2.3	
CO3	1	2	2	3	2	2	2	3	3	3	2.3	
CO4	2	2	3	2	2	3	2	3	3	2	2.4	
CO5	3	1	2	2	2	2	3	2	3	3	2.3	
Mean Overall Score											2.3 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UFR41GL04	French - 4	4	3

Course Objectives
To analyse the French clothing with respect to its culture
To apply prepositions and understand its usages
To analyse a contemporary text in present tense
To evaluate the French festivals and compare with their own cultural context
To apply the past tense using simple conversation

#### UNIT I (12 Hours)

- TITRE: On fait le mélange!
- GRAMMAIRE : le présent progressif, les pronoms possessifs, la phrase négative
- LEXIQUE : décrire les étapes d'une action, la maison, les tâches ménagères
- PRODUCTION ORALE : comprendre le récit d'un voyage
- PRODUCTION ECRITE : raconter ses actions quotidiennes

#### UNIT II (12 Hours)

- TITRE: à propos de logement
- GRAMMAIRE : quelques adjectifs et pronoms indéfinis, les verbes lire, rompre et se plaindre
- LEXIQUE : la localisation et le logement, les pièces, meubles et équipement
- PRODUCTION ORALE : jeu de rôle –votre ami et vous s'installe dans un nouveau meuble
- PRODUCTION ECRITE : décrire votre maison/appartement

#### UNIT III (12 Hours)

- TITRE: Tous en forme!
- GRAMMAIRE : le passé composé et l'imparfait, le passé récent, l'expression de la durée
- LEXIQUE : un souvenir et les événements du passés, le corps humain : extérieur, le corps humain : intérieur
- PRODUCTION ORALE : échanger sur ses projets de vacances
- PRODUCTION ECRITE : raconter un souvenir

#### UNIT IV (12 Hours)

- TITRE: Accidents et catastrophes
- GRAMMAIRE : les adjectifs et les pronoms indéfinis : rien/ personne/aucun, les verbes dire, courir et mourir
- LEXIQUE : savoir les mots et les expressions des catastrophes naturelles, les maladies et les remédies, les accidents, les catastrophes naturelles
- PRODUCTION ORALE : comprendre des personnes qui expriment leur accord ou leur désaccord selon un thème donné
- PRODUCTION ECRITE : écrivez sur une catastrophe naturelle en articulant la cause et la conséquence

#### UNIT V (12 Hours)

- TITRE: Faire ses études a l'étranger/ bon voyage/ la météo
- GRAMMAIRE : les pronoms démonstratifs neutres, le futur simple, situer dans le temps, moi

aussi/non-plus – moi non/si, les verbes impersonnels, les verbes croire, suivre et pleuvoir

- LEXIQUE : savoir vivre en France, le système scolaire, les formalités pour partir à l'étranger, la météo
- PRODUCTION ORALE : exprimer son opinion sur la météo/parler de l'avenir
- PRODUCTION ECRITE: comparer le système scolaire français et indien

<b>Teaching Methodology</b>	Workshop, group activity, Sharing contemporary french cultural videos
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#### Book for Study

1. Dauda, P., Giachino, L., & Baracco, C. (2016). *Generation A1*. Didier.

#### Books for Reference

1. Girardet, J., & Pecheur, J. (2017). *Echo A1*. (2nd Ed.). CLE International.
2. Mérioux, R., & Loiseau, Y. (2012). *Latitudes A1*. Didier.
3. Fournier, I. (2011). *Talk French*. Goyal Publishers.

#### Websites and eLearning Sources

1. <https://www.frenchcourses-paris.com/french-travel-journal/>
2. <http://www.saberfrances.com.ar/vocabulary/house.html>
3. <https://www.thoughtco.com/different-past-tenses-in-french-1368902>
4. <https://www.youtube.com/watch?v=JZdwJM7sEY8>
5. <https://www.scholaro.com/pro/Countries/France/Education-System>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	recall the vocabulary pertaining to dwelling place.	K1
CO2	outline crisis management in France.	K2
CO3	develop a travel diary of your own.	K3
CO4	simplify the French education system.	K4
CO5	interpret past tenses in a text.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
4	23UFR41GL04	French - 4									4	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	1	3	2	2	3	2	1	2	2	2.1	
CO2	3	1	2	3	3	3	2	1	3	1	2.2	
CO3	3	2	3	2	2	3	2	1	3	2	2.3	
CO4	3	1	2	2	3	3	3	1	3	3	2.4	
CO5	2	2	3	3	1	3	1	2	3	2	2.2	
<b>Mean Overall Score</b>											<b>2.24 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UHI41GL04	Hindi - 4	4	3

Course Objectives
To strengthen the language competence among the students
To equip students with cinematic perspective by comparative studies of Hindi literature
To enable the students to develop their effective communicative skills in Hindi
To strengthen the language competence among the students
To incept research-oriented aspirations among students

#### UNIT I (12 Hours)

- Computer Ka Yug
- Prathyay
- Adhunik Kal – Namakarn
- Namakaran

#### UNIT II (12 Hours)

- Vigyan Hani/Labh
- Paryayvachy Shabdh
- Adhunik Kal - Samajik Paristhithiyam
- Samanarthy Shabdh

#### UNIT III (12 Hours)

- Nari Shiksha
- Upasarg
- Adhunik Kal – Sahithyik Paristhithiyam
- Adhunik Kal – Salient Features

#### UNIT IV (12 Hours)

- Review- Book/Film
- Paryavaran Pradookshan
- Adhunik Kal - Main Divisions
- Adhunik Kal - Visheshathayem

#### UNIT V (12 Hours)

- Sapnom Kee Home Delivery (Novel)
- Anuvad

<b>Teaching Methodology</b>	Debate Participation, Videos, PPT, Quiz, Project Work
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#### Books for Study

1. Bosalae, S. (2020). *kavya sarang*. Rajkamal Prakashan.
2. Gupth, M. K. (2020). *Hindi Vyakaran*. Anand Prakashan.
3. Jain, S.K. (2019). *Anuwad: Siddhant Evam Vyavhar*. Kailash Pustak Sadan.

#### Books for Reference

1. Chaturvedi, R.P. (2015). *Hindi vyakarana*. Upakar Prakashan.
2. Ramdev. (2016). *Vyakaran Pradeep*. Hindi Bhavan.
3. Gosamy, K. (2016). *Anuvad vigyan ki Bhumika*. Rajkamal Prakashan.
4. Shukla, A. R (2021). *Hindi Sahitya Ka Itihas*, Prabhat Prakashan.

## Websites and eLearning Sources

1. <https://youtu.be/xmr-DaQ3LhA>
2. <https://mycoaching.in/adhunik-kaal>
3. <https://m.sahityakunj.net/entries/view/bhartiya-sahitya-mein-anuvad-kee-bhoomika>
4. <https://mycoaching.in/upsarg-in-hindi>
5. <https://kalingaliteraryfestival.com/speakers/mamta-kalia/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of the course, the student will able to	
CO1	list out the social conditions prevailed in Modern Period which are depicted in Hindi Literature.	K1
CO2	discuss the dialects of Hindi language.	K2
CO3	illustrate the works of some eminent Hindi Writers related to society.	K3
CO4	analyze the human values expressed in life and literature of Hindi Novelist “Mamatha Kaliyah”.	K4
CO5	evaluate the film & Literary works in Hindi.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
4	23UHI41GL04		Hindi - 4					4	3		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	3	2	3	2	3	1	2.4
CO2	3	2	3	3	2	3	2	3	1	2	2.4
CO3	3	2	2	3	2	2	1	3	2	3	2.3
CO4	3	2	3	1	3	3	2	3	3	2	2.5
CO5	3	2	2	3	3	2	3	2	3	3	2.6
<b>Mean Overall Score</b>											<b>2.44 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23USA41GL04	Sanskrit - 4	4	3

Course Objectives
To give an exposure to Sanskrit drama in general
To showcase the structure of pre-kalidasa plays in Sanskrit
To coach students in Sanskrit morphology
To acquaint students with the structures of Sanskrit syntax
To impart communicative skills in Sanskrit by training in the functional aspects of the language

**UNIT I** (12 Hours)  
Samskrita Vyavahara sahasri vakiya Prayogaha

**UNIT II** (12 Hours)  
Lot Lakaarah, Prayaogh Kartari Vaakyaani

**UNIT III** (12 Hours)  
Naatakasya Itihaasah Vivaranam, Thuva and Tum Suffixs

**UNIT IV** (12 Hours)  
Karnabhaaram , Naatakasya Visistyam

**UNIT V** (12 Hours)  
Samskrita Racanani Vubhavoga

<b>Teaching Methodology</b>	Videos, PPT, Blackboard, Demonstration, Exercises
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**Books for Study**

1. *Karnabhavam & Literature Language*
2. *Dhaatu Manjari*
3. Samskrita Vyavahara Sahasri (A Collection of One Thousand Sentances), Samskrita Bharati, Delhi.

**Books for Reference**

1. Vadhyar, R.S. & Sons. (2019). *History of Sanskrit Literature*. Book - sellers and publishers , Kalpathu ,Palghat, Kerala, south India,
2. Kulapathy, Saral, K.M. (2018). *Sanskrit Balabodh , Bharathita vidya bhavan* , Munshimarg.
3. Bharathi. (2019). *Vadatu sanskritam - Samaskara Binduhu*. S. Aksharam 8th cross, 2nd phase Giri nagar Bangalore.

**Websites and eLearning Sources**

1. [https://sanskritdocuments.org/doc\\_z\\_misc\\_major\\_works/daily.pdf](https://sanskritdocuments.org/doc_z_misc_major_works/daily.pdf)
2. <https://www.learn Sanskrit.org/guide/verbs-1/karmani-and-bhave-prayoga/>
3. <https://ia902903.us.archive.org/7/items/in.ernet.dli.2015.102820/2015.102820.The-Sanskrit-Drama-In-Its-Origin-Development-Theory-And-Practice.pdf>
4. [https://archive.org/details/oafI\\_karna-bharam-karnas-burden-of-bhasa-with-dr.-sudhakar-malaviya-gokuldas-sanskrit](https://archive.org/details/oafI_karna-bharam-karnas-burden-of-bhasa-with-dr.-sudhakar-malaviya-gokuldas-sanskrit)
5. <https://sanskritwisdom.com/composition/essays/sanskrit-language/>



Course Outcomes		
CO No.	CO-Statements	Cognitive Levels ( K - Level)
	On successful completion of this course, students will be able to	
CO1	understand human behaviors by studying dramas	K1
CO2	remember and identifying Mahabharata characters and events	K2
CO3	apply the morals learnt in day to day life	K3
CO4	appreciate ancient Sanskrit dramas	K4
CO5	create new conversational sentences and to Improve self-character (Personality Development )	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
4	23USA41GL04	Sanskrit - 4									4	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	2	2	2	2	3	3	3	3	3	2	2.4	
CO2	2	2	3	3	2	3	2	3	3	2	2.5	
CO3	3	3	2	3	2	1	1	3	3	3	2.4	
CO4	2	2	3	2	3	3	3	3	2	3	2.6	
CO5	2	3	3	3	2	1	3	3	3	2	2.5	
<b>Mean Overall Score</b>											<b>2.48 (High)</b>	

Semester	Course Code	Title of the Course	Hours/week	Credits
4	23UEN42GE04	General English - 4	5	3

Course Objectives				
To develop and enhance language proficiency in listening, reading, and writing skills through teacher-led reading practice, and comprehension exercises.				
To encourage creative thinking through creative tasks and essay writing.				
To foster effective communication skills by engaging in tasks that require note-taking, note-making, précis writing, paragraph writing, and the synthesis of information from different sources.				
To strengthen grammatical skills by focusing on the application of different tenses and to emphasise grammatical accuracy in various writing tasks.				
To encourage students to critically engage with media content and evaluate information.				

