

# B A HISTORY

LOCF SYLLABUS 2025



## **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) UNDERGRADUATE 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 137 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.

**Skill Enhancement Course (SEC):** 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 (AECC):** 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 course 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 (DSE):** 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 DSE, a minimum of two courses of equal importance/weightage is a must. A department with two sections must offer two courses to the students.

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

**Self-Learning (SL):** A two-credit course designed to foster students' ability for independent and self-directed learning. There are Four Self-Learning Courses:

- Compulsory MOOC on NPTEL-SWAYAM in Semester I or II
- 'Artificial Intelligence' as a Self-Learning Course jointly offered by the Departments of CS, AI, IT and Data Science on JosTEL in Semester III
- A Department-Specific Self-Learning Course in Semester IV on JosTEL
- A Certificate Course in Semester V: Each department will offer ONE certificate Course (45 – 60 hours) that will be creditised in the curriculum.

**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. One of the Core Courses in Sem IV is offered as internship embedded course which contains content related to industry.

**Experiential Learning (EL):** In the sixth semester, students are required to undertake a one credit Project / Industrial visit / Field visit chosen by the department. This component is intended to foster learning by direct experience and application of acquired knowledge to practical settings.

**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:

25	UXX	0	0	XX	00/X
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

SEC - 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

SL - Self-Learning

OE - Open Elective

PW - Project and Viva Voce

CE - Comprehensive Examination

EL - Experiential Learning

OR - Outreach Programme

### EVALUATION PATTERN (UG)

#### Continuous Internal Assessment

Sl No	Component	Marks Allotted
1	Mid Semester Test	30
2	End Semester Test	30
3	*Two Components (15 + 20)	35
4	Library Referencing	5
<b>Total</b>		<b>100</b>

Passing minimum: 40 marks

- \* The first component is a compulsory online test (JosTEL platform) for 15 marks comprising 7 questions (1 mark) at K1 level and 4 questions (2 marks) at K2 level; The second component is decided by the course in-charge in accordance with the prescribed K levels.

### 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	
<b>A</b> (compulsory)		7						$7 \times 1 = 7$
<b>B</b> (compulsory)			5					$5 \times 3 = 15$
<b>C</b> (either...or type)				3				$3 \times 6 = 18$
<b>D</b> (2 out of 3)	Mid Sem				1(2)	1*		$2 \times 10 = 20$
	End Sem				1*	1(2)		
<b>Total</b>								<b>60</b>

\* Compulsory

### Question Paper Blueprint for Semester Examination

Duration: 3 Hours							Maximum Marks: 100	
Section		K levels						Marks
		K1	K2	K3	K4	K5	K6	
<b>A</b> (compulsory)		10						$10 \times 1 = 10$
<b>B</b> (compulsory)			10					$10 \times 3 = 30$
<b>C</b> (either...or type)				5				$5 \times 6 = 30$
<b>D</b> (3 out of 5)					2(3)	1(2)		$3 \times 10 = 30$
<b>Total</b>								<b>100</b>

\* Compulsory

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

Title of the Course	CIA	Semester Examination	Final
<ul style="list-style-type: none"> <li>One credit Core Course (Sem 1)</li> <li>Skill Enhancement Course (NCC and Department Specific)</li> </ul>	25 + 25 = 50	50 (Department)	100
<ul style="list-style-type: none"> <li>Self - Learning Course (Dept Specific)</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
<ul style="list-style-type: none"> <li>Skill Enhancement Course: Soft Skills</li> <li>Self - Learning Course (Common)</li> <li>Self - Learning Online Course (NPTEL / SWAYAM)</li> <li>Certificate Course</li> <li>Internship</li> </ul>	100	-	100
<ul style="list-style-type: none"> <li>Project / Industrial Visit / Field Visit</li> </ul>	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:

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

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

Where,

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

$Gp_i$  - 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 Outcomes (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

<b>B.A. History</b>					
<b>Programme Structure</b>					
<b>Part</b>	<b>Semester</b>	<b>Specification</b>	<b>No. of Courses</b>	<b>Hours</b>	<b>Credits</b>
1	1 - 4	Languages (Tamil / Hindi / French / Sanskrit)	4	16	12
2	1 - 4	General English	4	20	12
3	1 - 6	Core Course	15	82	55
	1 - 6	Core Practical	-	-	-
	1 & 2	Allied Course	2	12	8
	1 & 2	Allied Practical	-	-	-
	3 & 4	Allied Optional	2	12	8
	3 & 4	Allied Optional Practical	-	-	-
	5 & 6	Discipline Specific Elective	4	16	12
	5	Internship	1	-	1
	6	Project / Industrial Visit / Field Visit	1	-	1
	6	Comprehensive Examination	1	-	2
4	1 - 4	Value Education	4	8	4
	1 & 2	Ability Enhancement Compulsory Course	2	2	3
	2 - 5	Self - Learning	4	-	8
	3 & 4	Skill Enhancement Course	2	4	2
	5 & 6	Open Elective	2	8	4
5	2 - 6	Outreach Programme (SHEPHERD)	-	-	4
	2 - 6	Co-curricular and Extracurricular Activities	-	-	1
	2 - 6	Extra Credit Courses (MOOC) / Certificate Courses	5	-	(15)
<b>Total</b>			<b>53</b>	<b>180</b>	<b>137 (15)</b>

B.A. HISTORY PROGRAMME PATTERN									
Course Details							Scheme of Exams		
Sem.	Part	Course Code	Course Type	Title of the Course	Hours	Credits	CIA	SE	Final
1	I	25UTA11GL01	GL	General Tamil – 1	4	3	100	100	100
		25UFR11GL01		Language French - 1					
		25UHI11GL01		Language Hindi - 1					
		25USA11GL01		Language Sanskrit - 1					
	II	25UEN12GE01A	GE	General English – 1: Pre-Intermediate Stream	5	3	100	100	100
		25UEN12GE01B		General English – 1: Intermediate Stream					
	III	25UHS13CC01	CC Major	Core Course – 1: Introduction to History	5	4	100	100	100
		25UHS13CC02		Core Course – 2: History of Ancient India (Upto 711 AD)	6	4	100	100	100
		25UHS13CC03		Core Course – 3: History of Tamil Country (Upto 1735 AD)	2	1	100	-	100
		25UHS13AC01	AC Minor	Allied Course - 1: Introduction to Tourism	6	4	100	100	100
IV	25UHE14VE01	VE	Value Education – 1: Essentials of Humanity*	2	1	50	50	50	
	25UEN14AE01	AECC	Communicative English	-	2	100	-	100	
Total					30	22			
2	I	25UTA21GL02	GL	General Tamil – 2	4	3	100	100	100
		25UFR21GL02		Language French – 2					
		25UHI21GL02		Language Hindi – 2					
		25USA21GL02		Language Sanskrit - 2					
	II	25UEN22GE02A	GE	General English – 2: Pre-Intermediate Stream	5	3	100	100	100
		25UEN22GE02B		General English – 2: Intermediate Stream					
	III	25UHS23CC04	CC Major	Core Course - 4: History of Medieval India (712 AD to 1707 AD)	6	4	100	100	100
		25UHS23CC05		Core Course - 5: History of Tamil Nadu (1736 AD – 2011 AD)	5	4	100	100	100
		25UHS23AC02	AC Minor	Allied Course - 2: Introduction to Archaeology	6	4	100	100	100
	IV	25UHE24AE02	AECC	Environmental Studies*	2	1	50	50	50
		25UHE24VE02	VE	Value Education - 2: Fundamentals of Human Rights*	2	1	50	50	50
		25UHS24SL01	SL	Online Courses: (NPTEL / SWAYAM)	0	2	-	100	100
				Extra Credit Course	0	(3)			
Total					30	22 (3)			
3	I	25UTA31GL03	GL	General Tamil – 3	4	3	100	100	100
		25UFR31GL03		Language French – 3					
		25UHI31GL03		Language Hindi - 3					
		25USA31GL03		Language Sanskrit – 3					
	II	25UEN32GE03A	GE	General English – 3: English for Arts - 1	5	3	100	100	100
	III	25UHS33CC06	CC Major	Core Courses - 6: History of Modern India (1708 AD to 1947 AD)	6	4	100	100	100
		25UHS33CC07		Core Courses - 7: Select Civilizations of Ancient World	5	4	100	100	100
		25UHS33AO01A	AO Minor	Allied Optional – 1: Tour Packaging	6	4	100	100	100
	25UHS33AO01B	Allied Optional – 1: Epigraphy in Tamil Nadu							
	IV	25UHE34VE03A	VE	Value Education – 3: Social Ethics – 1*	2	1	50	50	50
		25UHE34VE03B		Value Education – 3: Religious Doctrine – 1*					
		25UNC34SE01 / 25USS34SE01	SEC	Skill Enhancement Course – 1: Introduction to NCC / Skill Enhancement Course – 1: Soft Skills	2	1	100	-	100
		25UAI34SL02	SL	Artificial Intelligence (Online)	0	2	100	-	100
				Extra Credit Course	0	(3)			
Total					30	22 (3)			
4	I	25UTA41GL04A	GL	General Tamil – 4: தொடர்பியல் தமிழ் (Communicative Tamil)	4	3	100	100	100
		25UFR41GL04		Language French – 4					
		25UHI41GL04		Language Hindi – 4					
		25USA41GL04		Language Sanskrit - 4					
	II	25UEN42GE04A	GE	General English – 4: English for Arts - 2	5	3	100	100	100

	III	25UHS43CC08	CC Major	Core Courses - 8: History of Contemporary India	6	4	100	100	100
		25UHS43CC09		Core Courses - 9: History of Modern World	5	4	100	100	100
		25UHS43AO02A	AO Minor	Allied Optional - 2: General Economics	6	4	100	100	100
		25UHS43AO02B		Allied Optional - 2: Fundamentals of Sociology					
	IV	25UHE44VE04A	VE	Value Education – 4: Social Ethics – 2*	2	1	50	50	50
		25UHE44VE04B		Value Education – 4: Religious Doctrine – 2*					
		25UNC44SE02 / 25UHS44SE02	SEC	<a href="#">Skill Enhancement Course – 2: NCC (Special Subject)</a> / Skill Enhancement Course – 2: Historical Monuments in Tiruchirappalli	2	1	100	-	100
		25UHS44SL03	SL	Self Learning:	0	2	50	50	50
				Extra Credit Course	0	(3)			
Total				30	22 (3)				
5	III	25UHS53CC10	CC Major	Core Course – 10: Indian Polity	6	4	100	100	100
		25UHS53CC11		Core Course – 11: Social and Cultural Movements in Modern India	6	4	100	100	100
		25UHS53CC12		Core Course – 12: Western Political Thought	6	3	100	100	100
		25UHS53ES01A	DSE	Discipline Specific Elective – 1: Indian Geography	4	3	100	100	100
		25UHS53ES01B		Discipline Specific Elective – 1: Agrarian System in India					
		25UHS53ES02A	DSE	Discipline Specific Elective – 2: Modern Governments	4	3	100	100	100
		25UHS53ES02B		Discipline Specific Elective – 2: Architectural Styles in India					
		25UHS53IS01	IS	Internship	0	1	100	-	100
	IV	25UHS54OE01	OE	Open Elective - 1 (WS): Tamil Heritage and Culture	4	2	100	100	100
		25UHS54SL04	SL	Certificate Course:	0	2	100	-	100
				Extra Credit Course	0	(3)			
	Total				30	22 (3)			
6	III	25UHS63CC13	CC Major	Core Course – 13: Indian Constitution	6	4	100	100	100
		25UHS63CC14		Core Course – 14: Political and Social Transitions in Modern Era	6	4	100	100	100
		25UHS63CC15		Core Course – 15: Evolution of Judicial System in India	6	3	100	100	100
		25UHS63ES03A	DSE	Discipline Specific Elective – 3: Intellectual History of Modern India	4	3	100	100	100
		25UHS63ES03B		Discipline Specific Elective – 3: Economic History of India					
		25UHS63ES04A	DSE	Discipline Specific Elective – 4: Archive Keeping	4	3	100	100	100
		25UHS63ES04B		Discipline Specific Elective – 4: Museum Management					
		25UHS63EL01A	EL	Project / Industrial Visit / Field Visit	0	1	100	-	100
		25UHS63EL01B							
		25UHS63EL01C							
		25UHS63CE01	CE	Comprehensive Examination*	0	2	50	50	50
	IV	25UHS64OE02	OE	Open Elective – 2: Intellectual Revivalism in Tamil Nadu	4	2	100	100	100
				Extra Credit Course	0	(3)			
Total				30	22 (3)				
	V	25UCW65OR01	OR	Outreach Programme	-	4			
		25UCW65EC01	EC	Co-Curricular & Extra Curricular Activities	-	1			
1-6	TOTAL				180	137 (15)			

\*For Grade Calculation: Marks obtained out of 50 will be converted into 100 in the mark statements.

**Open Elective - 1 (WS): 5<sup>th</sup> Semester**

<b>School</b>	<b>Course Code</b>	<b>Title of the Course</b>
<b>SLAC</b>		
English	25UEN54OE01	English for Competitive Exams
History	25UHS54OE01	Tamil Heritage and Culture
Tamil	25UTA54OE01	தமிழ் இலக்கியத்தில் மனித உரிமைகள் (Human Rights in Tamil Literature)

**Open Elective - 2: 6<sup>th</sup> Semester**  
**Offered to students from other Departments**

Department	Course Code	Title of the Course
Artificial Intelligence and Machine Learning	25UAI64OE02	Gen AI tools
Botany	25UBO64OE02	Landscape Designing and Waste Management
Biotechnology	25UBT64OE02	Food Science and Technology
BBA	25UBU64OE02A	Practical Stock trading
	25UBU64OE02B	Export Management
B Com Business Analytics	25UCB64OE02	Personal Investment Planning
B Com Computer Application	25UCC64OE02A	Social Media Marketing
	25UCC64OE02B	Basics of Banking
B Com Strategic Finance	25UCF64OE02	Personal Financial Management
Chemistry	25UCH64OE02	Food & Nutrition
B Com	25UCO64OE02A	Digital Marketing
	25UCO64OE02B	Digital Banking
	25UCO64OE02C	Stock Trading
Computer Science	25UCS64OE02	Design Thinking
BCA	25UBC64OE02	Web Design
Economics	25UEC64OE02	Economics for Competitive Exams
Electronics	25UEL64OE02A	CCTV and Smart Security Systems
	25UEL64OE02B	Entrepreneurial Electronics
English	25UEN64OE02	English for Employability
History	25UHS64OE02	Intellectual Revivalism in Tamil Nadu
Mathematics	25UMA64OE02	Mathematics for Competitive Examinations
Physics	25UPH64OE02A	Laser Technology and its Application
	25UPH64OE02B	Physics of Earth
Statistics	25UST64OE02	Applied Statistics
Tamil	25UTA64OE02	படைப்பிலக்கியம் (Creative writing)
Visual Communication	25UVC64OE02	Digital Media and Production



Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UTA11GL01	பொதுத்தமிழ் – 1: General Tamil - 1	4	3

### கற்றலின் நோக்கங்கள் (Course Objectives)

புதிய இலக்கிய வடிவங்களை அறியும் திறனைப் பெறுதல்
எழுத்து சொல் இலக்கணத்தில் இன்றியமையாமையை உணர்தல்
புதுக்கவிதைகளின் கூறுகளை வாழ்வியலோடு பொருத்திப்பார்த்தல்
தமிழ்க்கவிதைகளைப் பிறமொழிக் கவிதைகளோடு ஒப்பிட்டுப் பார்த்தல்
புதுக்கவிதைகளைப் படைக்கும் திறன் பெறுதல்

#### அலகு-1

(12 மணி நேரம்)

பாரதியார் கவிதைகள்	- பாஞ்சாலிசபதம்: சபதச் சருக்கம்
பாரதிதாசன் கவிதைகள்	- புரட்சிக்கவி : மன்னனின் சர்வாதிகாரம், கவிஞனின் எழுச்சியுரை, கவிஞனின் மொழிப்பற்று, மக்களாட்சி மலரும் விதம்
இலக்கிய வரலாறு	- இருபதாம் நூற்றாண்டுத் தமிழ்க்கவிஞர்கள்
உரைநடை	- முதல் மூன்று கட்டுரைகள்

#### அலகு-2

(12 மணி நேரம்)

வெ.இராமலிங்கனார்	- தமிழ், அரசியல்
முடியரசனார்	- தொழிலாளி, துறைதோறும் தமிழே காண்பீர், மொழியுணர்ச்சி
பெருஞ்சித்திரனார்	- என்னென்று சொல்வோம், இனியேனும் ஒன்றிணைவீர்
பட்டுக்கோட்டையார்	- என் விருப்பம், ஏட்டில் படித்ததோடு இருந்து விடாதே, அன்னசத்திரம் இருப்பதெதனாலே?
இலக்கிய வரலாறு	- புதுக்கவிதை வடிவங்கள்
இலக்கணம்	- எழுத்து

#### அலகு-3 : சமூகக் கவிதைகள்

(12 மணி நேரம்)

சுரதா	- நெஞ்சில் நிறுத்துங்கள், பூம்புகார்
மு. மேத்தா	- உன்னுடைய கொடியை
கண்ணதாசன்	- ஆணவம் அழியும்
அப்துல் ரகுமான்	- பசி
தங்கம் மூர்த்தி	- கூடு திரும்புதல் எளிதன்று
ஜெயபாஸ்கரன்	- ஒற்றைக் கேள்வியுடன் ஒருவர்
இலக்கிய வரலாறு	- சிறுகதை- உரைநடை
சிறுகதை	- முதல் மூன்று கதைகள்

#### அலகு-4 : அரசியல் கவிதைகள்

(12 மணி நேரம்)

ஈரோடு தமிழன்பன்	- எட்டாவது சீர்
யுகபாரதி	- பழைய புத்தக வியாபாரி
கனிமொழி	- கருவறை வாசனை
அ. வெண்ணிலா	- நீரில் அலையும் முகம்
பெருமாள் முருகன்	- குழந்தைகளைத் தண்டித்தல்
சீனு ராமசாமி	- அகதி
கல்கி சுப்பிரமணியம்	- விதியை எழுதினேன்
இலக்கணம்	- சொல்

#### அலகு-5 : அயலகக் கவிதைகள்

(12 மணி நேரம்)

தஸ்லீமா நஸ்ரின்	- கல் உடைக்கும் பெண்
மாயா ஏஞ்சலு	- கைத்தட்டுங்கள் கொண்டாடுங்கள்
நானிலு கவிதைகள்	- 10 கவிதைகள்
உரைநடை	- நான்கு முதல் ஆறு வரை உள்ள கட்டுரைகள்
சிறுகதை	- நான்கு முதல் ஆறு வரை உள்ள கதைகள்

கற்பித்தல் அணுகுமுறை <i>Teaching Methodology</i>	விரிவுரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation)
மதிப்பீட்டு முறைகள் <i>Assessment methods</i>	நூல் நோக்குத் தேர்வு (Open Book Test), இயங்கலைத்தேர்வு (Online Test), ஒப்படைவு (Assignment), வினாடி வினா (Quiz), கருத்துரை (Seminar)

பாடநூல்:

பொதுத்தமிழ்-1(2025), தமிழாய்வுத்துறை, தூய வளனார் கல்லூரி

Websites and eLearning Sources:

- <https://www.tamilvu.org/library/nationalized/pdf/35-subbureddiyar/452-panjalisabatham.pdf>
- <https://www.annacentenarylibrary.org> - <https://shorturl.at/KWZx5>
- <https://eluthu.com/kavithai>
- <https://www.tamilvu.org/courses/degree/p103/p1032/html/p1032614.htm>
- <https://kavithaivaasal.blogspot.com/2017/11/blog-post.html>

### Course Outcomes

CO No.	CO-Statements	Cognitive Levels (K –Levels)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO-1	இக்கால இலக்கிய வகைகளைக் கண்டறிவர்	K1
CO-2	எழுத்து, சொல்லிலக்கணங்களின் அடிப்படைகளை வகைப்படுத்தி அறிவர்.	K2
CO-3	அயலகக் கவிதை வடிவங்கள் குறித்த தெளிவான விளக்கங்களைப் பெறுவர்.	K3
CO-4	மொழிபெயர்ப்புக் கவிதைகளைக் கற்பதன் வாயிலாகத் திறனாய்வு செய்யும் திறனை வளர்த்தெடுப்பர்.	K4
CO-5	புதுக்கவிதை வாயிலாக வெளிப்படும் சமூக, அரசியல் விழுமியங்களை மதிப்பிடுவர்	K5

Relationship Matrix											
Semester	Course Code			Title of the Course						Hours	Credits
1	25UTA11GL01			பொதுத்தமிழ் – 1: General Tamil - 1						4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	
CO-1	3	3	2	2	3	3	3	2	3	3	2.7
CO-2	2	2	3	2	2	3	2	3	2	3	2.4
CO-3	3	2	3	3	3	3	3	3	3	2	2.8
CO-4	2	2	2	2	1	2	2	3	2	2	2.0
CO-5	3	2	3	2	2	3	2	2	3	3	2.5
Mean Overall Score											2.48 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UFR11GL01	Language French – 1	4	3

Course Objectives
Familiarize students with the French language through an exploration of francophone culture, traditions, and civilization.
Build fundamental knowledge in listening, speaking, reading, and writing (LSRW) as outlined by the Common European Framework of Reference for Languages (CEFR).
Enable students to understand and use basic grammatical structures and essential vocabulary in context.
Equip students with the skills needed to engage in simple, real-life conversations and interactions in French.
Foster a deeper connection to the language by integrating cultural elements, enhancing motivation and intercultural awareness.

## **UNIT I (12 Hours)**

1. Titre - Je Suis
2. Lexique - L'alphabet, les salutations, les loisirs, les nombres
3. Grammaire - Les pronoms personnels sujets, les articles définis et indéfinis, les verbes auxiliaires, les adjectifs de nationalité, l'adjectif interrogatif 'quel'
4. Production orale- se présenter
5. Production écrite - Donner des informations personnelles

## **UNIT II (12 Hours)**

6. Titre - Près de moi
7. Lexique – Les lieux, la famille, la situation familiale, les professions
8. Grammaire – les verbes en 'er' au présent, le masculin et le féminin des professions, les adjectifs possessifs
9. Production orale- Demander et dire le lieu d'habitation
10. Production écrite - Présenter et parler de sa famille

## **UNIT III (12 Hours)**

11. Titre - Qu'est-ce qu'on mange ?
12. Lexique – les commerces, les commerçants, les aliments, les moyens de paiement
13. Grammaire – le singulier et le pluriel des noms, les prépositions de lieu, les verbes en 'ir'
14. Production orale- faire des courses alimentaires, demander et dire le prix
15. Production écrite - Donner une appréciation, commander au restaurant, créer un menu

## **UNIT IV (12 Hours)**

16. Titre - C'est où
17. Lexique – la ville, les monuments, les transports
18. Grammaire – la fréquence, l'impératif, les connecteurs
19. Production orale- demander et indiquer le chemin, se déplacer des transports en commun
20. Production écrite - présenter une ville ou un quartier, créer un guide pour un monument

## **UNIT V (12 Hours)**

21. Titre - C'est tendance
22. Lexique – les vêtements, les couleurs, les matières, les objets technologiques, la météo
23. Grammaire – le genre et le nombre des adjectifs, le futur proche, la place des adjectifs, l'adjectif démonstratif
24. Production orale- demander et dire l'utilité d'un produit, parler de la météo
25. Production écrite - Donner une appréciation sur un vêtement, décrire un objet
26. Indian knowledge system- Incorporating hand gestures and expressions to reinforce non-verbal communication in French and assimilating traditional Indian culinary knowledge while learning French food cultures (5%)

<b>Teaching Methodology</b>	Kinesthetic & Multi-Sensory Learning, Rhythm-Based Learning – ex.comptines, Deductive & Explicit Learning- structural approach, oral approach, blended learning, media integration
<b>Assessment Methods</b>	<p><i>Oral assessment:</i> Introduce Oneself – (Rubric –assessed on correct usage of vocabulary, personal pronouns and basic verbs)</p> <p><i>TPR activity:</i> Evaluate comprehension of oral commands like action words. (Rubric –assessed on comprehension, response and reaction time)</p> <p><i>Reading comprehension:</i> Read a simple passage like a personal description, and answer questions. (Rubric –assessed on accuracy of response)</p> <p><i>Written assessment:</i> Write simple structured texts on short personal introduction. (Rubric –Graded on correct grammar, sentence structure, and vocabulary usage)</p>

### Books for Study:

1. Mensdorff-Pouilly, L., Opatski, S., Petitmengin, V., Pons, S., Sperandio, C., Djimli, H., & Veldeman-Abry, J. (2022). *Édito AI: Méthode de français* (2nd ed.). Didier FLE, Hatier. (P.1-P.86)

### Books for Reference:

1. Dauda, P., Giachino, L., & Baracco, C. (2020). *Génération AI*. Didier.
2. Mérieux, R., & Loiseau, Y. (2012). *Latitudes AI*. Didier.

### Websites and e-learning Sources:

1. <https://apprendre.tv5monde.com/en>
2. <https://www.thefrenchexperiment.com>
3. <https://www.iletaitunehistoire.com>
4. <https://www.francaisfacile.com>
5. <https://www.francaisauthentique.com>

CO No.	Course Outcomes	Cognitive Levels (K –Levels)
	CO–Statements	
	On successful completion of this course, students will be able to	
<b>CO1</b>	Recognize and use fundamental vocabulary including greetings, while constructing simple sentences with personal pronouns and basic verbs.	<b>K1</b>
<b>CO2</b>	Introduce themselves, ask and answer questions about personal details, express preferences, and engage in role-play conversations related to daily life	<b>K2</b>
<b>CO3</b>	Differentiate between definite and indefinite articles, form plural and singular nouns, conjugate regular verbs in the present tense, and use adjectives correctly	<b>K3</b>
<b>CO4</b>	Ask for and give directions, order food, discuss weather conditions, describe clothing and objects, and create simple structured texts such as menus, guides, and personal descriptions.	<b>K4</b>
<b>CO5</b>	Demonstrate awareness of Francophone culture through language use in real-world scenarios, such as public transport, shopping, dining, and professional settings.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
1	25UFR11GL01		Language French – 1					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	2	2	1	3	2	1	1	2	3	1.9
CO2	3	2	3	3	1	3	2	3	3	3	2.6
CO3	2	2	2	2	2	2	1	2	2	2	1.9
CO4	3	3	3	3	2	3	2	2	2	3	2.6
CO5	3	2	2	3	3	3	3	2	3	3	2.7
Mean Overall Score											2.34 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UHI11GL01	Language Hindi - 1	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)

1. Swar
2. Vyanjan
3. Barah Khadi
4. Shabd aur Vakya

#### UNIT II (12 Hours)

5. Rishtom ke Naam
6. Gharelu Padartho ke Naam
7. Sangya
8. Hindi Ginthi

#### UNIT III (12 Hours)

9. Sapthah ke Din
10. Sarvanam
11. Vilom Shabd
12. Dr. Abdul Kalam

#### UNIT IV (12 Hours)

13. Sal ke Maheene
14. Shareer ke Ang
15. Visheshan
16. Batcheeth - Dookan mein

#### UNIT V (12 Hours)

17. Janvarom ke Naam
18. Rang
19. Dishayem
20. Adhikal (Introduction)

Teaching Methodology	Peer Instruction Exercise, Videos, PPT, Quiz, Group Discussion
Assessment Methods	Seminar, Quiz, Assignment

#### Books for Study:

1. *Prathamik Patya Pusthak*, Dakshina Bharath Hindi Prachara Sabha, Thiagaraya Nagar, Chennai, 2022.
2. M. Ravi Chandran, *Concise Trilingual Dictionary*, Lotus Publications, Madurai, 2021.
3. M. kamathaprasad Gupth, *Hindi Vyakaran*, Anand Prakashan, Kolkatta, 2020.
4. *Madyama Patya Pusthak*, Dakshina Bharath Hindi Prachara Sabha, Thiagaraya Nagar, Chennai, 2022.