### **UNIT I: Women Through the Eyes of Media** **(13 Hours)**

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Listening and Reading Skills through Teacher-led Reading Practice
- 1.3 Glossary
  - 1.3.1 Words
  - 1.3.2 Phrases
- 1.4 Reading Comprehension
- 1.5 Critical Analysis
- 1.6 Creative Task
- 1.7 General Writing Skill: Writing Minutes of a Meeting
- 1.8 Grammar: Present Perfect Tense

### **UNIT II: Effects of Tobacco Smoking** **(13 Hours)**

- 1.9 Introduction
- 2.0 Objectives
- 2.1 Listening and Reading Skills through Teacher-led Reading Practice
- 2.2 Glossary
  - 2.3.1 Words
  - 2.3.2 Phrases
- 2.4 Reading Comprehension
- 2.5 Critical Analysis
- 2.6 Creative Task
- 2.7 General Writing Skill: Note-Taking
- 2.8 Grammar: Present Perfect Continuous Tense

### **UNIT III: Short Message Service (SMS)** **(13 Hours)**

- 2.9 Introduction
- 3.0 Objectives
- 3.1 Listening and Reading Skills through Teacher-led Reading Practice
- 3.2 Glossary
  - 3.3.1 Words
  - 3.3.2 Phrases
- 3.4 Reading Comprehension
- 3.5 Critical Analysis
- 3.6 Creative Task
- 3.7 General Writing Skill: Note-Making
- 3.8 Grammar: Past Perfect Tense

**UNIT IV: An Engineer Kills Self as Crow Sat on his Head: A Newspaper Report (12 Hours)**

- 3.9 Introduction
- 4.0 Objectives
- 4.1 Listening and Reading Skills through Teacher-led Reading Practice
- 4.2 Glossary
- 4.3.1 Words
- 4.3.2 Phrases
- 4.4 Reading Comprehension
- 4.5. Critical Analysis
- 4.6. Creative Task
- 4.7 General Writing Skill: Précis Writing
- 4.8 Grammar: Past Perfect Continuous Tense

**UNIT V: Traffic Rules (12 Hours)**

- 4.9 Introduction
- 5.0 Objectives
- 5.1 Listening and Reading Skills through Teacher-led Reading Practice
- 5.2 Glossary
- 5.3.1 Words
- 5.3.2 Phrases
- 5.4 Reading Comprehension
- 5.5 Critical Analysis
- 5.6 Creative Task
- 5.7 General Writing Skill: Paragraph Writing
- 5.8 Grammar: Future Perfect Tense

**UNIT VI: A Handful of Answers: A Zen Tale (12 Hours)**

- 5.9 Introduction
- 6.0 Objectives
- 6.1 Listening and Reading Skills through Teacher-led Reading Practice
- 6.2 Glossary
- 6.3.1 Words
- 6.3.2 Phrases
- 6.4 Reading Comprehension
- 6.5 Critical Analysis
- 6.6 Creative Task
- 6.7 General Writing Skill: Writing Short Essays on Current Issues/General Topics
- 6.8 Grammar: Future Perfect Continuous Tense

<b>Teaching Methodology</b>	Lecture Method, Use of ICT Tools and Interactive method
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**Book for Study**

1. Jayraj., & Arul, S.J. et al. (2016). *Trend-Setter: An Interactive General English Textbook for Under Graduate Students*. Trinity.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	identify and explain key concepts and topics discussed in the course.	K1
CO2	understand the content by summarising, paraphrasing, and interpreting the materials presented.	K2
CO3	apply their knowledge to create various forms of written communication, such as meeting minutes, notes, précis, paragraphs, and essays.	K3
CO4	analyse the application of different tenses in various texts.	K4
CO5	synthesise their knowledge by creating creative tasks, including short essays on current issues and general topics	K5

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
4	23UEN42GE04		General English - 4						5	3	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	2	3	2	3	2	3	2	2.4
CO2	2	2	3	2	3	3	2	3	2	2	2.3
CO3	2	3	2	3	2	2	3	2	3	2	2.4
CO4	2	2	3	2	3	3	2	3	2	3	2.5
CO5	2	2	2	3	2	2	2	3	2	2	2.2
<b>Mean Overall Score</b>										<b>2.36 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UHS43CC08	Core Course - 8: Social and Cultural History of Tamil Nadu	6	5

Course Objectives
Culture and practices of Pre - Historic periods.
The concept of Sangam society and Literature.
Cultural transformation and religious domination.
The enlargement of social structure under the imperial Cholas.
The advent of Western culture into Tamil society.

**UNIT I: Pre - Historic and Sangam Age settlements (18 hours)**

Society and Culture of Pre-Historic People - Megalithic Culture - First Urbanisation - Society of Sangam Age - Five-Fold Regions and Occupations - Cultural Development - Aaseevagam

**UNIT II: Cultural Transformation (18 hours)**

Cultural Impact of Kalabhras - Society under Pallavas - Art and Architecture of Pallavas - Art and Architecture of Pandyas

**UNIT III: Land Grants and Social Formation (18 hours)**

Migration - Settlement - Land Grants - Emergence of Valangai and Idangai - Bakthi Movement - Caste Hierarchy - Cholas Contribution to Literature and Art and Architecture

**UNIT IV: Composite Culture (18 hours)**

Society of Tamil Country under Nayaks - Marathas of Thanjavur - Nawabs - Europeans - Christian Missionaries - Composite Culture

**UNIT V: Reform Movements and National Movements (18 hours)**

Vaikundasamy's Movement - Samarasa Sutha Sanmarka Sangam - Adi Dravidar Movement - Dravidian Movement - Social Awakenings - Tamil Revivalism - Tamil a symbol of Awakening - National Movements in Tamil Country - Samathuvapuram.

<b>Teaching Methodology</b>	Chalk and Talk, Power point, Handouts and Group discussion
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**Books for Study**

1. Devanesan, A. (2004). *History of Tamil Nadu*. Renu Publication.
2. Rajayyan, K. (1982). *History of Tamil Nadu*.
3. Subramanian, T. (1985). *Social and Cultural History of Tamil Nadu*.
4. Iyengar, S.P.T. (1929). *History of the Tamils*.

**Books for Reference**

1. Baker, C. J. *The Politics of South India 1920-1937*.
2. Balasubramanian, C. (1976). *The Status of Women in Tamil Nadu during the Sangam Age*.
3. Chopra, P. N., Ravindran, T. K., & Subramanian, N. (1979). *History of South India*.
4. Arnold, D. (1977). *The Congress in Tamil Nadu (1919-1937)*.
5. Eugene, F. F. (1964). *Politics and Social Conflict in South India*.
6. Hardgrave., Robert, L. (1969). *The Nadars of Tamil Nadu: The Political Culture of a Community in Change*.
7. Mahalingam, T. V. (1951). *Administration and Social Life under Vijayanagar*. University of Madras.
8. Meenakshi, C. (1938). *Administration and Social Life under the Pallavas*.
9. Sastri, N. K.A. (1929). *The Cholas, The Pandyan Kingdom and History of South India*.
10. Pillai, K. K. (1975). *Social History of Tamils*. University of Madras.
11. Srinivasan, K. R. (1995). *Temples of South India*. NBT
12. Subramanian, N. (2002). *History of Tamil Nadu Upto 1336 AD*.

13. Suntharalingam. (1980). *Politics and Nationalist Awakening in South India*.  
 14. Venkataramanayya, N. (1942). *The Early Muslim Expansion in South India*.

### Websites and eLearning Sources

1. <https://www.britannica.com/place/Tamil-Nadu/Cultural-life>
2. [https://www.researchgate.net/publication/347391773\\_History\\_of\\_Tamil\\_Nadu\\_People\\_and\\_Culture-A\\_Review](https://www.researchgate.net/publication/347391773_History_of_Tamil_Nadu_People_and_Culture-A_Review)
3. <https://www.exoticindiaart.com/book/details/medieval-tamil-society-and-agrarian-slavery-NAM964/>
4. [https://www.jstor.org/stable/44158796?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/44158796?seq=1#metadata_info_tab_contents)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	learn the society and the culture of Tamils.	K1
CO2	understand the uniqueness of Tamil culture.	K2
CO3	analyse the impacts of land grants through the ages.	K3
CO4	compare the structure of Tamil Society with present social pattern.	K4
CO5	evaluate the contribution of reform movements in the social transformation of Tamils.	K5

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
4	23UHS43CC08	Core Course - 8: Social and Cultural History of Tamil Nadu								6	5
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	2	1	3	3	2	2	3	2.2
CO2	2	3	2	1	2	3	3	2	2	3	2.3
CO3	1	2	3	2	3	2	3	2	3	2	2.3
CO4	1	2	2	3	1	2	3	2	2	3	2.1
CO5	1	2	2	2	3	1	3	2	2	3	2.1
<b>Mean Overall Score</b>										<b>2.2 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UHS43CC09	Core Course - 9: History of Modern World	5	4

Course Objectives
An understanding of the stages of modern world and colonizing mission.
Awareness on French Revolution and other revolutions.
Knowledge of the unification of Italy and Germany.
The Eastern Question and disruption of peace in Europe.
The causes, course and consequences of the World Wars and Cold War.

**UNIT I: Dawn of Modern World (15 Hours)**  
Fall of Constantinople - Geographical Discoveries - European Renaissance - Reformation Movement - Counter Reformation

**UNIT II: Colonising Mission (15 Hours)**  
Colonisation of Asia - Colonisation of Americas - Colonisation of Africa

**UNIT III: Era of Transition (15 Hours)**  
American Revolution of 1765 - French Revolution of 1789 - Spanish American Revolution of 1808 - Chinese Revolution of 1911 - Australian Revolution of 1913 - Russian Revolution of 1917 - Egyptian Revolution of 1919

**UNIT IV: Age of Crisis (15 Hours)**  
First World War - Great Depression of 1929 - Second World War

**UNIT V: Unipolar World (15 Hours)**  
Cold War - Non Alignment Movement - Disarmament - Globalisation - New Economic Order

<b>Teaching Methodology</b>	Chalk and Talk, Power point, Handouts and Group discussion
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#### Books for Study

1. Rao B.V. (1984). *World History*. Sterling Publishers.
2. Wiesner, M.E. (2015). *A Concise History of the World*. Cambridge University Press.

#### Books for Reference

1. Brown, A. (2016). *World History*.
2. Dev, A. (2009). *History of the World*. Orient Black Swan.
3. Masashi, H. (2019). *Towards Creation of a New World History*. Japan Publishing House.
4. Reddy, K. (2017). *World History*. McGraw Hill Education.
5. Lowe, N. (2013). *Mastering Modern World History*. Palgrave Macmillan.
6. Roberts, J.M. (2014). *Penguin History of the World*. Penguin UK.
7. Leston, S. (2017). *The Bible in World History*. Barbour Books.
8. Mukerjee, U. (2020). *Modern World History*. GK Publications Pvt. Ltd.
9. Wells, H.G. (2015). *A Short History of the World*. Fingerprint Publishing.

#### Websites and eLearning Sources

1. <https://mlpp.pressbooks.pub/modernworldhistory/>
2. <https://jconlineresources.org/resources/modern-world-history/>
3. <https://pressbooks.ulib.csuohio.edu/modern-world-history/>

Course Objectives		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	obtain basic knowledge on modern world.	K1
CO2	grasp the aspects of transition from medieval to modern.	K2
CO3	have a critical look at the process of colonising mission.	K3
CO4	examine the impact of wars, revolutions and loss.	K4
CO5	realise the need for peace and mobilize movements for better world.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
4	23UHS43CC09	Core Course - 9: History of Modern World									5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	2	2	2	2	1	2	3	2	2	3	2.2	
CO2	2	3	2	1	2	3	3	2	2	3	2.3	
CO3	1	2	3	2	3	2	3	2	3	2	2.3	
CO4	1	2	2	3	1	2	3	2	2	3	2.1	
CO5	1	2	2	2	3	1	3	2	2	3	2.1	
<b>Mean Overall Score</b>											<b>2.2 (High)</b>	



Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UHS43CC10	<b>Core Course - 10:</b> Historical Monuments in Tiruchirappalli	2	1

Course Objectives
Historical information about Tiruchirappalli.
Knowledge on Hindu monuments located in Tiruchirappalli.
Awareness on Muslim monuments located in Tiruchirappalli.
Discussion on Christian monuments located in Tiruchirappalli.
Debate on secular monuments located in Tiruchirappalli.

**UNIT I: Historical Background (6 Hours)**

Etymology - Geography - History - Demography- Administration.

**UNIT II: Hindu Monuments (6 Hours)**

Rockfort Temple - Thiruvarangam Temple - Thiruvanaikkaval Temple - Samayapuram Temple - Woraiyur Temple - Vayalore Temple - Thiruverumbur Temple - Uyyankondon Tirumalai Temple - Kuzhumayi Amman Temple.

**UNIT III: Muslim Monuments (6 Hours)**

Nathervali Darga - Kajamalai Dargah - Bannadibi Dargah - Kalathur Dargah - Town Hall Mosque - Kadhar Mosque.

**UNIT IV: Christian Monuments (6 Hours)**

Pazhaya Kovil - Saint Lourdes Church - Saint John's Church - Holy Redeemer's Church - Roman Catholic Cathedral - Saint Xavier's Church.

**UNIT V: Secular Monuments (6 Hours)**

Kallanai (Grant Anicut) - Rockfort - Mukkombu (Upper Anicut) - Main Guard Gate - Rani Mangammal Mahal- Gandhi Market - Railway Junction Building - Central & Sub Jail - Divisional Railway Manager's Building - Trichy District Court - Saint Joseph's College.

<b>Teaching Methodology</b>	Chalk and Talk, Power point, Handouts and Group discussion
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**Books for Study**

1. Sundararaj, T. (2003). *History of Tiruchirappalli*. Sundar Publications.
2. Baliga, B.S. (1998). *Madras District Gazetteers: Tiruchirappalli*. Government Press.

**Books for Reference**

1. Jeyaraj, V. (2005). *Directory of Monuments in Tamil Nadu*. Government Museum.
2. Gupta, O. (2006). *Encyclopedia of India, Pakistan and Bangladesh*. Isha Books.
3. Gosain, A., & Ashih, G. (2004). *Travel House Guide to Incredible India*. Har Anand Publications.
4. Prakash, O. (2005). *Cultural History of India*. New Age International Publishers.
5. *Indian Archaeology: A Review*. (1958). Department of Archaeology. Government of India.

**Websites and eLearning Sources**

1. [https://www.asichennai.gov.in/trichy\\_sub\\_circle.html](https://www.asichennai.gov.in/trichy_sub_circle.html)
2. <https://www.sangamhotels.com/architectural-heritage-in-trichy/>
3. <https://www.inspirock.com/india/historical-places-in-tiruchirappalli>

Course Objectives		
CO No.	CO-Statements	Cognitive Levels (K - Level)
<b>CO1</b>	remember geographical conditions and demography of Tiruchirappalli.	<b>K1</b>
<b>CO2</b>	describe the Muslim architectural Styles and structures in Tiruchirappalli.	<b>K2</b>
<b>CO3</b>	understand the uniqueness of Hindu Architectural Styles in Tiruchirappalli.	<b>K3</b>
<b>CO4</b>	investigate the significance of Christian monuments in Tiruchirappalli.	<b>K4</b>
<b>CO5</b>	analyze the civic structures and building styles of secular monuments in Tiruchirappalli.	<b>K5</b>

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours/Week	Credits
<b>4</b>	<b>23UHS43CC10</b>	<b>Core Course - 10:</b> Historical Monuments in Tiruchirappalli									<b>2</b>	<b>1</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
<b>CO1</b>	2	2	3	2	1	3	3	2	2	3	<b>2.3</b>	
<b>CO2</b>	2	3	2	1	2	3	2	2	3	2	<b>2.2</b>	
<b>CO3</b>	1	2	3	2	3	2	3	2	3	2	<b>2.3</b>	
<b>CO4</b>	1	2	2	3	1	2	3	2	2	3	<b>2.1</b>	
<b>CO5</b>	1	2	2	2	3	1	3	2	2	3	<b>2.1</b>	
<b>Mean Overall Score</b>											<b>2.2 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UHS43AO02A	Allied Optional - 2: Tourism Automation	6	4

Course Objectives
Knowledge on meaning and definition of automation.
Instruction about automation system.
Awareness on automation instruments to make use of them.
Automation in tourism industry for its development.
Application knowledge of automation in tourism field.

**UNIT I: Meaning and Definition (18 Hours)**

Introduction to Tourism and Automation - Meaning - Definition - Concepts and Different Forms - Need.

**UNIT II: Automation System (18 Hours)**

Use of Internet - Basics of a Browser - World Wide Web - Search Engines - Searching Maps - International Standard Time - Email - Computer Reservation System: Roadways, Railways, Waterways and Airways.

**UNIT III: Automation Instruments (18 Hours)**

Fax - Multimedia - Computer - Mobile Phone - Digital Board - Open Screen - Communicating Instruments - Artificial Intelligence Tools - Influence of Current Social Media.

**UNIT IV: Automation in Tourism Industry (18 Hours)**

Photography: Focus - Shots - Developing and Chemical Agents - Videography: Recording - Angles - Audio Video Dubbing - Editing and Special Effects.

**UNIT V: Automation of Tourism in Application (18 Hours)**

MS Office in Tourism: MS Word and MS Excel - Image of Historical Monuments & Tourist Spots - Web Site Creation - Web Access.

<b>Teaching Methodology</b>	Chalk and Talk, Power point, Handouts and Group discussion
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**Book for Study**

1. Singh, R. (1994). *Tourism Today*. Three Volumes.

**Books for Reference**

1. Bhatia, A.K. (1984). *Tourism in India*.
2. Bhatia, A.X. (1995). *Tourism Development*.
3. George. (1997). *Videography*.
4. Philip, K. (1990). *Marketing Management*. Universal Publication.
5. Maclean., Hunter. (1984). *Marketing Management in Your Business & Marketing Management Tourism*.
6. Rustoin., Devar, S. (1986). *Modern Marketing Management*.

**Websites and eLearning Sources:**

1. <https://tourism.gov.in/>
2. <http://www.tamilnadutourism.org/>
3. <https://www.revfine.com>
4. <https://tourismnotes.com>
5. <https://www.marketing.com>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	learn automation system and electronic devices.	K1
CO2	understand the functions and uses of automation tools.	K2
CO3	apply the techniques of automation process in the tourism industry.	K3
CO4	evaluate the need of automation in the field of tourism.	K4
CO5	become employees or entrepreneurs in the future.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
4	23UHS43AO02A	Allied Optional - 2: Tourism Automation									6	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	2	2	2	1	3	3	2	2	3	2.2	
CO2	2	3	2	1	2	3	3	2	2	3	2.3	
CO3	1	2	3	2	3	2	3	2	3	2	2.3	
CO4	1	2	2	3	1	2	3	2	2	3	2.1	
CO5	1	2	2	2	3	1	3	2	2	3	2.1	
<b>Mean Overall Score</b>											<b>2.2 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UHS43A002B	Allied Optional - 2: Tour Packaging	6	4

Course Objectives	
Knowledge on meaning, scope and types of tourism.	
Information on preparation of itinerary for a package.	
Discussion about the preparation of a tour package.	
Documentary knowledge on operational process in a field visit.	
Debate on different model tour packages.	

**UNIT I Tourism (18 Hours)**

Meaning - Concept - Scope- Significance - Elements - Types of Tourism

**UNIT II Itinerary (18 Hours)**

Meaning - Pleasure of Travel - Significance - Elements - Types of Itinerary - Components of Itinerary

**UNIT III Tour Packaging (18 Hours)**

Definition - Steps - Yard sticks - Naming - Pricing - Marketing - Mode of Promotion

**UNIT IV Operational Process (18 Hours)**

Travel Needs - Accommodation - Inventory - Management - Payment - Plastic Money (Card Payment) - Feedback

**UNIT V Model Package (18 Hours)**

Independent Package - Inclusive Package - Escorted Business Package - Field Trip

Teaching Methodology	Chalk and Talk, Power point, Handouts and Group discussion
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**Books for Study**

1. Jha, S.M. (1995). *Tourism Marketing*.
2. Kamra, K.K. (2001). *Managing Tourist Destination*.

**Books for Reference**

1. Bhatia, A.K. (1984). *Tourism in India*.
2. Philip, K. (1990). *Marketing Management*. Universal Publication.
3. Law, E. (1995). *Tourist Destination Management Issues Analysis and Policies*.
4. Seth, P.N. (1997). *Successful tourism Management*.
5. Singh, R. (2001). *Tourism Marketing: Principles, Policies and Strategies*.
6. Nykiel, R.A. (1986). *Marketing in Hospitality Industry*. Van Nestrland Reinhold.
7. Rustoin., DavarS. *Modern Marketing Management*, Bombay 1986.
8. Grampter, W.S. (1976). *Tourism Marketing Tourism*. International Press.

**Websites and eLearning Sources:**

1. <https://tourism.gov.in/>
2. <http://www.tamilnadutourism.org/>
3. <https://www.yatra.com/india-tour-packages>
4. <https://www.makemytrip.com/holidays-india/>
- 5.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	learn the strategy connected with tour package preparation.	K1
CO2	understand the formalities related to tour and travel.	K2
CO3	apply their learned skills in preparing tour packages.	K3
CO4	assess the process involved in the preparation of tour packages.	K4
CO5	become products and entrepreneurs in the tourism industry.	K5

<b>Relationship Matrix</b>												
<b>Semester</b>	<b>Course Code</b>	<b>Title of the Course</b>									<b>Hours</b>	<b>Credits</b>
<b>4</b>	<b>23UHS43AO02B</b>	<b>Allied Optional - 2: Tour Packaging</b>									<b>6</b>	<b>4</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Scores of COs</b>	
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>		
<b>CO1</b>	3	2	2	2	1	3	3	2	2	3	<b>2.2</b>	
<b>CO2</b>	2	3	2	1	2	3	3	2	2	3	<b>2.3</b>	
<b>CO3</b>	1	2	3	2	3	2	3	2	3	2	<b>2.3</b>	
<b>CO4</b>	1	2	2	3	1	2	3	2	2	3	<b>2.1</b>	
<b>CO5</b>	1	2	2	2	3	1	3	2	2	3	<b>2.1</b>	
<b>Mean Overall Score</b>											<b>2.2 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UHE44VE04A	Value Education - 4: Social Ethics - 2	2	1

Course Objectives
To understand the significance of natural resources and strive to coexist harmoniously with nature.
To implement strategies for disaster management within the community.
To evaluate the significance and distinctions between science and religion.
To recognize the importance of maintaining a healthy lifestyle.
To utilize counseling techniques to address and resolve individuals' issues.