#### Books for Reference:

1. Dr. A. P. J. Abdul Kalam, *Mere sapnom ka Bharath*, Prabath Prakashan, Noida, 2020,
2. *Meri Pratham Hindi Sulekh Shabd Gyaan*, Wonder House Books, Noida, 2022.
3. Aravind Kumar, *Sampoorna Hindi Vyakaran our Rachana*, Lucent publisher, 2022.
4. *Adhunik Hindi Vyakaran our Rachana*, Bharati Bhavan Publishers & distributors, 2024.
5. Acharya Ramchandra Shukla, *Hindi Sahitya Ka Itihas*, Prabhat Prakashan, 2023.

**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/>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO–Statements</b>	<b>Cognitive Levels (K –Levels)</b>
	On successful completion of this course, students will be able to	
<b>CO1</b>	Introduction to Hindi sounds.	<b>K1</b>
<b>CO2</b>	Acquisition of Hindi Vocabulary.	<b>K2</b>
<b>CO3</b>	Sentence formation in Hindi.	<b>K3</b>
<b>CO4</b>	Practical application of grammar.	<b>K4</b>
<b>CO5</b>	Justify the social & political conditions of Aadhi Kaal in Hindi Literature.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours/week		Credits	
1	25UHI11GL01		Language Hindi - 1					4		3	
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scoreof 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
Mean overall Score											2.38 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25USA11GL01	Language Sanskrit - 1	4	3

Course Objectives				
To improve knowledge in Sanskrit				
To train students in reading Sanskrit words				
To introduce the fundamental grammar				
To coach ethics and improve self-confident				
To train the students to use the tenses in Sanskrit				

**UNIT I (12 Hours)**

Introduction to Sanskrit

**UNIT II (12 Hours)**

Subhandha shabda vicaraha (akaara, aakaara, ikaara, iikaara)

**UNIT III (12 Hours)**

Vartamankala lat lakaara vakya prayogaha

**UNIT IV (12 Hours)**

Sanskrita sharala vakya paricayaha

**UNIT V (12 Hours)**

Selected verses from good saying in Sanskrit

<b>Teaching Methodology</b>	Videos, PPT, Blackboard, Demonstration, Exercises
<b>Assessment Methods</b>	Seminar, Quiz, Group Discussion.

**Books for Study:**

Shadhamanjari

**Books for Reference:**

1. Kulapathy, K.M., Sarala Samkrit Balabodh, Bharatiya Vidya Bhavan, Munushimarg Mumbai – 4000 007 2021
2. R.S. Vadhyar & Sons, Book – Sellers and publishers, Kalpathi. Palaghat 678003, Kerala, South Inida, Shabdha Manjari 2022
3. Balasubramaniam R, Samskrita Akshatra Siksha, Vangals Publications, 14<sup>th</sup> Main road, JP Nagar, Bangalore – 78 2020

**Websites and e-Learning Sources:**

1. <https://www.learnsanskrit.org/static/pdf/vyakarana.pdf>
2. <https://archive.org/details/in.ernet.dli.2015.382597>
3. <https://openpathshala.com/sanskrit-grammar-basic/3>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
CO-1	Remember and Recall words relating to objects.	K1
CO-2	Understand classified vocabulary.	K2
CO-3	Apply nouns and verbs	K3
CO-4	Analyze different forms of names and verbs	K4
CO-5	Appreciate the good saying of Sanskrit Improve the self-values.	K5



Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25USA11GL01		Language Sanskrit - 1							4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	1	1	3	2	3	2	3	2	2	2.2
CO-2	2	2	3	3	1	2	2	3	3	2	2.3
CO-3	3	2	2	2	2	2	2	3	3	2	2.3
CO-4	3	2	2	3	2	3	3	3	2	2	2.3
CO-5	3	2	3	2	3	2	2	3	3	3	2.6
Mean Overall Score											2.34 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UEN12GE01A	General English – 1: Pre-Intermediate Stream	5	3

Course Objectives (CO)				
To develop basic listening, speaking, reading, and writing skills				
To improve comprehension and fluency in both oral and written communication				
To learn language rules to create meaningful written and spoken communication				
To learn and integrate new vocabulary to expand language proficiency				
To construct grammatically correct sentences and engage in simple conversations				

UNIT I:		(15 Hours)
Listening:	(Skill) : Listening for familiar words in stories (Practice) : “The City Mouse and the Country Mouse”	
Reading:	(Skill) : Reading aloud (Practice) : “The Peacock and the Crane” “The Curious Monkey”	
Grammar:	(Practice) : Nouns: Types; Gender	
Vocabulary:	(Practice) : Kinship terms	
Speaking:	(Skill) : Repetition of Minimal Pairs (Practice) : Pronunciation of words	
Writing:	(Skill) : Using capital letters correctly in names, the pronoun ‘I,’ days, months, languages, nationalities, sentence beginnings, and book titles (Practice) : Capitalisation	

UNIT II:		(15 Hours)
Listening:	(Skill) : Listening to identify phrases and sentences (Practice) : “How to Be Happy in Every Situation”	
Reading:	(Skill) : Reading for main ideas (Practice) : “The World is a Mirror”	
Grammar:	(Practice) : Countable and Uncountable Nouns; Singular and Plural Nouns; Pronouns	
Vocabulary:	(Practice) : Human body vocabulary	
Speaking:	(Skill) : Responding to basic questions (Practice) : Simple conversations	
Writing:	(Skill) : Writing personal and academic information with correct spelling (Practice) : Using Correct Spelling in Writing	

UNIT III:		(15 Hours)
Listening:	(Skill) : Listening for main ideas (Practice) : “Magic Pot”	
Reading:	(Skill) : Identifying the message of the story (Practice) : Zen story: “Carry On” Zen story: “Harmony”	
Grammar:	(Practice) : Adjectives, Articles and Verbs	
Vocabulary:	(Practice) : Vegetables and Fruits	
Speaking:	(Skill) : Using ‘be’ verbs and adjectives to describe people, things and pictures (Practice) : Describing People, Things and Pictures	
Writing:	(Skill) : Practising correct punctuation in writing (Practice) : Punctuation	

UNIT IV:		(15 Hours)
Listening:	(Skill) : Listening for the main ideas in the story and expressing one’s views about them (Practice) : “A Glass of Milk”	
Reading:	(Skill) : Understanding the central idea of the story and sharing personal views	

	(Practice) :	“Birbal: The Wise Man”
<b>Grammar:</b>	(Practice) :	Simple Present Tense
<b>Vocabulary:</b>	(Practice) :	Plants, Trees and Flowers
<b>Speaking:</b>	(Skill) :	Describing daily routines using the simple present tense
	(Practice) :	Describing one’s own routine and a friend’s routine
<b>Writing:</b>	(Skill) :	<b>Writing simple sentences in response to questions and on a given topic</b>
	(Practice) :	Writing Simple Sentences

**UNIT V: (15 Hours)**

<b>Listening:</b>	(Skill) :	Listening to understand the sequence of ideas
	(Practice) :	A Father and His Son
<b>Reading:</b>	(Skill) :	Identifying the implicit idea of the story
	(Practice) :	“The Stone Cutter”
<b>Grammar:</b>	(Practice) :	Simple Past Tense
<b>Vocabulary:</b>	(Practice) :	Birds, Animals and Insects
<b>Speaking:</b>	(Skill) :	Narrating stories, events, or experiences using the simple past tense
	(Practice) :	Narrating a Familiar Story or Past Events
<b>Writing:</b>	(Skill) :	Writing a paragraph using a picture by answering questions or describing it.
	(Practice) :	Picture Composition

<b>Teaching Methodology</b>	Lectures, task-based activities, audio-visual listening tasks, guided reading and writing exercises, discussions
<b>Assessment Method</b>	Listening and reading comprehension exercises, verbal presentations, role plays and conversations, writing tasks

**Books for Study:**

*Seeds of English Skills* by Dr. M. John Britto, Dr. B. Sam Jerome Sharone, and Dr. S. Sajeev.

	<b>Course Outcomes</b>	
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K-Level)</b>
<b>CO-1</b>	Recognize basic sounds, words, and simple ideas through listening practice.	<b>K1</b>
<b>CO-2</b>	Understand and engage in simple conversations, improving fluency in both oral and written communication.	<b>K2</b>
<b>CO-3</b>	Apply grammatical rules to construct meaningful sentences in spoken and written forms.	<b>K3</b>
<b>CO-4</b>	Integrate new vocabulary into everyday communication to expand language proficiency.	<b>K4</b>
<b>CO-5</b>	Construct grammatically correct sentences and engage in simple conversations, expressing personal experiences and opinions.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25UEN12GE01A		General English – 1: Pre-Intermediate Stream							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	3	2	3	2	3	2	2	2.4
CO2	3	2	2	3	2	3	2	3	2	3	2.5
CO3	3	2	2	2	3	2	2	3	2	2	2.3
CO4	3	2	2	2	2	2	2	2	2	3	2.2
CO5	3	2	3	2	3	2	3	2	3	2	2.5
Mean Overall Score											2.38 (High)

Semester	Course Code	Title of the Course	Hours/ Week	Credits
1	25UEN12GE01B	General English – 1: Intermediate Stream	5	3

Course Objectives
To improve students' ability to listen, speak, read, and write in English through interactive and meaningful activities tailored to real-life contexts.
To enable students to use appropriate vocabulary, grammar, and pronunciation to introduce themselves, express opinions, describe people and places, and engage in conversations.
To equip students with reading strategies to comprehend texts, and apply structured writing methods to express ideas coherently.
To develop students' ability to use common grammar structures accurately and expand their vocabulary through word formation techniques.
To help students apply effective learning strategies to enhance their academic and professional success.

Unit 1: What's in a Name?	(15 Hours)
1. Listening: (Skill)	Listening for gist
(Practice)	"Not Good with Names" by Cynthia Win (a TED talk)
2. Reading: (Skill)	Skimming
(Practice)	"Eli, the Equation"
3. Grammar: (Practice)	Nouns
4. Vocabulary: (Practice)	Forming compound nouns
5. Study Skill:	Using online dictionaries
6. Speaking: (Skill)	Initiating conversations (Greeting – Starting a conversation with new people – Introducing and answering an introduction)
(Practice)	Introducing oneself and others in conversations
7. Writing: (Skill)	Narrating a personal anecdote – Using capitals and end mark punctuations in sentences
(Practice)	Guided Composition: The story of my name

Unit 2: Family is Forever!	(15 Hours)
1. Listening: (Skill)	Predicting topics
(Practice)	"Tracing Roots, Telling Stories"
2. Reading: (Skill)	Scanning
(Practice)	"Home Lost, Family Found"
3. Grammar: (Practice)	Pronouns
4. Vocabulary: (Practice)	Words related to family and relationships
5. Study Skill:	Recognising your learning style
6. Speaking: (Skill)	Talking about your family (family members and relationships, their personalities and your attachment, family routines, and challenges)
(Practice)	Talking about your family (in conversations)
7. Writing: (Skill)	Narrating events in chronological order – Using punctuations in numbers
(Practice)	Controlled Composition: My family history

Unit 3: Nothing is Better than a Good Friend	(15 Hours)
1. Listening: (Skill)	Listening for main idea
(Practice)	"Nothing is better than a good friend"
2. Reading: (Skill)	Predicting
(Practice)	(Jigsaw reading) Fables about friends: (a) "The Hare with Many Friends" – (b) "The Two Fellows and the Bear" – (c) "The Fox and the Stork" – (d) "The Four Friends and a Hunter"
3. Grammar: (Practice)	Adjectives
4. Vocabulary: (Practice)	Forming nouns, adjectives, verbs and adverbs using suffixes
5. Study skill:	Setting and prioritising language learning goals
6. Speaking: (Skill)	Talking about people (Describing people's appearance and their mannerism – Giving your opinion about people – Expressing what you like and dislike in a person)

- 7. Writing:** (Practice) Delivering a short talk about one's best friend  
 (Skill) Describing people (What they wear, how they move and seem to feel, and where they are) Using comma in sentences.  
 (Practice) Controlled composition: Describing people in given pictures

#### Unit 4: The Inner Me

(15 Hours)

- 1. Listening:** (Skill) Listening to understand pronunciation  
 (Practice) "The bare necessities" from *The Jungle Book*  
**2. Reading:** (Skill) Previewing a text  
 (Practice) "The Surprising Benefits of Being an Introvert"  
**3. Grammar:** (Practice) Articles and Quantifiers  
**4. Vocabulary:** (Practice) Forming words with different meanings using prefixes  
**5. Study skill:** Planning a study schedule  
**6. Speaking:** (Skill) Asking about feelings – Expressing one's feelings  
 (Practice) Talking about feelings in different situations  
**7. Writing:** (Skill) Describing character traits (Writing about what characters would say or do)  
 Using quotation marks and apostrophes in sentences  
 (Practice) Controlled Composition: Cruel Cinderella

#### Unit 5: Hometown Appetite

(15 Hours)

- 1. Listening:** (Skill) Listening for supporting details  
 (Practice) "The Village that Raised Me"  
**2. Reading:** (Skill) Questioning circles for active reading  
 (Practice) "Homecoming"  
**3. Grammar:** (Practice) Prepositions of time, place and movement  
**4. Vocabulary:** (Practice) Changing words from one class to another  
**5. Study skill:** Tracking progress in learning  
**6. Speaking:** (Skill) Describing a place  
 (Practice) Talking about your hometown  
**7. Writing:** (Skill) Describing objects – Using colon in sentences  
 (Practice) Controlled Composition: Writing posts for social media, describing your college campus and classroom

<b>Teaching Methodology</b>	Lectures, Demonstrations, Discussions, Peer-Review Tasks, Role-plays, Pair and group activities
<b>Assessment Tools</b>	Listening and reading comprehension tasks, Individual talks, Role plays, Controlled and guided compositions

#### Books for Study:

M.S. Xavier Pradheep Singh, J. Amalaveenus, and A. Napoleon. *English and Me* by Viva Books, 2025.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify and recall common grammar structures, vocabulary, and pronunciation patterns used in everyday communication.	K1
CO2	Demonstrate comprehension of spoken and written texts by summarising key ideas, identifying main points, and making inferences.	K2
CO3	Use appropriate vocabulary, grammar, and pronunciation to introduce themselves, express opinions, describe people and places, and engage in meaningful conversations.	K3
CO4	Differentiate between various reading and writing strategies, such as skimming, scanning, and structured writing, to effectively interpret and construct texts.	K4
CO5	Critically review written and spoken texts for clarity, coherence, and correctness, providing constructive feedback for improvement.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25UEN12GE01B		General English – 1: Intermediate Stream							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	2.5	3	3	2.5	3	3	2.5	2.5	3	2.8
CO2	2.5	3	2.5	2.5	2.5	3	3	2.5	2.5	3	2.7
CO3	3	2.5	2.5	3	3	2.5	2.5	2.5	3	2.5	2.7
CO4	2.5	2.5	2.5	3	2.5	2.5	2.5	3	2.5	2.5	2.6
CO5	3	2.5	2.5	2.5	3	2.5	2.5	2.5	3	2.5	2.65
Mean Overall Score											2.69 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UHS13CC01	Core Course - 1: Introduction to History	5	4

Course Objectives
To know the definition and nature of history
To comprehend the different kinds of history and its relationship with other disciplines
To learn the different perspectives of historians
To understand the various sources for the study of history and documentation techniques
To use the technique of foot note and bibliography

**UNIT I: Basic of History (15 Hours)**

Meaning – Definition – Nature – Kind – Use – Abuse

**UNIT II: History and other Discipline (15 Hours)**

Geography – Archaeology – Sociology – Anthropology – Economics – Political Science – Literature – Law

**UNIT III: Historiography (15 Hours)**

Meaning – Definition – Phase – Philosophy

**UNIT IV: Historians (15 Hours)**

Herodotus – Titus Livy – St. Augustine – August Comte – Thompson – Rousseau – Leopold Van Ranke – J. N. Sarkar – D.D. Kosambi – K. Rajayyan

**UNIT V: Source and Documentation (15 Hours)**

Primary – Secondary – Tertiary – Documentation – Footnote

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Written Assignment, MCQ

**Books for Study:**

1. Ali, S. (2019). *History: Its Theory and Method*. Laxmi Publications.
2. Sreedharan, E. (2004). *A Textbook of Historiography, 500 BC to AD 2000*. Orient Longman.
3. Venkatesan, G. (2018). *A Study of Historiography (History of Historical Knowledge)*. V.C. Publications.

**Books for Reference:**

1. Carr, E.H. (2018). *What is History?* Penguin Books Ltd., New Delhi.
2. Manikam, S. On History & Historiography. Padumam Publishers, Madurai.
3. Rajayyan, K. (1982). *History in Theory and Method: A Study in Historiography*. Raj Publications
4. Collingwood, R.G. (1994). *The Idea of History*. OUP, Delhi.
5. Thapar, R. (2000) *History and Beyond*. Taylor and Francis, Oxford University of Press.
6. Webster, J.C.B. (2019). *Studying History*. Primus Books, Delhi.

**Websites and eLearning Sources:**

1. [Papanikos\(2020\) -Carr.pdf](#)
2. [D:\FINALJ~1\2015FI~1\5IDOLF~1\M](#)
3. [Historiography | Definition, Importance & Examples - Lesson | Study.com](#)



Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Know the definition and nature of history	K1
CO2	Comprehend the different kinds of history and its relationship with other disciplines	K2
CO3	Learn the different perspectives of historians	K3
CO4	Understand the various sources for the study of history and documentation techniques	K4
CO5	Use the technique of foot note and bibliography	K5

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
1	25UHS13CC01		Core Course - 1: Introduction to History						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	2	3	2	2	3	2	2	3	2	2.4
CO2	2	3	2	3	2	3	2	3	2	1	2.3
CO3	2	2	3	2	1	3	3	2	3	1	2.2
CO4	3	3	2	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	1	3	2	3	2	1	2.1
Mean Overall Score										2.4 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UHS13CC02	Core Course - 2: History of Ancient India (Upto 711 AD)	6	4

Course Objectives				
To identify the contributions of religions to the society.				
To understand the uniqueness of ancient politics.				
To analyse the different kind of political powers.				
To compare the legacy of foreign invaders.				
To examine the emergence of centralized authority.				

#### UNIT I: Early Historic Period

(18 Hours)

Geographical Setting – Source – Stone Age – Metal Stone Age – Metal Age – Porunai Culture - Indus Valley Civilization.

#### UNIT II: Transition Period

(18 Hours)

Vedic Age – Aaseevagam – Jainism – Buddhism – State Formation – Macedonian Invasion

#### UNIT III: Mauryan Era

(18 Hours)

Chandragupta Maurya - Bindusara - Ashoka - Administration –Dhamma

#### UNIT IV: Era of Fragmented Kingdoms

(18 Hours)

Minor Dynasties – Satavahana– Invading Dynasties – Kushana

#### UNIT V: Era of Gupta and Harsha

(18 Hours)

Gupta Dynasty – Administration – Harsha Dynasty – Administration

Teaching Methodology	Chart, PPT, Lecture
Assessment Methods	Seminar, Written Assignment, MCQ

#### Books for Study:

1. Khurana, K. L, *Ancient India*, Lakshmi Narain Agarwal, Agra, 2001.
2. Mahajan, V.D. *Early History of India*, S. Chand & Co, New Delhi, 1979.
3. Raychaudhuri, *Political History of Ancient India*, Delhi, 1997.

#### Books for Reference:

1. Basham, A. L *Wonder that was India*, Vol. I, Rupa & Co, New Delhi, 2004.
2. Jha, D. N. *Ancient India: In Historic Outlines*, Manohar, New Delhi, 2004
3. Kosambi D. D. *The Culture and Civilization of Ancient India in Historic Outline*, London, 1965.
4. Luniya, B. N., *Evolution of Indian Culture*, Lakshmi Narain Agarwal, Agra, 1982.
5. Neelakanta Sastri, K. A, *History of India, Part I Ancient India*, Madras, 1950.
6. Sharma R.S., *Looking for the Aryans*, Madras, 1995.
7. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*, Macmillan, New Delhi, 1991.
8. Thapar, Romila, *Early India*, Penguin, New Delhi, 2002.

#### Websites and eLearning Sources:

1. <https://knowindia.gov.in>
2. <https://www.jagranjosh.com>
3. <https://www.clearies.com>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Identify the contributions of religions to the society.	<b>K1</b>
<b>CO2</b>	Understand the uniqueness of ancient politics.	<b>K2</b>
<b>CO3</b>	Analyse the different kind of political powers.	<b>K3</b>
<b>CO4</b>	Compare the legacy of foreign invaders.	<b>K4</b>
<b>CO5</b>	Examine the emergence of centralized authority.	<b>K5</b>

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
<b>1</b>	<b>25UHS13CC02</b>	<b>Core Course-2:</b> History of Ancient India (Upto 711 AD)								<b>6</b>	<b>4</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO2</b>	2	3	2	3	2	3	2	3	2	1	<b>2.3</b>
<b>CO3</b>	2	2	3	2	1	3	3	2	3	1	<b>2.2</b>
<b>CO4</b>	3	3	2	3	2	3	3	2	3	2	<b>2.6</b>
<b>CO5</b>	2	2	3	2	1	3	2	3	2	1	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.4 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UHS13CC03	Core Course - 3: History of Tamil Country (Upto 1735 AD)	2	1

Course Objectives
To study the physical features of the Tamil Country
To understand the political history of the Tamil Country
To discuss the political controversy and diplomacy of the rulers
To evaluate the administrative pattern of various dynasties
To assess the war strategies of political diplomats

**UNIT I: Early History Period (6 Hours)**

Physical Feature - Source – Pre-Historic Age – State Formation – Political Centre

**UNIT II: Sangam Polity (6 Hours)**

Three Kingdoms: Chera – Chola – Pandya – Seven Chieftains – Administration - Kalabhra

**UNIT III: Pallavas And Pandyas (6 Hours)**

Invasion of Pallava – Conquest – Administration – First Pandyan Empire – Conquest - Administration

**UNIT IV: Later Cholas and Pandyas (6 Hours)**

Later Chola – Conquest – Chalukya Chola – Administration – Second and Later Pandya – Administration

**UNIT V: Madurai Sultans, Nayaks and Marathas (6 Hours)**

Madurai Sultan - Invasion of Kumara Kampana – Nayak – Palayam System – Marathas of Thanjavur

Teaching Methodology	Chart, PPT
Assessment Methods	Seminar, Activity, MCQ

**Book for Study:**

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

**Books for Reference:**

1. Balasubramanian, C. *The Status of Women in Tamilnadu during the Sangam Age*, Madras, 1976.
2. Pillai, K. K., *Social History of Tamils*, University of Madras, 1975.
3. Subramanian, N., *History of Tamil Nadu Upto 1336 AD*, Madurai, 2002.
4. Nilakanda Sastri, K.A., *The Cholas, The Pandyan Kingdom and History of South India*, London, 1929.
5. Srinivasan, K. R., *Temples of South India*, Delhi, NBT, 1995.
6. Mahalingam, T. V., *Administration and Social Life under Vijayanagar*, University of Madras, 1951.
7. Meenakshi, C., *Administration and Social Life under the Pallavas*, Madras, 1938.
8. Venkataramanayya, N., *The Early Muslim Expansion in South India*, Madras, 1942.

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1. <https://www.tamilnadu.ind.in/index.php>
2. <https://www.tn.gov.in/tamilnadustate>
3. <https://www.livehistoryindia.com/story/history-of-india-2000-years/sangam-literature/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Know the physical features of the Tamil Country.	<b>K1</b>
<b>CO2</b>	Understand the political history of the Tamil Country.	<b>K2</b>
<b>CO3</b>	Analyse the political controversy and diplomacy of the rulers.	<b>K3</b>
<b>CO4</b>	Assess the administrative pattern of various dynasties.	<b>K4</b>
<b>CO5</b>	Evaluate the war strategies of political diplomats.	<b>K5</b>

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
<b>1</b>	<b>25UHS13CC03</b>	<b>Core Course-3: History of Tamil Country (Upto 1735 AD)</b>								<b>2</b>	<b>1</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO2</b>	2	3	2	3	2	3	2	3	2	1	<b>2.3</b>
<b>CO3</b>	2	2	3	2	1	3	3	2	3	1	<b>2.2</b>
<b>CO4</b>	3	3	2	3	2	3	3	2	3	2	<b>2.6</b>
<b>CO5</b>	2	2	3	2	1	3	2	3	2	1	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.4 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UHS13AC01	Allied Course - 1: Introduction to Tourism	6	4

Course Objectives				
To know the meaning and classification of Tourism				
To understand the relevance of Tourism to History students				
To learn the different products of the Tourism sector				
To identify the Digital Marketing in the field of Tourism				
To apply the knowledge of automation in the Tourism field				

**UNIT I: Basic Concept (18 Hours)**

Meaning – Definition – Nature – Classification – Tale of Travel

**UNIT II: Evolution of Tourism (18 Hours)**

Migration – Trade – War - Pilgrimage - Adventure Travel - Traditional Attribute

**UNIT III: Tourism Product (18 Hours)**

Concept – Identification of Destination – Destination Management – Type

**UNIT IV: Tourism Marketing (18 Hours)**

Concept – MIS – Pricing and Promotion Strategy – Online Marketing

**UNIT V: Tourism Automation (18 Hours)**

Concept – System – Instrument – Photography – Videography – Application

Teaching Methodology	Chart, PPT, Lecture
Assessment Methods	Seminar, Field Visit, MCQ

**Books for Study:**

1. Bhatia, A.K. (1983). *Tourism Development*, Principles and Practice.
2. Devanesan, A. (2005). *Principles of Tourism*, Renu Publications.
3. Jha, S. M. (1995). *Tourism Marketing*.

**Books for Reference:**

1. Anand, M.M. (1976). *Tourism and Hotel industry in India*.
2. *Annual Report (2021- 2021)*, Ministry of Tourism, Government of India.
3. Bhatia, A.K. (1983). *Tourism development, Principle and Practice*.
4. Devanesan, A. (2005). *Principles of Tourism*, Renu publications.
5. Hart, J.J. (1974). *Tourism: Past, Present and Future*.
6. *India Tourism Statistics (2019)*, Ministry of Tourism, Government of India, Market Research Division.
7. *Indian Tourism Infrastructure: Investment Opportunities and Challenges*, FICCI Report, 2019.
8. Kaul, R.N. (1985). *Dynamics of Tourism*.
9. Law, E. (1995). *Tourism Destination Management Issues Analysis and Polices*.
10. Maclean., & Hunter. (1984). *Marketing Management in Your Business & Marketing Management Tourism*.
11. Maclean., Hunter. (1984). *Marketing Management in Your Business & Marketing Management Tourism*.
12. Renal, A. N. (1986). *Marketing in Hospitality Industry*. Van Nestrand Reinhold.
13. Sanjani, M. (1999). *Indian Tourism-A Legal Perspective Business*.
14. Seth, P.N. (1997). *Successful Tourism Management*.
15. Singh, R. (1994). *Tourism Today. Three Volumes*.
16. Singh, R. (2001). *Tourism Marketing Principles, Policies and Strategies*.

**Websites and eLearning Sources:**

1. [Home | Ministry of Tourism | Government of India](#)
2. [India Tourism Development Corporation](#)
3. [TTDC - Tamil Nadu Tourism Development Corporation](#)
4. [The History and Evolution of Tourism | CABI Books](#)
5. [Travelling for pleasure - a brief history of tourism | Europeana](#)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Know the meaning and classification of Tourism	K1
CO2	Understand the relevance of Tourism to History students	K2
CO3	Learn the different products of the Tourism sector	K3
CO4	Identify the Digital Marketing in the field of Tourism	K4
CO5	Apply the knowledge of automation in the Tourism field	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25UHS13AC01		Allied Course - 1: Introduction to Tourism							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	3	2	3	2	2	3	2	2	3	2	2.4
CO2	2	3	2	3	2	3	2	3	2	1	2.3
CO3	2	2	3	2	1	3	3	2	3	1	2.2
CO4	3	3	2	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	1	3	2	3	2	1	2.1
Mean Overall Score											2.4 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UHE14VE01	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 holistic development
To assimilate human values comprehensively

#### UNIT I: 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: Human Personality

(6 Hours)

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

#### UNIT III: Human Development

(6 Hours)

Areas of Development: Physical, Intellectual, Emotional, Social Development, Moral & Spiritual development – Practical Sessions on Health and Wellness

#### 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	Power point
Assessment Methods	Seminars, Reports, Group Discussion, Online Tests, Assignments

#### Books for Study:

1. Department of Human Excellence. (2023). *Essentials of Humanity*. St. Joseph's College.

#### Books for Reference:

1. Alex, K. (2009). *Soft Skills*. S. Chand.
2. Norman Vincent Peale (1952). *The Power of Positive Thinking* Norman Vincent Peale. New York Times
3. Kalam, A.A. P. J. (2012). *You Are Unique*. Punya Publishing.