### **UNIT I: Harmony with Nature (6 Hours)**

What is environment, Why should we think of harmony, Longing for human well-being, Principles to conserve environmental resources, Causes of disharmony, The fruits of harmony with nature, Forest resources, Water resources, Mineral resources, Food resources, Fruits of disharmony, Economic values and growth, Environmental Ethics, Guidelines to live in harmony with nature, Towards life-centered system for better quality of life. Harmony with animal kingdom.

### **UNIT II: Issues Dealing with Science and Religion (6 Hours)**

What is Science, Science and Religion, Social Relevance of Science and Technology, Science and technology for social justice, Difference caused by Science and Technology, Need for indigenous technology, Science, Technology and Innovation Policy of India.

### **UNIT III: Public Health (6 Hours)**

Health related issues, Health Care in India vs Developed Countries, Health and Heredity, Public Health - The Indian Scenario, Objectives of public health in India, Public Health System in India, Failure on the public health front, Role of the central government, Hospitals Services in India, Health and Abortion, Health and Drug Addiction, Drug abuse.

### **UNIT IV: Disaster Management (6 Hours)**

Disaster Management, Types of disaster, Plans of disaster management, Technology to manage natural disasters and catastrophes, Disaster Management, Rehabilitation and Reconstruction, Human-induced disaster, First Aid, The importance of First-aid, Disaster Declaration and Response.

### **UNIT V: Counselling for Adolescents (6 Hours)**

High Risk Behaviours, Developmental Changes in Adolescents, Key Issues of the Adolescents, Need for Counselling, Nature of Counselling, Counselling Goals, Does helping help? The Good and the Bad news. Importance of Career Guidance Counselling.

#### **Books for Study**

1. Department of Human Excellence. (2021). *Formation of Youth*, St Joseph's College (Autonomous), Tiruchirappalli.

#### **Books for Reference**

1. Albert, D., & Steinberg, L. *Judgment and decision making in adolescence: Journal of Research on Adolescence*, page no: 211-224 (2011).
2. Larry, R. C. (2000). *Disaster Management and Preparedness*, Lewis Publications.
3. Hurlock, E.B. (2001). *Developmental Psychology: A: Life-Span Approach*. (5th Ed.). Tata McGraw-Hill.
4. Sangha., & Kamaljit. (2015). *Ways to Live in Harmony with Nature: Living Sustainably and*

### Websites and eLearning Sources

1. [https://en.wikipedia.org/wiki/Disaster\\_management\\_in\\_India](https://en.wikipedia.org/wiki/Disaster_management_in_India)
2. <https://ndma.gov.in/>
3. <https://talkitover.in/services/child-adolescent-counselling/>
4. <https://www.nipccd.nic.in/schemes/adolescent-guidance-centre-19#gsc.tab=0>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	know the value of natural recourses and to live in a harmony with nature.	K1
CO2	apply the plans of disaster management in the society.	K2
CO3	analyse the importance and differences of science and religion.	K3

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
4	23UHE44VE04A	Value Education - 4: Social Ethics - 2									2	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	3	3	3	2	3	3	2	3	3	2.8	
CO2	3	2	2	3	3	2	3	3	2	2	2.5	
CO3	2	3	3	3	2	3	3	3	3	3	2.8	
<b>Mean Overall Score</b>											<b>2.7 (High)</b>	



Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UHE44VE04B	Value Education - 4: Religious Doctrine - 2	2	1

Course Objectives
To explore the rich historical background of the Catholic Church
To explore and comprehend the Sacraments practiced by the Catholic Church
To incorporate Christian Prayer into daily routines
To reflect on personal growth through the lens of Sacraments and Christian Prayer
To promote unity by embracing universal values from various religions

<b>UNIT I</b>	The Catholic Church	<b>(6 Hours)</b>
<b>UNIT II</b>	Sacraments of Initiation	<b>(6 Hours)</b>
<b>UNIT III</b>	Sacraments of Healing & at the Service of Community	<b>(6 Hours)</b>
<b>UNIT IV</b>	The Christian Prayer	<b>(6 Hours)</b>
<b>UNIT V</b>	Harmony of Religions	<b>(6 Hours)</b>

<b>Teaching Methodology</b>	Chalk and Talk, Power point, assignment and Group discussion
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#### Book for Study

1. Department of Human Excellence (2022). Fullness of Life, St Joseph's College (Autonomous), Tiruchirappalli.

#### Books for Reference

1. (1994). *Compendium: Catechism of the Catholic Church*. Bengaluru: Theological Publications in India.
2. Holy Bible (NRSV).

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	understand the history of the Catholic Church	K1
CO2	examine and grasp the Sacraments of the Catholic Church	K2
CO3	apply the Christian Prayer to their everyday life	K3

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
4	23UHE44VE04B	Value Education - 4: Religious Doctrine - 2								2	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	3	2	3	2	2	3	3	2.7
CO2	3	2	2	2	3	3	3	3	2	2	2.5
CO3	2	2	3	3	2	2	3	3	3	3	2.6
<b>Mean Overall Score</b>											<b>2.6 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	23UHS53CC11	Historiography	7	5

### Course Objectives

Knowledge on meaning, scope, kinds, philosophy of history and relation with other sciences.
Conceptual framework of historiography among the students.
Different methods of writing history and impart knowledge on project work.
An informative survey of non-Indian historiographers.
A discussion on Indian historiographers and their contributions.

#### UNIT I: Introducing History (21 Hours)

Meaning and Nature of History - Scope and Purpose of History - Definitions of History - Kinds of History - Uses and Abuses of History - Philosophy of History - Relation between History and other Social Sciences - Auxiliary Sciences

#### UNIT II: Conceptual Framework of Historiography (21 Hours)

Ancient Period - Medieval Period - Transitional Period - Modern Period

#### UNIT III: Method of Writing History (21 Hours)

Selection of Topic - Collection of Data - Classification of Data - Authenticity of Facts - Internal and External Criticism - Interpretation - Writing History - Documentation

#### UNIT IV: A Survey of Historiographers: Non-Indian (21 Hours)

Herodotus - Thucydides - Titus Livy - Ranke - Hegel - Karl Marx - Arnold J Toynbee - R.G. Collingwood - Ibn Kaldhun

#### UNIT V: A Survey of Historiographers: Indian (21 Hours)

Bana - Khallhena - Barani - J.N. Sarkar - R.C. Majumdar - Irfan Habib - Fr. Heras - K. A. Nilakanta Sastri - K. K. Pillai - K. Rajayyan - S. Manickam - T. Sundararaj

Teaching Methodology	Chalk and Talk, Power point, Handouts and Group discussion
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#### Books for Study

1. Rajayyan, K. (1999). *History Its Theory and Method*. Ratna Publications.
2. Sreedharan, E. (2004). *A text Book of Historiography (500 BC - AD 2000)*. Orient Black swan.

#### Books for Reference

1. Carr. E.H. (1962). *What is History ?*. Macmillan & Co. Ltd.
2. Ali, S. B. (1984). *History: Its Theory and Method*. (2nd Ed.). MacMillan India Ltd.
3. Subramanian, N. (1993). *Historiography and Historical Methods*. (5th Ed.). Ennes Publications.

#### Websites and eLearning Sources:

1. <https://www.britannica.com/topic/historiography>
2. <https://www.jstor.org/stable/1840848?seq=1>
3. <https://www.jstor.org/stable/42929817?seq=1>
4. <https://thewire.in/history/debate-history-historians-and-the-many-ideas-of-india>
5. <https://www.cusb.ac.in/images/cusb-files/2020/el/his/Historians-Of-Medieval-India.pdf>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	learn the various aspects of historiography.	K1
CO2	study the methods and approaches in history with the philosophy of history.	K2
CO3	apply the historical methods in the historical writings.	K3
CO4	appraise the contribution of the select historians for the development of historical writings.	K4
CO5	evaluate the objectivity of given histories.	K5

<b>Relationship Matrix</b>											
<b>Semester</b>	<b>Course Code</b>	<b>Title of the Course</b>								<b>Hours</b>	<b>Credits</b>
<b>5</b>	<b>23UHS53CC11</b>	<b>Historiography</b>								<b>7</b>	<b>5</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Scores of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	2	2	2	1	3	3	2	2	3	2.2
<b>CO2</b>	2	3	2	1	2	3	3	2	2	3	2.3
<b>CO3</b>	1	2	3	2	3	2	3	2	3	2	2.3
<b>CO4</b>	1	2	2	3	1	2	3	2	2	3	2.1
<b>CO5</b>	1	2	2	2	3	1	3	2	2	3	2.1
<b>Mean Overall Score</b>										<b>2.2 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	23UHS53CC12	<b>Core Course - 12:</b> Indian Polity and Constitution	7	5

Course Objectives				
Understanding of the salient features of the Indian Constitution.				
Knowledge on fundamental rights and duties.				
Knowledge on the structure and functions of the union, state and local governments.				
Knowledge on the structure and functions of election commission of India.				
Understanding of the powers and functions of political parties and interstate relations.				

**UNIT I: Features of Indian Constitution (21 Hours)**

Introduction to Indian Constitution - Nature of the Constitution - Features - the Preamble - Fundamental Rights and Duties - the Directive Principles of the State Policy

**UNIT II: Union and State Governments (21 Hours)**

The Union Government: The Parliament - The President - Vice-President - The Prime Minister - Cabinet Ministers - Supreme Court - CAG - The State Governments: State Legislature - The Governor - Chief Minister - Council of Ministers - (High) Court - Local Administration: Panchayat and Municipalities - Subordinate Courts - District Courts

**UNIT III: Union & Inter State Relations (21 Hours)**

Quazi Federal Set up - the Centre-State Relations - Inter State Relations - Sharing of Resources - Emergency Provisions - Recommendations of the Constitutional Review Commissions

**UNIT IV: National & State/Regional Political Parties (21 Hours)**

Need for Political Parties - National and Regional Parties- Registration and Recognition - Role of Political Parties in Nation Building - Interest / Pressure Groups

**UNIT V: Election Process in India (21 Hours)**

Election Commission of India - General Elections - Electoral Process - Date of Election -Voters Education - Vote Turn out (Polling Day)

<b>Teaching Methodology</b>	Chalk and Talk, Power point, Handouts and Group discussion
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**Books for Study**

1. Johari, J. C. (1996). *Indian Political Systems*. Annual Pub.
2. Kanth, L. (2004). *Indian Polity*. Tate Mcgraw Hill.
3. Mehta., Narindar. (1978). *Indian Political System: A study in Government and Politics in India*.

**Books for Reference**

1. Avasti, A.P. (2002). *Indian Political System*.
2. Grover. (1997). *Political Systems and Contribution of India*. (5th ed.). Deep & Deep Publications.
3. Basu., Das, D. (2001). *An Introduction to Indian Constitution*. Wadha & Co.
4. Khanna, V.N. (1981). *Constitution and Government of India*. Book Well.
5. Nainta, R.P. (2000). *The Government under the Constitution*. Deep & Deep Publications.