#### Websites and eLearning Sources:

1. <http://livingvalues.net>. Accessed 05 March 2021.
2. <https://www.psychologytoday.com/us/basics/defense-mechanisms>. Accessed 12 March 2025.
3. <http://www.apa.org/topics/personality#>. Accessed 05 March 2021.
4. <http://www.peacecorps.gov/educators/resources/global-issues-gender-equality-and-womens-empowerment/>. Accessed 05 March 2021.
5. <https://www.nextias.com/blog/women-empowerment/> Accessed 12 March 2025.



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 the 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	25UHE14VE01	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
Mean Overall Score											2.7 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UTA21GL02	பொதுத்தமிழ் – 2: General Tamil - 2	4	3

### கற்றலின் நோக்கங்கள் (Course Objectives)

காப்பியங்களின் தோற்றம், வரையறை, வகைகள் ஆகியவற்றை அறிந்து கொள்ளல்
பெருங்காப்பியம், சிறுகாப்பியம் இடையேயான வேறுபாட்டைக் கண்டறிதல்
சைவ வைணவ சமயப் பாடல்களில் சிறப்பினை ஒப்பிடுதல்
காப்பியங்கள் வெளிப்படுத்தும் விழுமியங்களையும் உணர்தல்
சமூகத்திற்கும், காப்பியத்திற்குமான பிணைப்புகள் குறித்துத் தெரிந்துகொள்ளுதல்

#### அலகு-1

(12 மணி நேரம்)

சிலப்பதிகாரம் - ஆய்ச்சியர் குரவை  
மணிமேகலை - ஊர் அலர் உரைத்த காதை  
இலக்கிய வரலாறு - சைவம் வளர்த்த தமிழ் முதல் புராணங்கள் முடிய  
இலக்கணம் - அகப்பொருள் இலக்கணம்

#### அலகு-2

(12 மணி நேரம்)

திருநாவுக்கரசர் - திருவதிகை வீரட்டானம்  
(கூற்றாயினவாறு எனத் தொடங்கும் முதல் 10 பாடல்கள்)  
திருவாசகம் - அடைக்கலப்பத்து  
(செழுக்கமலத் திரளானதின் எனத் தொடங்கும் முதல் 10 பாடல்கள்)  
திருமந்திரம் - மாகேசுர பூசை (11 பாடல்கள்)  
சிவவாக்கியர் பாடல்கள் (15 பாடல்கள்)  
பாடல் எண்கள் - 16,22,27,33,34,35,37,38,47,81,91,225,237,242,495

#### அலகு-3

(12 மணி நேரம்)

பெரியாழ்வார் திருமொழி - திருப்பல்லாண்டு - தாலப்பருவம் (10 பாடல்கள்)  
திருமங்கையாழ்வாரின் பெரிய திருமொழி - திருவரங்கம் -1 (10 பாடல்கள்)  
கம்பராமாயணம் - கங்கை காண் படலம் - (தேர்ந்தெடுக்கப்பட்ட 35 பாடல்கள்)  
பாடல் எண்கள்: 1, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 22, 24, 25, 26, 27, 29, 30, 32,33,35,39,40,41,42,43,47,62,64,65,67,69,70  
நற்றமிழ்க் கோவை - முதல் மூன்று கட்டுரைகள்.

#### அலகு-4

(12 மணி நேரம்)

சீரப்புராணம் - நதி கடந்த படலம் - 1 முதல் 31 முடிய உள்ள பாடல்கள்  
கள்வரை நதிமறித்த படலம் - 1 முதல் 16 முடிய உள்ள பாடல்கள்  
இலக்கணம் - புறப்பொருள் இலக்கணம்  
இலக்கிய வரலாறு - தமிழ் இலக்கண நூல்கள் முதல் சிற்றிலக்கியங்கள் முடிய

#### அலகு-5

(12 மணி நேரம்)

வீரமாமுனிவரின் தேம்பாவணி - (காசா) காசை சேர் படலம்  
(1 முதல் 50 முடிய உள்ள பாடல்கள்)  
சீனயி (சீனாய்) - மாமலை காண்படலம் -(1 முதல் 56 முடிய உள்ள பாடல்கள்)  
நற்றமிழ்க் கோவை - இறுதி மூன்று கட்டுரைகள்.

கற்பித்தல் முறை (Teaching Methods)	விரிவுரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation)
மதிப்பீட்டு முறைகள் (Assessment Pattern)	இயங்கலைத்தேர்வு (Online Test), நூல் நோக்குத் தேர்வு (open book test) ஒப்படைவு (Assignment), வினாடி வினா (Quiz), கருத்துரை (Seminar)

#### பாடநூல்கள்:

1. பொதுத்தமிழ் (2025), தமிழாய்வுத்துறை, தூய வளனார் கல்லூரி
2. நற்றமிழ்க் கோவை - கட்டுரைத்தொகுப்பு (2025), தமிழாய்வுத்துறை வெளியீடு, தூய வளனார் கல்லூரி

#### Websites and eLearning Sources:

1. <https://www.tamiluniversity.ac.in/english/library2-/digital-library/>
2. <https://www.tamilvu.org/ta/library-13100-html-13100pl1-132372>
3. <https://www.tamilvu.org/ta/courses-degree-p202-p2021-html-p202121-28011>
4. <https://www.chennaiilibrary.com/vaishnava/naalayiradivvaprabhandham.html>

5. <https://www.tamilvu.org/ta/library-l4310-html-l4310por-l41616>  
 6. <https://www.tamilvu.org/slet/l4100/l4100pd2.jsp?bookid=80&pno=287>

**Course Outcomes**

CO No.	CO-Statements	Cognitive Levels (K –Levels)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO-1	பழந்தமிழர் வாழ்வியலையும் பன்முக ஆளுமைகளையும் அறிவர்	K1
CO-2	தமிழரின் பல்துறை அறிவு, மரபு போன்றவற்றை அறிந்து கொள்வர்.	K2
CO-3	பெருங்காப்பிய மரபிற்குள் வரும் இலக்கியங்களை அடையாளம் காண்பதோடு அவற்றை விளக்கும் திறனையும் பெறுவர்.	K3
CO-4	புராண இதிகாச மரபுகளிலிருந்து, காப்பியம் என்னும் புதிய இலக்கிய வடிவம் உருவான விதத்தை மதிப்பிடுவர்.	K4
CO-5	இலக்கிய வரலாறு, இலக்கணம், காப்பியங்கள் ஆகியவற்றைக் கற்பதன் வழி போட்டித் தேர்வுகளை எதிர்கொள்ளும் திறன் பெறுவர்	K5

**Relationship Matrix**

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	25UTA21GL02		பொதுத்தமிழ் – 2: General Tamil - 2							4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	3	3	3	3	3	3	3	2.8
CO-2	3	2	2	2	2	3	3	3	2	2	2.4
CO-3	2	3	1	3	1	3	3	3	1	2	2.2
CO-4	3	3	2	3	1	3	3	3	1	3	2.5
CO-5	3	3	2	2	3	3	3	2	2	2	2.5
Mean Overall Score											2.48 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UFR21GL02	Language French – 2	4	3

Course Objectives
Develop Communicative Competence in French enabling students to engage in simple, real-life conversations and interactions
Master Fundamental Grammar and Vocabulary by understanding and applying essential grammatical structures in context
Explore Francophone Culture and Civilization by integrating cultural elements of French-speaking regions
Enhance Practical Language Use in Everyday Situations
Express Ideas in Different Contexts Using Appropriate Tenses

#### UNIT I (12 Hours)

1. Titre - Qu'est-ce qu'on fait aujourd'hui ?
2. Lexique –l'heure, les activités quotidiennes, la description physique
3. Grammaire –les verbes pronominaux au présent, le passé récent, la fréquence
4. Production orale- demander l'heure, proposer une sortie
5. Production écrite - présenter ses activités quotidiennes, décrire une personne

#### UNIT II (12 Hours)

6. Titre - Chez -moi
7. Lexique – le logement, les meubles, les pièces, l'équipement
8. Grammaire – le passe compose avec avoir, les pronoms COD
9. Production orale- s'informer sur un logement
10. Production écrite - expliquer un problème domestique, écrire une annonce pour un logement

#### UNIT III (12 Hours)

11. Titre - En forme
12. Lexique – les parties du corps, les maladies, les médicaments, les sports
13. Grammaire –Le passé composé avec être, le pronom 'y',
14. Production orale- parler de sa santé, exprimer une émotion positive
15. Production écrite - Donner un conseil, exprimer son accord ou son désaccord

#### UNIT IV (12 Hours)

16. Titre - Bonne vacances
17. Lexique – les destinations, l'hébergement, la réservation, la nature
18. Grammaire – la comparaison, les verbes impersonnels à l'imparfait comme c'était
19. Production orale- réserver une chambre a l'hôtel, décrire une ville ou un paysage
20. Production écrite - réaliser une brochure touristique, écrire une carte postale

#### UNIT V (12 Hours)

21. Titre - Au travail
22. Lexique – les études, les disciplines, les lieux de travail, les taches
23. Grammaire – la durée, les pronoms relatifs
24. Production orale- parler de ses études et son projet professionnel
25. Production écrite - comparer le système scolaire français et indien
26. Indian knowledge system–Highlighting on Gurukulam Education System that focuses on traditional teacher-student relationships, oral learning methods, and holistic education while discussing education systems in India vs. France (5%)

<b>Teaching Methodology</b>	Visual-Linguistic Learning, Descriptive & Interpretative Learning, experiential learning, The Lexical Approach, Differentiated Instruction
<b>Assessment Methods</b>	<p><i>Role -play:</i> A mock phone call on hotel reservation, discuss daily routines, housing, and health. (Rubric – graded on grammatical accuracy, and use of appropriate vocabulary)</p> <p><i>Picture description activity:</i> Describe a landscape or travel destination shown in a picture. (Rubric – Assessed on descriptive abilities and vocabulary use)</p> <p><i>Experimental learning task:</i> Doctor-patient conversation about a health issue, Conduct a mock interview about career plans. (Rubric – Assessed on real-life application of language skills)</p> <p><i>Project based assessment:</i> Create a travel brochure for a French-speaking destination, make a poster comparing education in France and India (Rubric – Assessed on Application of language skills in a creative way)</p> <p><i>Written assessment:</i> Write a short daily routine using time expressions, write a postcard describing a recent trip (Rubric – Assessed on ability to write structured texts related to themes)</p>

### Books for Study:

1. Mensdorff - Pouilly, L., Opatski, S., Petitmengin, V., Pons, S., Sperandio, C., Djimli, H., & Veldeman - Abry, J. (2022). *Édito AI: Méthode de français* (2nd ed.). Didier FLE, Hatier. (p.87-p.165)

### Books for Reference:

1. Dauda, P., Giachino, L., & Baracco, C. (2020). *Génération AI*. Didier.
2. Mérieux, R., & Loiseau, Y. (2012). *Latitudes AI*. Didier.

### Websites and eLearning Sources:

1. <https://www.podcastfrançaisfacile.com>
2. <https://www.flevideo.com>
3. <https://savoirs.rfi.fr/fr>
4. <https://www.french4me.net/>
5. <https://apprendre.tv5monde.com/en>

Course Outcomes		
CO No.	CO–Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
<b>CO1</b>	Talk about daily routines, tell the time, describe people, and propose social outings using appropriate vocabulary and verb structures.	<b>K1</b>
<b>CO2</b>	Inquire about housing, describe household items, explain domestic issues, and write advertisements or announcements for accommodations.	<b>K2</b>
<b>CO3</b>	Describe body parts, discuss health conditions, give advice, express emotions, and use past tense structures to narrate past experiences.	<b>K3</b>
<b>CO4</b>	Make hotel reservations, describe destinations and landscapes, compare experiences, and write postcards or travel brochures.	<b>K4</b>
<b>CO5</b>	Discuss education, career plans, and workplace responsibilities while comparing educational systems in France and India.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours		Credits	
2	25UFR21GL02		Language 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	2	2	1	1	2	2	2	3	2	2	1.9
CO2	2	2	2	3	1	3	3	2	3	3	2.4
CO3	2	3	2	1	2	2	1	3	2	1	1.9
CO4	3	2	2	2	2	3	2	1	2	3	2.2
CO5	3	3	3	2	3	2	3	2	3	2	2.6
Mean Overall Score											2.2 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UHI21GL02	Language 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)

1. Moun hi Manthra Hay
2. Letter Writing - Chutti Patra
3. Bakthikal - Namakarn
4. Sarkari Kariyalayom Ka Naam

#### UNIT II (12 Hours)

5. Baathcheeth - Aspathal Mein
6. Letter Writing - Rishthedarom ko Patra
7. Bakthikal - Samajik Paristhithiyam
8. Kriya

#### UNIT III (12 Hours)

9. Premchand
10. Kriya visheshan
11. Letter Writing - Naukari Keliye Avedan Patra
12. Bakthikal - Sahithyik Paristhithiyam

#### UNIT IV (12 Hours)

13. Kabeer ke Dohae
14. Samas
15. Letter Writing - Kitab Maangne Keliye Patra
16. Bakthikal - Salient Features, Main Division

#### UNIT V (12 Hours)

17. Anuvad
18. Sandhi
19. Bakthikal - Visheshathayem
20. Apathit Gadyansh

Teaching Methodology	Peer Instruction Exercise, Videos, PPT, Quiz, Group Discussion
Assessment Methods	Group Discussion, Seminar, Snap Test

#### Books for Study:

1. Viswanath Tripathy. (2021). *Kuchh Kahaniyan*, Rajkamal Prakashan Pvt. Ltd.
2. Kamathaprasad Gupth, M. (2020). *Hindi Vyakaran*. Anand Prakashan.
3. Dr. Sadananth Bosalae. (2020). *kavya sarang*, Rajkamal Prakashan.

#### Books for Reference:

1. Acharya Ramchandra Shukla. (2021). *Hindi Sahitya Ka Itihas*. Prabhat Prakashan.
2. Krishnakumar Gosamy. (2023). *Anuvad vigyan ki Bhumika*. Rajkamal Prakashan.
3. Aravind Kumar. (2022). *Sampoorna Hindi Vyakaran our Rachana*, Lucent publisher.
4. Lakshman Prasad Singh. (2021). *Kavya ke sopan*. Bharathy Bhavan Prakashan.

#### Websites and e-Learning Sources:

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-Levels)
	On successful completion of the course, the student will acquire the listed skills	
CO1	Find out the Terms & Expressions related to letter writing.	K1
CO2	Providing knowledge of Letter writing in Hindi.	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 Hindi writers	K5

Relationship Matrix											
Semester	Course Code		Title of the Course				Hours/ week		Credits		
2	25UHI21GL02		Language Hindi – 2				4		3		
Course Outcomes (Cos)	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
Mean Overall Score											2.36 (High)



Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25USA21GL02	Language 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) sarva naama sabdaha

**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
<b>Assessment Methods</b>	Seminar, Quiz, Group Discussion.

**Books for Study:**

1. Saralasamkritham Siksha ,2021
2. Dhaatu Rupa Manjari ,2021

**Books for Reference:**

1. Paindrapuram Ashram, Srirangam – 620 006 Gopalavimshanthi 2021
2. R.S. Vadhyar & Sons book – Seller and Publishers, Kalpathi, Palghat – 678 003, Kerala, South Inida, shabdha manjari
3. Kulapthy, K.M Saral sankrit Balabodh, Bharathiys Vidya Bhavan, Munshimarg Mumbai – 400 007, 2020

**Websites and eLearning Sources:**

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 –Levels)
	On successful completion of this course, students will be able to	
CO–1	Remembering names of different objects, remembering different verbal forms and sandhi	K1
CO–2	Contrast different verbal forms Explain good sayings, Relate good saying to life.	K2
CO–3	Apply and build small sentences	K3
CO–4	Analyze different forms of Verbs and nouns	K4
CO–5	Appreciate subhashitas and Sanskrit poetry	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	25USA21GL02		Language Sanskrit - 2							4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	1	3	2	2	2	3	3	2	1	2.1
CO-2	3	2	3	2	2	3	2	3	3	2	2.5
CO-3	2	2	3	2	2	2	2	3	3	1	2.1
CO-4	3	2	3	3	1	2	3	3	3	1	2.4
CO-5	3	2	2	2	3	2	2	3	3	1	2.3
Mean Overall Score											2.28 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UEN22GE02A	General English – 2: Pre-Intermediate Stream	5	3

Course Objectives (CO)				
To strengthen listening and speaking skills for identifying key ideas and details				
To improve reading comprehension and analyze different texts				
To express ideas clearly in conversations and presentations, using correct grammatical structures.				
To develop writing skills by creating clear and structured texts				
To assess and improve language use in both spoken and written communication				

#### UNIT I: (15 Hours)

<b>Listening:</b>	(Skill) :	Listening to respond to story-based questions
	(Practice) :	“The Hare and His Friends”
<b>Reading:</b>	(Skill) :	Understanding and interpreting proverbs
	(Practice) :	“Necessity is the Mother of Invention”
<b>Grammar:</b>	(Practice) :	Present Continuous Tense; Past Continuous Tense
<b>Vocabulary:</b>	(Practice) :	Weather and Seasons
<b>Speaking:</b>	(Skill) :	Describing on-going actions in the present and the past to describe real-life situations and activities
	(Practice) :	Ongoing Actions: Present & Past
<b>Writing:</b>	(Skill) :	Writing a biography of a famous personality using given details
	(Practice) :	Writing a Biography

#### UNIT II: (15 Hours)

<b>Listening:</b>	(Skill) :	Listening to identify factual details
	(Practice) :	Recycling
<b>Reading:</b>	(Skill) :	Reading to convert a story into a meaningful dialogue
	(Practice) :	The Shepherd and the Stranger
<b>Grammar:</b>	(Practice) :	Future Expressions: Simple Future & ‘Going to’; Simple Present, Present Continuous and Future Continuous Tenses
<b>Vocabulary:</b>	(Practice) :	Groceries
<b>Speaking:</b>	(Skill) :	Developing conversational fluency by practising conversations on familiar and everyday topics
	(Practice) :	Conversations on Familiar and Everyday Topics
<b>Writing:</b>	(Skill) :	Writing clear, respectful and relevant online comments
	Practice :	Writing Online Comments

#### UNIT III: (15 Hours)

<b>Listening:</b>	(Skill) :	Listening for specific information
	(Practice) :	Telephonic Conversation
<b>Reading:</b>	(Skill) :	Reading a news report
	(Practice) :	Iron Age in Tamil Nadu Began 5,300 Years Ago
<b>Grammar:</b>	(Practice) :	Present Perfect Tense; Past Perfect Tense
<b>Vocabulary:</b>	(Practice) :	Kitchen Utensils and Household Appliances
<b>Speaking:</b>	(Skill) :	Using polite expressions in conversations to request, seek permission, grant or refuse permission, and apologise
	(Practice) :	Polite Expressions in Conversations
<b>Writing:</b>	(Skill) :	Expressing short reflective ideas in writing
	(Practice) :	Thought for the Day

#### UNIT IV: (15 Hours)

<b>Listening:</b>	(Skill) :	Predicting content and vocabulary before listening
	(Practice) :	Our Earth
<b>Reading:</b>	(Skill) :	Identifying direct and indirect speech
	(Practice) :	Birbal story: “Hot Iron Test”

<b>Grammar:</b>	<b>(Practice) :</b>	Active and Passive Voice
<b>Vocabulary:</b>	<b>(Practice) :</b>	Human Diseases
<b>Speaking:</b>	<b>(Skill) :</b>	Using polite expressions in conversations to interrupt, make suggestions, and agree or disagree
	<b>(Practice) :</b>	Polite Expressions in Conversations
<b>Writing:</b>	<b>(Skill) :</b>	Writing a report on a given topic
	<b>(Practice) :</b>	Report Writing

**UNIT V: (15 Hours)**

<b>Listening:</b>	<b>(Skill) :</b>	Listening to understand formal speeches
	<b>(Practice) :</b>	“A Tryst with Destiny” by Jawaharlal Nehru
<b>Reading:</b>	<b>(Skill) :</b>	Reading to understand an essay
	<b>(Practice) :</b>	“Secularism”
<b>Grammar:</b>	<b>(Practice) :</b>	Adverbs; Prepositions
<b>Vocabulary:</b>	<b>(Practice) :</b>	<b>Occupations</b>
<b>Speaking:</b>	<b>(Skill) :</b>	Delivering a short prepared speech on a familiar or inspiring topic
	<b>(Practice) :</b>	Delivering a Short Speech
<b>Writing:</b>	<b>(Skill) :</b>	Writing a clear and well-structured essay on a given topic
	<b>(Practice) :</b>	Essay Writing

<b>Teaching Methodology</b>	Lectures, task-based activities, audio-visual listening tasks, guided reading and writing exercises, discussions
<b>Assessment Method</b>	Listening and reading comprehension exercises, verbal presentations, role plays and conversations, writing tasks

**Books for Study:**

Dr. M. John Britto, Dr. B. Sam Jerome Sharone, and Dr. S. Sajeev. *Nurturing English Skills*. Emerald Publishers, 2025.

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K-Level)</b>
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Recognize key ideas and details in spoken and written texts, demonstrating effective listening and comprehension skills.	<b>K1</b>
<b>CO2</b>	Understand and interpret different types of texts, enhancing reading comprehension and critical thinking abilities.	<b>K2</b>
<b>CO3</b>	Apply correct grammatical structures to express ideas clearly in conversations and presentations.	<b>K3</b>
<b>CO4</b>	Analyze and organize ideas to write clear, coherent, and well-structured texts for various purposes.	<b>K4</b>
<b>CO5</b>	Evaluate and improve language use, refining both spoken and written communication.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	25UEN22GE02A		General English – 2: Pre-Intermediate Stream							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	3	2	3	2	3	2	2	2.4
CO2	3	2	2	3	2	3	2	3	2	3	2.5
CO3	3	2	2	2	3	2	2	3	2	2	2.3
CO4	3	2	2	2	2	2	2	2	2	3	2.2
CO5	3	2	3	2	3	2	3	2	3	2	2.5
Mean Overall Score											2.38 (High)

Semester	Course Code	Title of the Course	Hours/ Week	Credits
2	25UEN22GE02B	General English – 2: Intermediate Stream	5	3

Course Objectives
To develop students' ability to listen, speak, read, and write effectively in English through interactive and contextualised activities.
To improve students' understanding and application of essential grammar concepts, including verb usage, auxiliary verbs, modals, adverbs, and sentence structures.
To equip students with strategies to deduce meanings of unfamiliar words using contextual clues.
To foster students' ability to brainstorm, organise information using graphic organisers, and structure written communication effectively for academic and professional contexts.
To enable students to engage in discussions, express opinions, seek and provide information, and navigate real-life situations confidently through role plays.

Unit 1: My College & Studies	15 Hours
1. Listening: (Skill)	Distinguishing between main ideas and supporting details
(Practice)	"A Day in the Life of a College Student" (A conversation)
2. Reading: (Skill)	Recognising the structure of written texts
(Practice)	"Enter to learn, leave to serve"
3. Grammar: (Practice)	Main Verb
4. Vocabulary: (Practice)	Using synonyms as contextual clues to guess the meaning of unfamiliar words
5. Study skill:	Brainstorming to gather ideas in a group
6. Speaking: (Skill)	Asking for, giving and refusing permission – Requesting – Communication repair: Finding about pronunciation, spelling and meaning.
(Practice)	Role Play
7. Writing: (Skill)	Writing an outline
(Practice)	Controlled composition: Writing an outline for a given passage

Unit 2: Travel	15 Hours
1. Listening: (Skill)	Listening for specific details
(Practice)	"A Perfect Vacation" (A conversation)
2. Reading: (Skill)	Identifying main ideas and supporting details
(Practice)	"An Unforgettable Ride"
3. Grammar: (Practice)	Auxiliary Verbs
4. Vocabulary: (Practice)	Using antonyms as contextual clues to guess the meaning of unfamiliar words
5. Study skill:	Mind mapping to visually organise information
6. Speaking: (Skill)	Asking for and giving directions – Asking for and giving information
(Practice)	Role Play
7. Writing: (Skill)	Writing effective paragraphs
(Practice)	Free-writing composition: An adventurous journey

Unit 3: My Social Network	15 Hours
1. Listening: (Skill)	Understanding the sequence of ideas
(Practice)	"My Virtual Friends" (A conversation)
2. Reading: (Skill)	Comprehending infographics
(Practice)	"Social Media Etiquette"
3. Grammar: (Practice)	Modal Auxiliary Verbs
4. Vocabulary: (Practice)	Using definitions and restatements as contextual clues to guess the meaning of unfamiliar words
5. Study skill:	Using graphic organisers (sequence of events chain, timeline, and storyboard)
6. Speaking: (Skill)	Asking for and giving advice – Asking if someone agrees – Agreeing and disagreeing – Warning someone
(Practice)	Role Play

- 7. Writing:** (Skill) Developing stories from hints  
(Practice) Controlled composition: Developing a story from given hints

#### Unit 4: Shopping

**15 Hours**

- 1. Listening:** (Skill) Detecting signposts  
(Practice) “Let’s go shopping!” (A conversation)
- 2. Reading:** (Skill) Recognising transition of ideas  
(Practice) “Adventures of the Grocery Store”
- 3. Grammar:** (Practice) Adverbs and WH Question Words
- 4. Vocabulary:** (Practice) Using examples and illustrations as contextual clues to guess the meaning of unfamiliar words
- 5. Study skill:** Using graphic organisers (Venn diagram, and cause-and-effect map)
- 6. Speaking:** (Skill) Offering and accepting help – Asking for and giving opinions – Asking for and saying one’s preference – Suggesting – Complaining  
(Practice) Role Play
- 7. Writing:** (Skill) Describing actions in a story  
(Practice) Guided composition: Narrating a story in a comic strip

#### Unit 5: Ceremonies

**15 Hours**

- 1. Listening:** (Skill) Listening to intonations  
(Practice) “Happy Birthday to You!” (A conversation)
- 2. Reading:** (Skill) Understanding moods in a reading passage  
(Practice) “The Light has Gone out” by Jawaharlal Nehru
- 3. Grammar:** (Practice) Sentences
- 4. Vocabulary:** (Practice) Using root words as clues to guess the meaning of words
- 5. Study skill:** Using graphic organisers (idea wheel, idea web, and concept map)
- 6. Speaking:** (Skill) Using intonations for different types of sentences – Expressing your feelings and emotions – Congratulating and wishing someone – Expressing sympathy  
(Practice) Role Play
- 7. Writing:** (Skill) Expressing emotions in narrative writing  
(Practice) Controlled composition: Describing emotions and feelings conveyed in a picture story

<b>Teaching Methodology</b>	Lectures, Demonstrations, Discussions, Peer-Review Tasks, Role-plays, Pair and group activities
<b>Assessment Tools</b>	Listening and reading comprehension tasks, Individual talks, Role plays, Controlled and guided compositions

#### Books for Study:

M.S. Xavier Pradheep Singh, Amalaveenus, and A. Napoleon. English and My World, 2025.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify key ideas, supporting details, and organisational patterns in spoken and written texts.	K1
CO2	Explain the meaning of conversations and passages by recognising their structure, tone, and purpose.	K2
CO3	Use appropriate language functions such as requesting, suggesting, and expressing opinions effectively in real-life interactions.	K3
CO4	Compare different communication styles and linguistic features in various types of texts and conversations.	K4
CO5	Assess the effectiveness of spoken and written communication, providing constructive feedback for improvement.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	25UEN22GE02B		General English – 2: Intermediate Stream							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	
CO-1	3	2.5	2.5	2.5	2.5	3	2.5	2.5	2.5	3	2.65
CO-2	2.5	3	2.5	2.5	2.5	3	3	2.5	2.5	3	2.7
CO-3	3	2.5	2.5	3	2.5	2.5	2.5	2.5	3	2.5	2.65
CO-4	2.5	2.5	2.5	3	2.5	2.5	2.5	3	2.5	2.5	2.6
CO-5	3	2.5	2.5	2.5	3	2.5	2.5	2.5	3	2.5	2.65
Mean Overall Score											2.65 (High)



Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UHS23CC04	<b>Core Course - 4:</b> History of Medieval India (712 AD to 1707 AD)	6	4

Course Objectives				
To Acquire knowledge on the social changes of medieval India.				
To Remember the uniqueness of culture and art and architecture of medieval India.				
To Comprehend the various invasions in medieval India.				
To Analyse the factors for the establishment of Muslim rule in India.				
To Evaluate the administrative development of medieval Indian kingdoms.				