**Websites and eLearning Sources:**

1. <https://byjus.com/free-ias-prep/polity-notes-upsc/>
2. <https://legislative.gov.in/constitution-of-india>
3. <https://www.india.gov.in/my-government/constitution-india>
4. [https://www.constitutionofindia.net/constitution\\_of\\_india](https://www.constitutionofindia.net/constitution_of_india)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
CO1	know the concept of Indian polity and the constitution.	K1
CO2	understand the features of the constitution of India.	K2
CO3	comprehend the electoral process in India.	K3
CO4	analyse the structure of governance in India.	K4
CO5	become responsible citizens in the country.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
5	23UHS53CC12	Core Course - 12: Indian Polity and Constitution									7	5
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	2	2	2	1	3	3	2	2	3	2.2	
CO2	2	3	2	1	2	3	3	2	2	3	2.3	
CO3	1	2	3	2	3	2	3	2	3	2	2.3	
CO4	1	2	2	3	1	2	3	2	2	3	2.1	
CO5	1	2	2	2	3	1	3	2	2	3	2.1	
<b>Mean Overall Score</b>											<b>2.2 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	23UHS53ES01A	Discipline Specific Elective - 1: Architectural Styles in India	5	3

Course Objectives
Understanding about indigenous architecture.
Knowledge on indo-aryan architecture and monuments.
Information about the indo-islamic architecture and its development.
Discussion on indo-saracenic architecture and selective monuments.
A light on local architecture and its features.

**UNIT I: Indigenous Architecture (15 Hours)**

Dravidian Style - Evolution of South Indian Architecture : Pandyan Period - Chola Period - Chera Period - Ashokan School of Architecture - Jain Architecture - Buddhist Rock Cut Architecture - Aseevagam Style - Chalukyas Style - Hoysala Style - Vijayanagar Style.

**UNIT II: Indo - Aryan Architecture (15 Hours)**

Indo Aryan Temple: Rock Cut Architecture of Pallavas - Temples in Orissa - Temples in Madhya Pradesh - Evolution of Hindu Temple - Five main types of Guptas Temples.

**UNIT III: Indo - Islamic Architecture (15 Hours)**

Evolution of Islamic Architecture - Delhi Sultanate - Mughal Style - Punjab Style - Bengal Style - Jaunpur Style- Gujarat Style - Deccan Style.

**UNIT IV: Indo-Saracenic Architecture (15 Hours)**

Early Colonial Period - Gothic Style - Neo Classical Style - Indo Saracenic -Architecture of New Delhi - Rashtrapathi Bhavan and Parliament House.

**UNIT V: Local Architecture (15 Hours)**

Traditional houses in Kerala - West Bengal - Tamil Nadu (Karaikudi) - Tribal houses.

<b>Teaching Methodology</b>	Chalk and Talk, Power point, Handouts and Group discussion
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**Books for Study**

1. Brown, P. *Indian Architecture*. Taraporevala and Sons.
2. Grover., S. (1990). *The Architecture of India*. Vikas Publishing House.

**Books for Reference**

1. Tadgell, C. (1990). *The History of Architecture in India*. Longman Group. U. K. Ltd.
2. Michell, G. (1978). *Architecture of the Islamic World*. Thames and Hudson.
3. Mitchell, G. (1990). *Monuments of India: Buddhist, Jain, Hindu*. Penguin books.
4. Vaidyanathan, G. (2003). *Gateway to Indian Architecture*. Edifice Publication.
5. Nath R. (1985). *History of Mughal Architecture*. Abhinav Publications.
6. Hillenbrand, R. (1994). *Islamic Architecture*. Edinburgh University Press.
7. Volwahren A. (1969). *Living Architecture - India*. Oxford and IBM.

**Websites and eLearning Sources**

1. <https://www.floma.in/interesting-reads/history/9-indian-architectural-styles-that-developed-the-course-of-history>
2. <https://gosmartbricks.com/10-most-popular-styles-in-indian-architecture/>
3. <https://www.culturalindia.net/indian-architecture/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
CO1	know the features of regional architectural styles of India.	K1
CO2	understand the various styles of architectures in India	K2
CO3	classify the various imperial architectural styles of India.	K3
CO4	analyse the significance of architectural styles followed in India.	K4
CO5	compare the imperial architectural styles with regional architectural style.	K5

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
5	23UHS53ES01A	Discipline Specific Elective - 1: Architectural Styles in India								5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	3	1	2	3	2	1	2	2	2.1
CO2	3	2	2	2	2	2	3	2	1	2	2.1
CO3	2	2	2	1	3	2	3	2	1	3	2.1
CO4	2	2	3	1	2	3	2	1	2	2	2.1
CO5	2	1	3	2	3	2	1	2	2	3	2.1
<b>Mean Overall Score</b>										<b>2.1 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	23UHS53ES01B	Discipline Specific Elective - 1: History of Tourism	5	3

Course Objectives
Knowledge on definition, classification and attributions of tourism.
List of tales of travel helping know about tourism.
Understanding the evolution of tourism from early to modern period.
Discussion on grand tour and its pioneers.
Prominent products and travel to develop the tourism industry.

**UNIT I: Introducing Tourism (18 Hours)**

Nature - Purpose - Meaning - Definition - Importance - Classification - Attributions

**UNIT II: Tales of Travel (18 Hours)**

Tamil Literature- Greek Literature- Latin Literature-Aramaic Literature- Hebrew Literature- Chinese Literature- Biblical Evidences

**UNIT III: Evolution of Tourism (18 Hours)**

Civilization Period to Modern Period: Migration- Trade- War- Pilgrimage- Adventure Travel- Geographical Discoveries- Modern Migration- Modern Travel

**UNIT IV: Grand Tour (18 Hours)**

Meaning- Definition-Elements-Features-Pioneers-Early Packages-Institutionalization-Contemporary Scenario

**UNIT V: Prominent Products and Travel (18 Hours)**

Pilgrimage- Nature- Adventure- Culture- Education- Honeymoon- Medical- Business- Travel Agency- Travel Formalities- Travel Documents

<b>Teaching Methodology</b>	Chalk and Talk, Power point, Handouts and Group discussion
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**Books for Study**

1. Bhatia, A. K. (1983). *Tourism Development: Principles and Practice*.
2. Devanesan, A. (2005). *Principles of Tourism*. Renu Publications.

**Books for Reference**

1. Zuelow, E. (2015). *A History of Modern Tourism*. Macmillan Education.
2. Bezbaruah, M. P. (1999). *Indian Tourism: Beyond the millennium*. Gyan Publishing House.
3. Lickorish, L.J. Jenkins, C.L. (1997). *Introduction to Tourism*. Routledge.
4. Smith, P. (1998). *The History of Tourism: Thomas Cook and the Origins of Leisure Travel (The History of Tourism Series)*. Routledge.

**Websites and eLearning Sources**

1. <https://opentextbc.ca/introtourism/>
2. <https://en.wikipedia.org/wiki/Tourism>
3. <https://www.britannica.com/topic/tourism>
4. <https://tourismteacher.com/history-of-tourism>
5. <https://www.amdigital.co.uk/primary-sources/leisure-travel-and-mass-culture>



Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
CO1	remember the series of Tourism.	K1
CO2	understand the nature, concept and scope of Tourism.	K2
CO3	apply the role of Grand Tour.	K3
CO4	analyze the emergence of Tourism.	K4
CO5	evaluating the different types of Tourism Products.	K5

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
5	23UHS53ES01B	Discipline Specific Elective - 1: History of Tourism								5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	2	1	3	3	2	2	3	2.2
CO2	2	3	2	1	2	3	3	2	2	3	2.3
CO3	1	2	3	2	3	2	3	2	3	2	2.3
CO4	1	2	2	3	1	2	3	2	2	3	2.1
CO5	1	2	2	2	3	1	3	2	2	3	2.1
<b>Mean Overall Score</b>										<b>2.2(High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	23UHS53ES02A	Discipline Specific Elective - 2: Western Political Thought	5	3

Course Objectives
Knowledge about Greek philosophy of Plato and Aristotle.
Knowledge about social contract theory.
The political ideas of Machiavelli and John Locke.
Utilitarian philosophy of Jeremy Bentham.
Ideas of Karl Marx and Antonio Gramsci.

**UNIT I: Early Ancient Period (15 Hours)**

Pythagoreanism- Platonism - Aristotelianism

**UNIT II: Later Ancient Period (15 Hours)**

Epicureanism - Stoicism -- Cosmopolitanism

**UNIT III: Medieval Period (15 Hours)**

Scholasticism - Nationalism - Universalism - Thomism

**UNIT IV: Early Modern Period (15 Hours)**

Social Contractualism (Contractarianism) - Utilitarianism- Idealism- Republicanism

**UNIT V: Later Modern Period (15 Hours)**

Marxism - Socialism - Anarchism - Secularism - Modernism - Subalternism

<b>Teaching Methodology</b>	Chalk and Talk, Power point, Handouts and Group discussion
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**Books for Study**

1. Sharma, S.K. (2020). *Western Political Thought (Vol.1&2)*. Atlantic Publishers.
2. Gupta, R.C. (2012). *Western Political Thought*. Lakshmi Narain Agarwal.

**Books for Reference**

1. Shefali Jha. (2018). *Western Political Thought: From the Ancient Greeks to Modern Times*. Pearson Publication.
2. Gauba. (2017). *Western Political Thought*. Mayur Publication.
3. Mukherjee. (2011). *A History of Political Thought*. Prentice Hall India Learning.
4. Gullybaba. (2018). *Western Political Thought*. Gully baba Publishing House.
5. Mukhopadhyay, A.K. (2020). *Western Political Thought*. Sage Publication.
6. Mishra, D.D. *Western Political Thought*. Vayu Education of India.
7. Nelson. (2004). *Western Political Thought*. Pearson Publication.
8. Ray, B. N. (2012). *Western Political Thought*. Kaveri Books.

**Websites and eLearning Sources**

1. <https://www.britannica.com/topic/political-philosophy/Western-political-philosophy-to-the-end-of-the-19th-century>
2. <http://14.139.185.6/website/SDE/ex4269.pdf>
3. <https://edocs.eplo.int/phocadownloadpap/userupload/aportinoueplo.int/28e489843d193ca736aa1019d09614.pdf>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
CO1	gain knowledge on western philosophy and philosophers.	K1
CO2	understand the western political thought through the ages.	K2
CO3	initiate the process of creating a republic.	K3
CO4	reflect the select features towards a perfect political system.	K4
CO5	appraise the evolutionary process of different schools of political thought.	K5

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
5	23UHS53ES02A	Discipline Specific Elective - 2: Western Political Thought								5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	2	3	3	2	3	2	3	2	2.4
CO2	2	1	1	2	2	2	3	1	3	2	1.9
CO3	2	1	1	2	2	2	3	1	2	2	1.8
CO4	2	1	1	1	2	2	3	1	3	2	1.8
CO5	2	3	3	1	3	2	3	1	2	2	2.2
<b>Mean Overall Score</b>										<b>2.02(High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	23UHS53ES02B	Discipline Specific Elective - 2: Modern Governments	5	3

Course Objectives
Meaning and types of constitution.
Different types of government viz., unitary, federal and quasi-federal.
Knowledge on powers and functions of legislatures of different countries.
Understanding about powers and functions of executive.
Role and function of Judiciary and the importance of Judicial Review.