#### UNIT I: Early Medieval Era

(18 Hours)

Sources – Arab Invasion – Pala – Pratihara – Rashtrakuta - Chauhan – Chandala - Mahmud of Ghazni – Muhammad of Ghor

#### UNIT II: Delhi Sultanate

(18 Hours)

Slave Dynasty – Khalji Dynasty – Tughlaq Dynasty – Sayyid Dynasty – Lodi Dynasty

#### UNIT III: Mughal Empire

(18 Hours)

Babur – Humayun – Akbar – Jahangir – Shajahan – Aurangazeb – Sur Interlude

#### UNIT IV: Deccan Kingdoms

(18 Hours)

Chalukya – Hoysala – Vijayanagar – Bahmani – Maratha

#### UNIT V: Administration

(18 Hours)

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

<b>Teaching Methodology</b>	Chart, PPT, Case study
<b>Assessment Methods</b>	Seminar, Assignment, MCQ

#### Books for Study:

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

#### Books for Reference:

1. Bakshi S. R *Advanced History of Medieval India*, Anmol Publication, New Delhi, 2002.
2. Eswari Prasad, *Medieval India*, Allahabad, 1936.
3. John F, Richard, *The New Cambridge History of India*, Cambridge University Press, 1996.
4. Edward and Garrett, *Mughal rule in India*, Delhi, 1995.
5. Lane pool, *Medieval India*, Haskell House Publication, USA, 1903
6. Burton Stein, *History of India*, OUP, 2002.
7. Majumdar. R, C, et al, *An Advanced History of India*, Macmillan, New Delhi ,2002.
8. Vincent A. Smith, *The Oxford History of India*, OUP, New Delhi, 2002.

#### Websites and eLearning Sources:

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, the students will be able to	
<b>CO1</b>	Acquire knowledge on the social changes of medieval India.	<b>K1</b>
<b>CO2</b>	Remember the uniqueness of culture and art and architecture of medieval India.	<b>K2</b>
<b>CO3</b>	Comprehend the various invasions in medieval India.	<b>K3</b>
<b>CO4</b>	Analyse the factors for the establishment of Muslim rule in India.	<b>K4</b>
<b>CO5</b>	Evaluate the administrative development of medieval Indian kingdoms.	<b>K5</b>

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
<b>2</b>	<b>25UHS23CC04</b>	<b>Core Course - 4: History of Medieval India</b> (712 AD to 1707 AD)								<b>6</b>	<b>4</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<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
2	25UHS23CC05	Core Course - 5: History of Tamil Nadu (1736 AD to 2011 AD)	5	4

Course Objectives				
To understanding about the Nawab and colonial administration and early resistance in Tamil Nadu				
To appreciate the social movements in Tamil Nadu like the Temple Entry movement and Self-Respect movement				
To study the contribution of Tamil Nadu towards Freedom movement				
To comprehend the contributions of the Congress, DMK and ADMK governments				
To make awareness about the various issues present in Tamil Nadu				

#### **UNIT I: Nawab and European (15 Hours)**

Nawab of Arcot – Carnatic War – Muhammad Yusuf Khan - Palaiyakkarar Rebellion – Impact of Anglo Mysore War - Transfer of Political Power

#### **UNIT II: English East India Company (15 Hours)**

Formation of Madras Presidency – Governor–Annexation of Local Power –Political Policy – Administration

#### **UNIT III: British Raj and Freedom Struggle (15 Hours)**

Company to Crown – Administration – Vernacular Press Act – Local Self Government - Freedom Struggle – Justice Party

#### **UNIT IV: Government from 1947 to 1990 (15 Hours)**

Congress: Rajaji – Kamaraj – Dravida Kazhagam – Anti Hindi Agitation – DMK: C.N. Annadurai – M. Karunanithi – ADMK: MGR

#### **UNIT V: Government From 1991 To 2011 (15 Hours)**

AIADMK – J. Jayalalitha –DMK – M. Karunanithi– AIADMKVs DMK – Tiger and Goat Politics -Impact of Sri Lankan Civil War

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Activity, MCQ

#### **Books for Study:**

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

#### **Books for Reference:**

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

#### **Websites and eLearning Sources:**

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, the students will be able to	
<b>CO1</b>	Recall the political policy of Vijayanagar, Nayaks and Marathas.	<b>K1</b>
<b>CO2</b>	Identify the political chaos of the eighteenth-century Tamil Country.	<b>K2</b>
<b>CO3</b>	Interpret the administrative policies of the British in Tamil Region.	<b>K3</b>
<b>CO4</b>	Analyse the governing pattern followed in Madras State.	<b>K4</b>
<b>CO5</b>	Examine the contest for power in Tamil Nadu till 2011.	<b>K5</b>

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
<b>2</b>	<b>25UHS23CC05</b>	<b>Core Course - 5: History of Tamil Nadu (1736 AD to 2011 AD)</b>								<b>5</b>	<b>4</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<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
2	25UHS23AC02	Allied Course - 2: Introduction to Archaeology	6	4

Course Objectives				
To Learn the meaning and kinds of archaeology and its relations with allied disciplines				
To Trace the archaeological developments across the globe and India				
To understand the role of the early archaeologists across the country				
To know the methods and techniques of archaeological excavations				
To interpret artefacts				

#### UNIT I: Basic Concept

(18 Hours)

Definition – Aim - Scope – Ethic – Kind - Relation with Social Sciences - Relation with Natural Sciences

#### UNIT II: Evolution

(18 Hours)

Antiquarianism - Archaeology - New Archaeology

#### UNIT III: Archaeological Methods

(18 Hours)

Exploration - Excavation - Recording – Dating - Documentation

#### UNIT IV: Institutionalisation in India

(18 Hours)

Asiatic Society – Asiatic Society of Bengal - Archaeological Survey of India

#### UNIT V: Archaeology in Tamil Nadu

(18 Hours)

State Department Archaeology – Arikamedu– Adichanallur –Kaviripattinam - Korkai – Kodumanal – Porunthal - Keezhadi – Mayiladumparai - Alagankulam

Teaching Methodology	Chart, PPT
Assessment Methods	Seminar, Snap Test, MCQ

#### Books for Study:

1. Rajan, K. (2002). *Archaeology: Principles and Methods*. Manoo Pathippakam, Thanjavur.
2. Rajan, K. (2016). *Understanding Archaeology: Field Methods, Theories and Practices*. Manoo Pathippakam, Thanjavur.

#### Books for Reference:

1. Raman, K.V. (1986). *Principles and Methods of Archaeology*. Parthajan Publications, Madras
2. Dillon, B.D. (ed.) (1989). *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics*. Institute of Archaeology, University of California, Los Angeles.
3. Fleming, S. (1978). *Dating in Archaeology: A Guide to Scientific Techniques*. J.M. Dent, London.
4. Heizer, R.F. (ed.) (1969). *The Archaeologist at Work: A Source Book in Archaeological Method and Interpretation*. Harper & Row, New York.
5. Renfrew, C., & Bahn, P. (2012). *Archaeology: Theories, Methods and Practice*. Thames & Hudson, London.
6. Roy, S. (2011). *The Story of Indian Archaeology 1784-1947*. Archaeological Survey of India, New Delhi.
7. Johnston, L *Archaeological Science Theories Models and Techniques*
8. Kristian Kristiansen, *The Discipline of Archaeology*, University of Gothenburg.

#### Websites and eLearning Sources:

1. [Archaeological Survey of India](#)
2. [Archaeology Magazine](#)
3. [Archaeology breakthrough as scientists discover mysterious 2,200-year-old pyramid filled with ancient coins and weapons](#)
4. [3.1: Evolution of Archaeology - Social Sci LibreTexts](#)
5. <http://www.tnarch.gov.in/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Learn the meaning and kinds of archaeology and its relations with allied disciplines	<b>K1</b>
<b>CO2</b>	Trace the archaeological developments across the globe and India	<b>K2</b>
<b>CO3</b>	Understand the role of the early archaeologists across the country	<b>K3</b>
<b>CO4</b>	Know the methods and techniques of archaeological excavations	<b>K4</b>
<b>CO5</b>	Interpret artefacts	<b>K5</b>

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
<b>2</b>	<b>25UHS23AC02</b>	<b>Allied Course 2: Introduction to Archaeology</b>								<b>6</b>	<b>4</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO2</b>	2	3	2	3	2	3	2	3	2	1	<b>2.3</b>
<b>CO3</b>	2	2	3	2	1	3	3	2	3	1	<b>2.2</b>
<b>CO4</b>	3	3	2	3	2	3	3	2	3	2	<b>2.6</b>
<b>CO5</b>	2	2	3	2	1	3	2	3	2	1	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.4 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UHE24AE02	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 -Subsystems of Earth - Scope and Importance - Various Recycling Methods - Environmental Movements in India – Eco- Feminism - Public awareness - Suggestions to conserve environment

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

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

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

Kinds of Ecosystem - General structure of ecosystem - Functions of Ecosystem - Energy flow and Ecological pyramids - Levels of Biodiversity - Biodiversity at Global Level- 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

Teaching Methodology	Power point and Field visit
Assessment Methods	Seminar, Group Discussion.

#### Books for Study:

1. Department of Human Excellence, (2025). *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	
<b>CO1</b>	Identify the concepts related to global ecology and the environment	<b>K1</b>
<b>CO2</b>	Comprehend the natural resources and environmental organizations	<b>K2</b>
<b>CO3</b>	Apply the acquired knowledge to sensitize individuals and public about the environmental crisis	<b>K3</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
<b>2</b>	<b>25UHE24AE02</b>		<b>Ability Enhancement Compulsory Course - 2:</b> Environmental Studies							<b>2</b>	<b>1</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	3	2	1	2	2	3	2	2	2	2	<b>2.1</b>
<b>CO2</b>	3	2	1	2	2	3	2	2	2	2	<b>2.1</b>
<b>CO3</b>	3	2	2	2	2	2	3	2	1	2	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.1 (Medium)</b>



Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UHE24VE02	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 - Human Rights Organizations - NHRC - SHRC.

<b>Teaching Methodology</b>	Power point, Handouts and Group discussion
<b>Assessment Methods</b>	Seminars, Group Discussion, Assignments.

#### **Books 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	25UHE24VE02		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
Mean Overall Score											2.1 (Medium)

Semester	Course Code	Title of the Course	Hours/ Week	Credits
3	25UTA31GL03	பொதுத்தமிழ் – 3: General Tamil - 3	4	3

### கற்றலின் நோக்கங்கள் (Course Objectives)

சங்க இலக்கியங்களின் இன்றியமையாமையை அறிந்து கொள்ளுதல்
இலக்கியத்தினை நுட்பமாக அறிதலின் வழியாக ஆற்றுப்படுத்தும் திறன் பெறுதல்
இலக்கிய அறநெறிகளைத் தற்கால வாழ்வியலில் பயன்படுத்தும் திறன் பெறுதல்
திணை, துறைகளைப் பகுத்தாராயும் அறிவு பெறுதல்
இலக்கிய இலக்கண நுட்பங்களை வாழ்வியலோடு ஒப்பிடுதல்

#### அலகு – 1 :

(12 மணி நேரம்)

**குறுந்தொகை:** குறிஞ்சித் திணை - பரணர் பாடல் (199), முல்லை - ஓளவையார் பாடல் (99), மருதம் - கொல்லிக்கண்ணனார் பாடல் (34), நெய்தல் - கச்சிப்பேட்டு நன்னாகையார் பாடல் (172), பாலை - வெண்பூதி பாடல் (174)

**நற்றிணை:** குறிஞ்சி - கபிலர் பாடல் (194), முல்லை - இடைக்காடனார் பாடல் (142), மருதம் - உறையூர் கதுவாய்ச் சாத்தனார் பாடல் ( 370), நெய்தல் - அறிவுடைநம்பி பாடல் (15), பாலை - கணக்காயனார் பாடல் (24)

**ஐங்குறுநூறு:** குறிஞ்சி - அன்னாய் வாழிப் பத்து - அன்னாய் வாழி வேண்டன்னை நம் படப்பை (203), முல்லை - செவிலி கூற்றுப் பத்து - மறியிடைபடுத்த மான்பிணைபோல ( 401), மருதம் - வேட்கைப் பத்து - வாழி ஆதன் வாழி அவினி (01), நெய்தல் - வெள்ளாங்குருகுப் பத்து - வெள்ளாங் குருகின் பிள்ளை ( 157), பாலை - உடன்போக்கின் கண் இடைச் சுரத்து உரைத்த பத்து - அறம்புரி அருமறை நவின்ற ( 387)

**புறநானூறு:** பிசிராந்தையார் (67), அரிசில் கிழார் ( 146), காக்கைப்பாடினி (278), அள்ளூர் நன்முல்லையார் (306), பரணர் ( 352)

#### அலகு – 2 :

(12 மணி நேரம்)

சிறுபாணாற்றுப்படை

இலக்கணம் - யாப்பு

#### அலகு – 3 :

(12 மணி நேரம்)

**கலித்தொகை:** குறிஞ்சிக்கலி - திருந்திழாய்! கேளாய் எனத் தொடங்கும் பாடல் (64), முல்லைக்கலி - கண் அகன் இரு விசும்பில் எனத் தொடங்கும் பாடல் (101), மருதக்கலி - நறவினை வரைந்தார்க்கும் எனத் தொடங்கும் பாடல் (98), நெய்தல்கலி - இவர்திமில் எறிதிரை எனத் தொடங்கும் பாடல் (135) பாலைக்கலி - அறனின்றி அயல்தூற்றும் எனத் தொடங்கும் பாடல் (2)