**UNIT I: States and Types (15 Hours)**

Meaning - Definitions of State - Origin of State - Classification of State

**UNIT II: Constitutions and Forms of Government (15 Hours)**

Classification of Constitutions: Rigid - Flexible - Written - Unwritten; UNITary and Federal State, Forms of Government: Parliamentary- Presidential forms

**UNIT III: UK Constitution (15 Hours)**

Salient Features - Parliament - The Crown - Cabinet- Executive - Judiciary - Party System

**UNIT IV: Constitution of USA (15 Hours)**

Salient Features - Congress - President - Executive -Judiciary - Party System

**UNIT V: Swiss and USSR Constitutions (15 Hours)**

Salient Features of Swiss Constitution - Federalism - Federal Council - Direct Democracy - Referendum - Executive - Judiciary - Salient Features of U.S.S.R. Constitution - Federalism - Supreme Soviet - Presidium - Council of Ministers - Communist Party - Democratic Centralism

Teaching Methodology	Chalk and Talk, Power point, Handouts and Group discussion
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**Books for Study**

1. Kasthuri, J. (1998). *Modern Governments*.
2. Kapur, A.C. (1956). *Select Constitutions*.

**Books for Reference**

1. Dragnich, A. (1988). *Politics and Government*.
2. Finer, S. E. (1970). *Comparative Governments*.
3. Perry, M, J. (1982). *The Constitution, The Courts and Human Rights*.

**Websites and eLearning Sources**

1. <https://tyrocity.com/topic/theories-of-origin-of-state/> (Theories of Origin of State)
2. <https://www.civildaily.com/british-constitution-features-comparison-with-indian-constitution/> (British Constitution: Features, Comparison with Indian Constitution)
3. <https://www.constitutionfacts.com/us-constitution-amendments/fascinating-facts/>
4. [https://home.ubalt.edu/shapiro/rights\\_course/Chapter1text.htm](https://home.ubalt.edu/shapiro/rights_course/Chapter1text.htm) (Fascinating Facts about the U.S. Constitution)
5. <https://www.politicalsciencenotes.com/switzerland/21-salient-features-of-the-swiss-constitution/1426> (Salient Features of Swiss Constitution)
6. [https://en.wikipedia.org/wiki/1977\\_Constitution\\_of\\_the\\_Soviet\\_Union](https://en.wikipedia.org/wiki/1977_Constitution_of_the_Soviet_Union)(Salient Features of USSR Constitution)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	know the basics of the state and constitutions.	K1
CO2	comprehend the salient features of select constitutions given in the syllabus.	K2
CO3	have a critical look of the main provisions in those constitutions.	K3
CO4	compare the salient features of one constitution with the other.	K4
CO5	assess various constitutions to understand the process of making the Indian constitution.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
5	23UHS53ES02B		Discipline Specific Elective - 2: Modern Governments					5	3		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	2	3	3	2	3	2	3	2	2.4
CO2	2	1	1	2	2	2	3	1	3	2	1.9
CO3	2	1	1	2	2	2	3	1	2	2	1.8
CO4	2	1	1	1	2	2	3	1	3	2	1.8
CO5	2	3	3	1	3	2	3	1	2	2	2.2
<b>Mean Overall Score</b>											<b>2.02(High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	23UHS53SP01	<b>Self-paced Learning:</b> Dravidian Movement in Tamil Nadu	-	2

Course Objectives
Understanding the Growth of Socio-Political Movements of the 20th Century.
Dravidian Movement and its growth in Tamil Nadu.
Knowledge about Justice Party and its administration and Periyar's ideology.
Understanding the evolution of DK and DMK.
Awareness about the impact of the Dravidian Movement in Tamil Nadu.

#### UNIT I

Seeds for Dravidian consciousness: Robert Caldwell, Manonmaniam Sundaranar, Devaneya Pavanar, Dravida Mahajana Sangam of Ahothidasa Pandidhar - Formation of South Indian Liberal Federation and Justice Party and its measures - First communal order 1921 and 1922 - Reservation for Non-Brahmins.

#### UNIT II

EVR Periyar and Self Respect Movement - Its principles and its social reforms - Efforts for establishing social justice - Anti-Hindi Agitation - Demand of Separate Dravidasthan 1939

#### UNIT III

Contributions of M.C. Raja, Rev. D. John Rathinam, Shivaraj and Rettamalai Seenivasan - Dravidian Movement and Depressed Class Leaders - Demand for separate electorate to depressed class.

#### UNIT IV

Formation of Dravida Kazhagam - C.N. Annadurai and Dravida Kazhagam - Active Propaganda through media and press - split in Dravida Kazhagam.

#### UNIT V

Social Reform Measures and initiatives for establishing equality by Dravidian Movement - Temple Entry Act- Preservation of Communal G O - Dravidian Movement and Tamil Renaissance and Concept of Tamil Nationalism.

<b>Teaching Methodology</b>	Chalk and Talk, Power point, Handouts and Group discussion
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#### Books for Study

1. Sathianadhan S. (1894). *History of Education in the Madras Presidency*.
2. Subramanian N. (1999). *Social and Cultural History of Tamil Nadu (A.D.1336 - A.D. 1984)*. Ennes Publications.
3. Subramanian, P. (1999). *Social History of the Tamils (1707 - 1947)*. D. K. Printworld (P) Ltd.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	learn the contributions of Dravidian Movement.	K1
CO2	understand the origin of the concept Dravidian.	K2
CO3	inculcate the spirit of Self-Respect Movement.	K3
CO4	collect speeches and writings of the leaders of Dravidian Movement and their contributions.	K4
CO5	Organize Group Discussion of Dravidian and Aryan debates	K5

<b>Relationship Matrix</b>												
<b>Semester</b>	<b>Course Code</b>	<b>Title of the Course</b>									<b>Hours/Week</b>	<b>Credits</b>
<b>5</b>	<b>23UHS53SP01</b>	<b>Self-paced Learning:</b> Dravidian Movement in Tamil Nadu									<b>-</b>	<b>2</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>	
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>		
<b>CO1</b>	2	2	2	3	3	2	3	2	3	2	<b>2.4</b>	
<b>CO2</b>	2	1	1	2	2	2	3	1	3	2	<b>1.9</b>	
<b>CO3</b>	2	1	1	2	2	2	3	1	2	2	<b>1.8</b>	
<b>CO4</b>	2	1	1	1	2	2	3	1	3	2	<b>1.8</b>	
<b>CO5</b>	2	3	3	1	3	2	3	1	2	2	<b>2.2</b>	
<b>Mean Overall Score</b>											<b>2.02(High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	23USS54SE01	Skill Enhancement Course - 2: Soft Skills	2	1

Course Objectives
To help students understand, practice, and improve their communication skills
To enable students with effective presentation skills
To help students attend interviews confidently and participate effectively in group discussions
To make students realise their potential and excel on personal as well as professional grounds
To develop the thinking skills of students for better performance in competitive exams, interviews and group discussions

### UNIT I: Communication Skills

*Basics of Communication:* Importance of Good Communication Skills, Types of Communication Skills, Verbal Communication, Non-verbal Communication, Tips for Improving Nonverbal Communication, Communication Styles, Barriers to Communication, Ways To Improve Communication Skills, Practicum

*Professional Grooming:* How to Create the Impact for that First Impression, Presentation Skills, Developing Handouts, Developing Notes, Adding Visual and Audio Effects, Practicum

### UNIT II: Resume Writing & Interview Skills

*Resume Writing:* The Purpose of a Resume, Finding a Job & Making a Career, Length of Resume, Order of Resume, Tailoring the Resume, What your Resume should include, Some Tips for Listing a Bachelor's degree on Your Resume, What NOT to put on your Resume, Formatting Resume, Difference between Resume, Biodata and Curriculum Vitae, Preparation of a Resume

*Interview Skills:* Meaning of Interview, Types of Interviews, How to get ready for the big day?, Appropriate Attire, Etiquette, Mastering the Art of Meet and Greet, Resume – Points to Remember, Practicum

*Group Discussion:* Why is GD Essential?, Factors that influence GD, Outcome of GD, Tips for participation in a GD, Useful phrases for GD, Success Tips in GD, Practicum

### UNIT III: Personal Effectiveness

*Self-Discovery:* Characteristics of Personality, Kinds of Self, Who am I?, Personality Inventory Table

*Goal Setting:* Why do Goal Setting?, Goal Setting Process, Smart Goals

### UNIT IV: Numerical Ability

Average, Simple Interest, Compound Interest, Profit and Loss, Area, Volume and Surface Area

### UNIT V: Test of Reasoning

*Verbal Reasoning:* Series Completion, Analogy. *Non-Verbal Reasoning*

### Book for Study

1. Balaiah, J., & Joy, J. L. (2024). *Straight from the Traits: Securing Soft Skills*, (Revised 3rd Ed.). St. Joseph's College, Tiruchirappalli.

### Books for Reference

1. Aggarwal, R.S. (2010). *A Modern Approach to Verbal and Non-Verbal Reasoning*, S. Chand.
2. Balaiah, J. & Joy, J. L. (2018). *Winners in the Making: A primer on soft skills*. St. Joseph's College, Tiruchirappalli.
3. Covey S. R. (2004). *The 7 Habits of Highly Effective People: Restoring the Character Ethic* (Rev. ed.). Free Press.



4. Egan, G. (1994). *The Skilled Helper* (5th Ed.). Pacific Grove, Brooks/Cole.
5. Khera, S. (2014). *You Can Win*. Macmillan Books.
6. Martin, Y. (2005). *Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting*, (5th Ed.). Adams Media.
7. Sankaran, K., & Kumar, M. (2010). *Group Discussion and Public Speaking*, (5th Ed.). M.I. Publishers.
8. Trishna. (2012). *How to do well in GDs & Interviews*, (3rd Ed.). Pearson Education.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
CO1	analyse problems directed at testing their cognitive abilities	K3
CO2	present the best of themselves as job seekers and communicate effectively in all contexts	K4
CO3	assess themselves, set goals, and manage conflicts that are expected of a good leader	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
5	23USS54SE01	Skill Enhancement Course - 2: Soft Skills									2	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO1	3	3	3	2	2	2	2	3	2	3	2.5	
CO2	2	3	3	2	3	3	2	3	2	2	2.5	
CO3	2	2	3	3	2	3	3	3	2	2	2.5	
<b>Mean Overall Score</b>											<b>2.5 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	23UHS63CC13	Core Course - 13: Social and Cultural Movements in Modern India	7	5

Course Objectives
Knowledge on structure of Indian society in the modern era.
Understanding about peasant and tribal movements.
Discussion on religious movements started in India.
A light on secular movements to empower the people of India.
An analysis on various movements and their circumstances.

**UNIT I: Structure of Modern Indian Society (21 Hours)**

Society - Meaning - Definition - Features of Indian Society - Classification of Society: Elite Class - Middle Class - Subaltern Class and Tribe

**UNIT II: Peasant & Tribal Movements (21 Hours)**

Peasant Movements: Indigo Revolt - Papna Revolt - Deccan Riots - Punjab Riots - Kheda Satyagraha - Champaran Satyagraha - Mopillah Rebellion - Telengana Movement - Tribal Movements: Sanyasi Revolt - Santhol Rebellion - Rampa Revolt - Munda Uprising

**UNIT III: Religious Movements (21 Hours)**

Hinduism: Brahma Samaj - AryaSamaj - Ramakrishna Mission - Theosophical Movements - Islam: Aligarh Movement - Khilafat Movement - Christianity: Jesuits - Salesians - Holy Cross - Montfort - Franciscan - Patricians - Missionaries for Education - Neo Buddhist Movement - Sikhism - Lingayat Movements

**UNIT IV: Secular Movements (21 Hours)**

Vallalar's Sanmarka Sangam - Temple Entry Movement - Shree Narayana Dharma Paripalana - Self Respect Movement - Depressed Class Movements - Dravidian Movement - Bhoodan Movement - Social Reform Movements (Joythiba Bhule)

**UNIT V: Conceptual Analyses (21 Hours)**

Impacts of the Movements - Emergence of Subaltern Consciousness - Social legislations

<b>Teaching Methodology</b>	Chalk and Talk, Power point, Handouts and Group discussion
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**Books for Study**

1. Desai, A.R. (1975). *Society in India*. Popular Prakashan.
2. Guha., Ranajit. (1988). *Subaltern Studies Series*. (Vols. I to VII). Oxford University Press.
3. Stokes., Eric. (1980). *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*. Cambridge University Press.

**Books for Reference**

1. Agnigothi, V. K. (2013). *Indian History*. Allied Publishers.
2. Bandyopadhyay., Sekhar. (2011). *Nationalist Movement in India: A Reader*. Oxford University Press.
3. Basham, A. L. (2011). *A Cultural History of India*. Oxford University Press.
4. Chandra., Bipan. (2000). *India's Struggle for Independence*. Penquin.
5. Gulshan, D. (2012). *Voice of the Voiceless, Conceptualizing the Marginalized Psyche*. Authors Press.
6. Desai, A. R. (2005). *Social Background of Indian Nationalism*. Popular Prakasham.
7. Dhanagare, D. N. (1991). *Peasant Movements in India: 1920 - 1950*. Oxford University Press.
8. Dube, S. C. (2008). *Indian Society*. National Book Trust.
9. Guha., Ramachandra. (1998). *Social Ecology*. Oxford University Press.
10. Guha., Ranajit. (2005). *Elementary Aspects of Peasant Insurgency in Colonial India*. Oxford University Press.

11. Kumar., Kapil. (1984). *Peasants in Revolt*. Manoha Publication.  
 12. Raychaudhary, S.C. (2010). *History of Modern India*. Surjeet Publications.

### Websites and eLearning Sources

1. <https://www.jstor.org/stable/23017221>
2. [https://byjus.com/free-ias-prep/19th-century-social-religious-reforms/#:~:text=BRAHMO%20SAMAJ%20\(Reformist\),system%20child%20marriage%20etc.](https://byjus.com/free-ias-prep/19th-century-social-religious-reforms/#:~:text=BRAHMO%20SAMAJ%20(Reformist),system%20child%20marriage%20etc.)
3. <https://www.jagranjosh.com/general-knowledge/socioreligious-reform-movements-and-reformers-in-india-a-complete-overview-1494937625-1>
4. <https://www.historydiscussion.net/articles/socio-religious-movements-in-india/2061>
5. <https://ncert.nic.in/ncerts/l/lesy208.pdf>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	learn the structure of Modern Indian society.	K1
CO2	understand the social and cultural movements started in modern India.	K2
CO3	apply the values propagated by the movements in the present society.	K3
CO4	distinguish the secular movements from religious movements.	K4
CO5	plan to start a movement for a social cause.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
6	23UHS63CC13	Core Course - 13: Social and Cultural Movements in Modern India									7	5
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	3	2	2	2	1	3	3	2	2	3	2.2	
CO2	2	3	2	1	2	3	3	2	2	3	2.3	
CO3	1	2	3	2	3	2	3	2	3	2	2.3	
CO4	1	2	2	3	1	2	3	2	2	3	2.1	
CO5	1	2	2	2	3	1	3	2	2	3	2.1	
<b>Mean Overall Score</b>											<b>2.2 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	23UHS63CC14	Core Course - 14: Political and Social Transitions in Modern Era	7	5

Course Objectives
Knowledge about cornerstone diplomacies.
Understanding about benchmark events of various organisations.
Awareness on segregation policies of different countries of the world.
Discussion about inclusive movements started in various countries.
An analysis on different ideas politicized by the famous personalities.

**UNIT I: Cornerstone Diplomacies (21 Hours)**

Concordat - Munroe Doctrine - Marshall Plan-Maltov Plan - Five Principle Policy- Berlin Wall

**UNIT II: Benchmark Events (21 Hours)**

Continental System - Vienna Congress - Opium War - US Civil War- Panama Canal Construction- Holocaust- Srilankan Civil War- Fall of Soviet Union

**UNIT III: Segregation Policies (21 Hours)**

American Slavery - African Apartheid - White Australia - Indian Untouchability

**UNIT IV: Inclusive Movements (21 Hours)**

Abolitionism - Civil Rights Movements - Boycott Movement - Geneva Conventions - Universal Suffrage - Pan Africanism - Dalit Movement: Features- Green Belt Movement

**UNIT V: Politicising Ideologies (21 Hours)**

Nazism- Fascism - Socialism (Communism) - Conservatism- Liberalism - Capitalism - Democracy

Teaching Methodology	Chalk and Talk, Power point, Handouts and Group discussion
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**Book for Study**

1. Rao, B.V. (2012). *History of the Modern World*. Sterling Publishers.

**Books for Reference**

1. Dev, A. (2009). *History of the World*. Orient Black Swan.
2. Mukherjee, U. (2020). *Modern World History*. G. K. Publication.
3. Chakrabati, R. (2012). *A History of the Modern World*. Primus Books.
4. Malhotra, V.K. (2019). *International Relations*. Surjeet Publications.
5. Peu, G. (2020). *International Relations*. PHI Learning.
6. Singh, P. (2020). *International Relations*. McGraw Hill Education.
7. Kumar, C. (2017). *Understanding Global Policies*. K. W Publishers.
8. Kapoor, S.K. (2017). *International Law and Human Rights*. Prayagraj.
9. Porta, D.D. (1998). *Social Movements*. Wiley-Blackwell Publications.
10. Sivaramakrishnan, A. (2017). *Introduction to Political Ideologies*. Sage Publications.

**Websites and eLearning Sources**

1. <https://www.e-ir.info/2016/12/26/the-making-of-the-modern-world/>
2. <https://www.britannica.com/topic/modernization/Modern-society-and-world-society>
3. <https://www.gale.com/primary-sources/the-making-of-the-modern-world>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	learn the transitions evolved in modern era.	K1
CO2	remember the major events instrumental for transitions.	K2
CO3	apply the substance of the movements and ideologies to the present scenario.	K3
CO4	analyse the policies that segregated the human society.	K4
CO5	build an ideal society after realising the process of transitions.	K5

<b>Relationship Matrix</b>												
<b>Semester</b>	<b>Course Code</b>	<b>Title of the Course</b>									<b>Hours</b>	<b>Credits</b>
<b>6</b>	<b>23UHS63CC14</b>	<b>Core Course - 14:</b> Political and Social Transitions in Modern Era									<b>7</b>	<b>5</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Scores of COs</b>	
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>		
<b>CO1</b>	2	2	2	3	3	2	3	2	3	2	<b>2.4</b>	
<b>CO2</b>	2	1	1	2	2	2	3	1	3	2	<b>1.9</b>	
<b>CO3</b>	2	1	1	2	2	2	3	1	2	2	<b>1.8</b>	
<b>CO4</b>	2	1	1	1	2	2	3	1	3	2	<b>1.8</b>	
<b>CO5</b>	2	3	3	1	3	2	3	1	2	2	<b>2.2</b>	
<b>Mean Overall Score</b>											<b>2.02 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	23UHS63ES03A	Discipline Specific Elective - 3: Intellectual History of Modern India	5	3

Course Objectives	
Knowledge about political thinkers of modern India.	
Understanding the contributions of social thinkers of modern India.	
The ideas of economic thinkers like Naoroji, Kamaraj, Nammalvar, etc.	
Intellectualism of literary thinkers like Tagore, Bharathi, Bharathidasan, etc.	
Discussion on the ideas of intellectuals like Vallalar, Vivekananda and Ramana, etc.	

**UNIT I: Political (15 Hours)**

Mohandass Karamchand Gandhi - Jawaharlal Nehru - Muhamed Ali Jinnah - Vallabai Patel - Khan Abdul Kafar Khan - Aruna Asaf Ali

**UNIT II: Social (15 Hours)**

Ram Mohan Roy - Ayothidasa Pandithathar - Jyoti Bhai Phule - Ambedkar - Periyar EVR - Jayaprakash Narayanan

**UNIT III: Economic (15 Hours)**

Dadabhai Naoroji- Kumarappa- - Kamaraj- Vijayendra Kasturi RangaVaradaraja Rao- Nammalvar

**UNIT IV: Literature (15 Hours)**

Rabindarnath Tagore - Subramania Bharathi - Manonmaniam Sundaranar - Kalyana Sundaram- Bharathidasan

**UNIT V: Religious (15 Hours)**

Ramakrishna - Vivekananda - Vallalar Ramalingam - Narayana Guru - Ramana Maha Rishi

**Books for Study**

1. Jayapalan, N. (2003). *Indian Political Thinkers*. Atlantic Publications.
2. Kapila, S. (2010). *An Intellectual History for India*. Foundation Books. Cambridge.

**Books for Reference**

1. Bishop, D.H. (1983). *Thinkers of Indian Renaissance*. Wiley Eastern Limited.
2. Naravane, V.S. (1979). *Modern Indian Thought*. Sangam Books.
3. Malik, S.K. (2020). *Revisiting Modern Indian Thought*. Routledge India.
4. Tarique, M. (2007). *Modern Indian History*. McGraw Hill Education.
5. Sanyal, S. (2015). *The Indian Renaissance*. Penguin Publishers.
6. Singh, M. V. (2011). *Indian Renaissance in Modern India*. Centrum Press.

**Websites and eLearning Sources**

1. <https://www.cambridge.org/core/journals/modern-intellectual-history/issue/an-intellectual-history-for-india/7881DCF4E88F74D1791787B799B55C06>
2. <https://www.worldscientific.com/worldscibooks/10.1142/6891>
3. <http://www.visionias.in/beta/sites/all/themes/momentum/files/Advance%20Course%20for%20GS%20Prelims%202016/Indian%20Renaissance%20and%20Reform%20Movement.pdf>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	gain knowledge on intellectuals in various fields of modern India.	K1
CO2	understand the ideas of select intellectuals of modern India.	K2
CO3	apply relevant strategies in the social emancipation process.	K3
CO4	compare the ideas of one intellect with the other.	K4
CO5	strive to dream a new society of cosmopolitan nature.	K5

<b>Relationship Matrix</b>												
<b>Semester</b>	<b>Course Code</b>	<b>Title of the Course</b>									<b>Hours</b>	<b>Credits</b>
<b>6</b>	<b>23UHS63ES03A</b>	<b>Discipline Specific Elective - 3: Intellectual History of Modern India</b>									<b>5</b>	<b>3</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Scores of COs</b>	
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>		
<b>CO1</b>	3	2	2	2	1	2	2	2	2	3	<b>2.2</b>	
<b>CO2</b>	2	3	2	1	2	3	3	2	2	3	<b>2.3</b>	
<b>CO3</b>	1	2	3	2	3	2	3	2	3	2	<b>2.3</b>	
<b>CO4</b>	1	2	2	3	1	2	3	2	2	3	<b>2.1</b>	
<b>CO5</b>	1	2	2	2	3	1	3	2	2	3	<b>2.1</b>	
<b>Mean Overall Score</b>											<b>2.2 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	23UHS63ES03B	Discipline Specific Elective - 3: Economic History of Modern India	5	3

Course Objectives
Understanding the economic changes of Indian Sub-continent.
Knowledge of various sectors of Indian economy.
Study on implementation of economic policies and trends.
The changes in the field of economy in Medieval India.
The impact of commercialization of agriculture in British India.

**UNIT I: Early Economic Activities (15 Hours)**

Hunting - Food Gathering - Food Production- Tool Production - Wheel Invention - Pottery Making

**UNIT II: Agricultural Sector (15 Hours)**

Ancient - Medieval - Modern - British Land Revenue Settlement - Tenancy Legislation - Commercialization of Agriculture - Irrigation - Famines- Land Reforms - Green Revolution - National Agricultural Policy.

**UNIT III: Industrial Sector (15 Hours)**

Ancient- Medieval - Modern - Handicraft- Decline of Native Industries - Rise of Modern Industries- Pattern of Industrialization - Industrial Sickness- Labour Problems - Labour Legislation- Industrial Disputes - National Industrial Policy.

**UNIT IV: Trading Sector (15 Hours)**

Ancient - Medieval - Modern - Balance of Payments - Gregory Meek Mission - Drain of Wealth - Currency System - Free Trade Policy - Trade Agreements - Tariff Board - Foreign Capital - Trade Union - National Trading Policy.

**UNIT V: Recent Trends (15 Hours)**

Depressions - Cooperative Movements - Banking - Reserve Bank of India - Public Finance - Five Year Plans - Unemployment - Poverty - New Economic Policy - Day to Day Challenges.

<b>Teaching Methodology</b>	Chalk and Talk, Power point, Handouts and Group discussion
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**Books for Study**

1. Desai, S. *Economic History of India*. Himalaya Publication.
2. Jaybalan. (2008). *Economic History of India*. Atlantic Publication.
3. Thirunavukkarasar. *Economic History of India*. T. N. Text Book.

**Books for Reference**

1. Dutt, R. C. (1983). *Economic History of India*. Government of India.
2. Singh. *Economic History of India*. Allied Publication.
3. Desai. *Economic History of India*. Printice Hall Publication.
4. Rauchaudhri. *Cambridge Economic History of India*. Orient Longman Private Limited.
5. Kumar, R. (2006). *Economic History of India*. Anmol Publication.

**Websites and eLearning Sources**

1. <https://www.livemint.com>
2. <https://www.sjsu.edu>
3. <https://egijeddsh.gov.in>



Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	learn various sectors of Indian Economy.	K1
CO2	understand the growth and development of economy from ancient to modern times.	K2
CO3	analyze the economic policies adopted from time to time.	K3
CO4	examine various challenges faced by Indian economy.	K4
CO5	evaluate the recent trends occurred after New Economic Policy.	K5

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
6	23UHS63ES03B	Discipline Specific Elective - 3: Economic History of Modern India								5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	2	1	2	2	2	2	3	2.2
CO2	2	3	2	1	2	3	3	2	2	3	2.3
CO3	1	2	3	2	3	2	3	2	3	2	2.3
CO4	1	2	2	3	1	2	3	2	2	3	2.1
CO5	1	2	2	2	3	1	3	2	2	3	2.1
<b>Mean Overall Score</b>										<b>2.2 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	23UHS63ES04A	Discipline Specific Elective - 4: Museum Management	5	3

Course Objectives
Understanding the meaning, scope and museum objects.
Knowledge on various personnel in a museum.
A study about a collection procedure for artefacts.
Discussion on conservation techniques of artefacts.
An analysis about exhibiting methods and presentation.

**UNIT I: Introducing Museum (15 Hours)**

Meaning - Definition- Scope - Types - Museum Objects: Artefacts

**UNIT II: Museum Personnel (15 Hours)**

Curator - Museum Conservator- Exhibit Designer - Museum Educator - Museum Historian- Museum Preparator- Protection Staff- Public Relation Officer

**UNIT III: Collection Procedures (15 Hours)**

Cataloguing - Acquisition- Deaccession- Object Loan - Conditioning- Packing- Transportation- Security- Copyright- Multimedia

**UNIT IV: Conservation Techniques (15 Hours)**

Documentation - Causes of Deterioration- House Keeping - Handling- Disaster Planning- Pest Management - Fire Safety - Environmental Procedure- Chemical Procedure- Legal Procedure

**UNIT V: Exhibition Methods (15 Hours)**

Exhibition Types - Audience Research - Environment Creation - Infrastructure Setting - Designing Object Display: Planning - Production - Presentation

**Book for Study**

1. Gupta, S. P. (2010). *Modern Museum Management*. D. K. Print World Ltd.

**Books for Reference**

1. Moore, K. (2005). *Museum Management*. Routledge Publication.
2. Lord, G.D. (2009). *The Manual of Museum Management*. Alta Mira Press.
3. Ambrose, T. (2018). *Museum Basics*. Routledge Publication.
4. George, A. (2015). *The Curator's Handbook*. Thames and Hudson Ltd.
5. Brown, R. (1979). *Public Library Administration*. Clive Bingley Publishers.

**Websites and eLearning Sources**

1. <https://evmuseography.wordpress.com/2015/03/13/museum-management-concept/>
2. <https://www.economy.gov.ae/Publications/Museum%20Management%20and%20Marketing.pdf>
3. [https://icom.museum/wp-content/uploads/2018/07/ICOM\\_ITC\\_handbook\\_spring\\_2016.pdf](https://icom.museum/wp-content/uploads/2018/07/ICOM_ITC_handbook_spring_2016.pdf)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	obtain basic knowledge on museum and its features.	K1
CO2	understand the art of administering museum objects and personnel.	K2
CO3	apply the skills and techniques in museum management.	K3
CO4	investigate the conservation procedures to the present context.	K4
CO5	create a museum in the long run.	K5

<b>Relationship Matrix</b>											
<b>Semester</b>	<b>Course Code</b>	<b>Title of the Course</b>								<b>Hours</b>	<b>Credits</b>
<b>6</b>	<b>23UHS63ES04A</b>	<b>Discipline Specific Elective - 4: Museum Management</b>								<b>5</b>	<b>3</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Scores of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	2	3	2	1	2	3	2	3	2	2	<b>2.2</b>
<b>CO2</b>	1	3	2	1	2	3	2	3	2	3	<b>2.2</b>
<b>CO3</b>	2	3	3	2	1	3	3	3	2	3	<b>2.5</b>
<b>CO4</b>	1	2	2	2	1	3	2	3	2	2	<b>2.0</b>
<b>CO5</b>	1	2	2	1	2	3	2	2	3	2	<b>2.1</b>
<b>Mean Overall Score</b>										<b>2.2 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	23UHS63ES04B	Discipline Specific Elective - 4: Archive Keeping	5	3

Course Objectives
Understanding the origin and organization of archives.
Learning about utilization of Archives in the best possible way.
Knowledge on employment opportunities in the Archives and Libraries.
Analysation about the preventive measures and precautionary methods.
The importance of Archives for Historical research.

**UNIT I: Introduction of Archives (15 Hours)**

Meaning - Definitions - Uses - Evolution of Archives in India and Europe - Types of Archives - Archival sources

**UNIT II: Creation of Archives (15 Hours)**

Structure of Archives - Registration - selection of location - building - Record room - Racking - Shelves and containers

**UNIT III: Preservation of Archives (15 Hours)**

Causes for Deterioration: Temperature, Humidity, Sunlight, Dust, Impurities - Bacteria - Fungi - Pests - Silver fish - Cockroach - Termites - Wood Warm - Accidents: Fire - Flood - Methods and techniques of Preservation - Reprography - Digitisation

**UNIT IV: Administration of Archives (15 Hours)**

Rules and Regulations - Functions of Archives - Personals of Archives: Archivists - Director - Direct General - Deputy Director - the Curator - Commissioner - Assistant Commissioner - Custodian of Records - Research Officers - challenges in records keeping

**UNIT V: Archives in India (15 Hours)**

National Archives of India (NAI): Bhopal- Pondicherry - Jaipur - Bhubaneswar- State Archive: Madras Record Office - District Record Centres -Cuddalore -Madurai - Coimbatore - Tiruchi -Salem -Thanjavur - Private Archives: Jesuits Archives of Shenbaganoor, Kodaikanal - Indo-Portuguese Archive, Goa - Roja Muthiah Library - Regional Archives.

**Internal Assessment:**

1. Field visit to State Archives, Chennai and Saraswathi Mahal Library, Thanjavur
2. Field visit to Shembaganur Jesuit Archives in Kodaikanal
3. Training to learn conservation methods

<b>Teaching Methodology</b>	Chalk and Talk, Power point, Handouts and Group discussion
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**Books for Study**

1. Dharmarajan, J. (2009). *Archives Keeping*. Densy Publications.
2. Ghose, S. (1963). *Archives in India; History and Assets*.
3. Sundararaj, M. (1999). *A Manual of Archival Systems and the World of Archives*. Siva Publication.

**Books for Reference**

1. Baliga, B. S. (1936). *Guide to the Records Preserved in the Madras Record Office*. Superintendent. Government Press.
2. Chockalingam, S. *Role of the State Archives Administration*.
3. Dodwell, H. (1916). *Report on the Madras Records*.
4. Harinaryanan, H. (1969). *The Science of Archives-Keeping*. The State Archives.
5. Hilary, J. (1995). *A Manual of Archives Keeping*.
6. Jeyaraj, V. (2000). *Care of Archival Materials*. Saraswati Mahal Library.
7. Jeyaraj, V. (1995). *Hand Book on Conservation in Museums*. Government Museum.

8. Kathpalia, Y.P. (1973). *Conservation and Restoration of Archival Materials*. UNESCO.
9. Macmillan, D.S. (2000). *Records Management*.
10. Mukherjee, B. B. (1973). *Preservation of Library Materials, Archives and Documents*. World Press.
11. Perti, R. K. (1988). *Repair and Preservation of Records*. National Archives of India.
12. Prajapathi, C.L. (2005). *Conservation of Documents: Problems and Solutions*. A Mittal Publication.
13. Basu, P. (1960). *Archives and Records: What are they?*. National Archives of India.
14. Kishore, R., & Mehra, C.P. *Preservation and Repair of Palm leaf Manuscripts*. (Vol. XIV). The Indian Archives.
15. Vijayalakshmi., & Jindal, S.C. (2004). *Digital Libraries and Digital Library Principles and Practives*. (Vol. I). S. C. Jindal Isha Books.
16. Foster, W.Sir. (1926). *A Guide to the India Office Records, 1600-1858*. John Company.

#### Websites and eLearning Sources

1. National Archives of India: <http://nationalarchives.nic.in/>
2. National Digital Library of India: <https://ndl.iitkgp.ac.in/>
3. Tamil Nadu Archives: <http://www.tnarchives.tn.gov.in/>
4. The British Library: <https://www.bl.uk/>
5. West Bengal Public Library Network: <http://dspace.wbpublibnet.gov.in>
6. World Digital Library: <https://www.wdl.org/en/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	define the creation and development of archives in India.	K1
CO2	acquire knowledge on conservation of records.	K2
CO3	understand the significance of Archives Keeping.	K3
CO4	explain the administration of Archives.	K4
CO5	identify the functions of national and state of archives.	K5

Relationship Matrix												
Semester	Course Code	Title of the Course									Hours	Credits
6	23UHS63ES04B	Discipline Specific Elective - 4: Archive Keeping									5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO1	2	3	2	1	2	3	2	3	2	2	2.2	
CO2	1	3	2	1	2	3	2	3	2	3	2.2	
CO3	2	3	3	2	1	3	3	3	2	3	2.5	
CO4	1	2	2	2	1	3	2	3	2	2	2.0	
CO5	1	2	2	1	2	3	2	2	3	2	2.1	
<b>Mean Overall Score</b>											<b>2.2 (High)</b>	