**பதிற்றுப்பத்து:** குமட்டுருக் கண்ணனாரின் புண் உமிழ் குருதி (11), பாலைக் கௌதமனாரின் கயிறு குறு முகவை (22)

**இலக்கிய வரலாறு:** சங்க இலக்கியங்கள், சங்க இலக்கியங்களின் தனித்தன்மைகள்

#### அலகு – 4 :

(12 மணி நேரம்)

**அகநானூறு:** அளிநிலை பொறாது அமரிய முகத்தள் எனத் தொடங்கும் பாடல் ( 5) , திதலை மாமை தளிர்வனப்பு எனத் தொடங்கும் பாடல் (135), திருந்துஇழை நெகிழ்ந்து எனத் தொடங்கும் பாடல் ( 387)

**தனிப்பாடல் திரட்டு:-** பிறவிக் குணமும் பழக்கமும் (196), கொடியது (242), பெரியது (244), அரியது (245), இதுவே நலம் ( 223)

**இலக்கிய வரலாறு:** பதினெண்கீழ்க்கணக்கு நூல்கள்

#### அலகு – 5 :

(12 மணி நேரம்)

**திருக்குறள்:** இனியவை கூறல் (10), நட்பு ஆராய்தல் (80)

**பழமொழி நானூறு:** ஆற்றவும் கற்றார் அறிவுடையார் எனத் தொடங்கும் பாடல் ( 40), வைத்தனை வைப்பென்று எனத் தொடங்கும் பாடல் ( 95), உடைப்பெருஞ் செல்வத்து எனத் தொடங்கும் பாடல் ( 154), தத்தமக்குக் கொண்ட எனத் தொடங்கும் பாடல் (276), நோக்கி அறிகல்லா எனத் தொடங்கும் பாடல் (337)

**இனியவை நாற்பது:-** முதல் பத்து பாடல்கள் ( 1-10)

இலக்கணம் - அணி

நாடகம் - விந்தனின் வாழப்பிறந்தவன்

கற்பித்தல் அணுகுமுறை (Teaching Methodology)	விரிவுரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation)
மதிப்பீட்டு முறைகள் (Assesment methods)	சுருத்துரை(Seminar), குழுக் கலந்துரையாடல் (Group Discussion), உடனடித்தேர்வு (Snap Test), ஒப்படைவு (Assignment)

**பாடநூல்:**

1. பொதுத்தமிழ்-3(2025), தமிழாய்வுத்துறை, தூய வளனார் கல்லூரி

**பார்வை நூல்கள்:**

1. சுப்பிரமணியன். ச. வே (உ.ஆ.), (2003), சங்க இலக்கியம் , கோவிலூர் மடாலயம்
2. கன்னியப்பன். சிவ (உ.ஆ.), (2004), தனிப்பாடல் திரட்டு, முல்லை நிலையம்

**Websites and eLearning Sources:**

- <https://learnsangamtamil.com/>
- <https://www.tamilvu.org/library/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO1	சங்க இலக்கியத்தின் தனித்தன்மைகளை அறிவர்	K1
CO2	ஆற்றுப்படை இலக்கியங்களைக் கற்பதன் வழி ஆற்றுப்படுத்தும் முறையை இனங்காண்பர்	K2
CO3	இலக்கிய நெறிகளை நடப்பியலில் பயன்படுத்துவர்	K3
CO4	திணை துறைகளை நன்கு கற்பதன் வாயிலாகப் பாடல்களைப் பகுப்பாய்வர்	K4
CO5	யாப்பு, அணியைக் கற்பதன் வாயிலாகப் புதிய இலக்கிய வடிவங்களைப் படைக்கும் திறன் பெறுவர்.	K5

Relationship Matrix												
Semester	Course Code		Title of the Course								Hours	Credits
3	25UTA31GL03		பொதுத்தமிழ் - 3: General Tamil - 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	1	2	2	2	1	3	3	2	3	2	2.1	
CO2	3	2	1	3	2	3	2	2	3	1	2.2	
CO3	3	2	1	3	2	3	2	2	3	2	2.3	
CO4	1	3	2	1	2	3	2	2	2	3	2.1	
CO5	2	3	2	2	1	3	2	2	2	2	2.1	
Mean Overall Score											2.16 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UFR31GL03	Language French – 3	4	3

Course Objectives	
1	Remember and Construct Narratives applying the <i>passé composé</i> with time indicators to recount past events
2	Understand and express personal memories using the <i>imparfait</i> in spoken and written communication to articulate likes, dislikes, and past events.
3	Analyze and interpret different housing options and engage in role-play scenarios to negotiate effectively.
4	Describe physical appearance and personality traits using appropriate adjectives, possessives, and comparatives to describe oneself
5	Evaluate future possibilities in science and communication, expressing hopes and possibilities using the <i>futur simple</i> and <i>conditionnel</i>

#### UNIT – I (12 Hours)

1. Titre - Nouvelles vies
2. Lexique – Parcours de vie, la vie personnelle, scolaire et professionnelle
3. Grammaire – le passé composé -formation, la phrase négative, les indicateurs de temps
4. Production orale- exprimer son intention de faire quelque chose
5. Production écrite - organiser une activité de loisir

#### UNIT – II (12 Hours)

6. Titre - Je me souviens
7. Lexique – le souvenir: la mémoire, les paysages: à la mer, à la montagne
8. Grammaire – l'imparfait -formation, les pronoms 'y' et 'en', la place de l'adjectif
9. Production orale- exprimer le fait d'aimer et de ne pas aimer
10. Production écrite - raconter un souvenir

#### UNIT – III (12 Hours)

11. Titre - Comme à la maison
12. Lexique – le logement et la location, les frais et les services, le cadre de vie
13. Grammaire – les pronoms relatifs, la comparaison, la condition
14. Production orale- jeu de rôle – louer un logement
15. Production écrite - Décrire un logement

#### UNIT – IV (12 Hours)

16. Titre - Tous pareils, tous différents
17. Lexique – l'apparence physique, les traits de caractère
18. Grammaire – les adjectifs indéfinis, les pronoms possessifs, la comparaison
19. Production orale- faire un compliment
20. Production écrite - faire le portrait physique de quelqu'un

#### UNIT – V (12 Hours)

21. Titre - En route vers le futur
22. Lexique – les sciences et les techniques, les technologies de communication
23. Grammaire – le futur simple, la condition avec 'si', le pronom 'on'
24. Production orale- exprimer un espoir – imaginer à l'avenir
25. Production écrite - Décrire l'utilité d'un objet
26. Indian knowledge system - Analyzing narrative structures in Indian epics vs. French literature by comparing the Mahabharata's moral stories especially the Panchatantra stories to French fables. Practicing French future tense by making simple predictions about personal life by referencing Indian astrology (5%)

<b>Teaching Methodology</b>	Project-Based Chronological Learning (PBL), Digital Media Integration, Genre-Specific Writing Approach, Scenario-based learning (SBL)
<b>Assessment Methods</b>	<p><i>Podcast creation:</i> Students record a short podcast episode on “Childhood Memory”. (Rubric – assessed on ability to construct narratives using past tenses and expressing experiences.)</p> <p><i>Debate:</i> Debate on "Apartment vs. House: Students must compare housing options, rental costs, and services. (Rubric – evaluated on analytical skills through structured argumentation)</p> <p><i>Timeline narrative activity:</i> Create a timeline about "A Typical College Day" (Rubric – Assessed on the ability to recall and construct a chronological narrative using past)</p> <p><i>Letter writing:</i> Write a letter to a friend describing personal experiences. Write a formal inquiry to a landlord about an apartment (Rubric – Assessed on formal and informal written communication skills)</p>

### Books for Study:

1. Fafa, C., Gajdosova, F., Horquin, A., Pasquet, A., Perrard, M., Petitmengin, V., Sperandio, C., Dodin, M., & Veldeman-Abry, J. (2022). *Édito A2: Méthode de français* (2nd ed.). Didier FLE, Hatier. (p.13 – p.77)

### Books for Reference:

1. Dauda, P., Giachino, L., & Baracco, C. (2016). *Génération A2*. Didier.
2. Girardet, J., & Pecheur, J. (2017). *Écho A2* (2nd ed.). CLE International

### Websites and eLearning Sources:

1. <https://www.bbc.co.uk/bitesize/subjects/zc7xpv4>
2. <https://conjuguemos.com/>
3. <https://www.busuu.com/en/course/learn-french-online>
4. <https://www.duolingo.com/learn>
5. <https://www.newsinslowfrench.com/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
<b>CO1</b>	Recall using vocabulary related to personal, academic, and professional life, and compose narratives using the <i>passé composé</i> and time indicators.	<b>K1</b>
<b>CO2</b>	Express experiences and preferences using <i>imparfait</i> to recount memories, express likes and dislikes accurately in spoken and written communication.	<b>K2</b>
<b>CO3</b>	Compare different housing options and interpret rental-related expenses and services, and engage in role-play scenarios to negotiate accommodations.	<b>K3</b>
<b>CO4</b>	Characterise personal traits by describing physical appearance and personality traits, apply possessive and indefinite adjectives, and formulate comparisons effectively.	<b>K4</b>
<b>CO5</b>	Discuss advancements in science and communication, express hopes and possibilities using the <i>futur simple</i> and <i>conditionnel</i> structures.	<b>K5</b>

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
3	25UFR31GL03	Language 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	3	2	3	2	3	1	3	3	3	2.5
CO2	3	2	3	3	1	2	2	2	2	2	2.2
CO3	3	1	3	3	2	2	2	2	1	1	2.0
CO4	2	2	2	2	2	1	2	1	1	1	1.6
CO5	2	3	3	2	2	2	3	3	3	3	2.6
Mean Overall Score											2.18(High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UHI31GL03	Language 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)

1. Tera Sneh na Khovoom
2. Samband Bodak
3. Reethikal - Namakarn
4. Chitra Varnan (Basic)

#### UNIT II (12 Hours)

5. Paribakshik Shabdavali
6. Smuchaya Bodak
7. Reethikal - Samajik Paristhithiya
8. Vachan Badalo

#### UNIT III (12 Hours)

9. Vismayadi Bodak
10. Reethikal - Sahithyik Paristhithiyam
11. Beerbal ki Chadurai
12. Patra-Patrikao mein Prakashit Gadyansho ka Patan (Basic)

#### UNIT IV (12 Hours)

13. Avikary Shabdh
14. Reethikal - Main Divisions
15. Ling Badalo
16. Karak

#### UNIT V (12 Hours)

17. Reethikal - Visheshathayem
18. Anuvad
19. Bahu Ki Vidha (One Act Play)
20. Bathcheeth - Kaksha mein

Teaching Methodology	Videos, PPT, Quiz, Group Discussion, Case Based Problem Solving
Assessment Methods	Quiz, Seminar, Assignment

#### Books for Study:

1. Dr. Sanjeev Kumar Jain. (2023). *Anuwad: Siddhant Evam Vyavhar*. Kailash Pustak Sadan.
2. Kamathaprasad Gupth, M. (2021). *Hindi Vyakaran*, Anand Prakashan.
3. Dr. Sadananth Bosalae. (2020). *kavya sarang*. Rajkamal Prakashan.

#### Books for Reference:

1. Ramdev. (2021). *Vyakaran Pradeep*. Hindi Bhavan.
2. Lakshman Prasad Singh. (2022). *Kavya Ke Sopan*. Bharathy Bhavan Prakashan.
3. Acharya Ramchandra Shukla. (2021). *Hindi Sahitya Ka Itihas*, Prabhat Prakashan.
4. Krishnakumar Gosamy. (2023). *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/sumitrnandan-pant-best-hindi-poems>
4. <https://mycoaching.in/samuchchay-bodhak-kya-hai>
5. <https://www.subhshiv.in/2021/06/avikari-shabd.html>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K-Level)</b>
	On successful completion of the course, the student will acquire the listed skills	
<b>CO1</b>	Categorize the poetics in some selective poems.	<b>K1</b>
<b>CO2</b>	Practical application of grammar.	<b>K2</b>
<b>CO3</b>	Justify the social & political conditions of Riti Kaal in Hindi Literature.	<b>K3</b>
<b>CO4</b>	Find out the dialects of Hindi language.	<b>K4</b>
<b>CO5</b>	Illustrate the importance given to family ethics by the youth in the modern period according to “Bahoo Ki vidha” One Act play.	<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>3</b>	<b>25UHI31GL03</b>		Language Hindi - 3							<b>4</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>	3	2	3	3	2	3	2	1	3	2	2.4
<b>CO2</b>	3	2	3	2	2	3	2	3	2	3	2.5
<b>CO3</b>	3	2	2	3	1	3	2	3	2	3	2.4
<b>CO4</b>	2	3	3	2	3	2	3	3	2	1	2.4
<b>CO5</b>	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	25USA31GL03	Language 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
<b>Assessment Methods</b>	Seminar, Quiz, Group Discussion.

**Books for Study:**

1. VEDIC LITERATURE
2. RAMODANTAM

**Books for Reference:**

1. Parameshwara, Ramodantam, LIFCO Chennai 2020
2. R. S. Vadhyar & Sons, Book – sellers and publishers, Kalpathu, Palaghat – 678003, Kerala, south India, History of Sanskrit Literature 2021
3. Kulapathy, K.M Saral Sanskrit Balabodh, Bharathita vidya bhavan, Munshimarg Mumbai – 400 007 2020

**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 –Levels)
	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	K2
CO4	Appreciate the Vedic Philosophy	K3
CO5	Evaluate and create new words with upasargas	K4

Relationship Matrix											
Semester	Course Code			Title of the Course						Hours	Credits
3	25USA31GL03			Language Sanskrit - 3						4	3
Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	1	2	2	3	3	3	3	3	2	1	2.3
CO2	3	3	2	3	3	2	2	3	3	3	2.7
CO3	3	3	1	3	3	1	1	3	3	3	2.4
CO4	2	2	1	2	3	2	2	3	2	1	2.0
CO5	3	3	2	3	2	2	3	3	3	2	2.6
Mean Overall Score											2.4 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UEN32GE03A	General English – 3: English for Arts - 1	5	4

Course Objectives
To develop foundational academic and social communication in English
To enhance writing skills for practical purposes
To encourage appreciation of literature and storytelling
To promote awareness of cultural and historical heritage through language
To build confidence in writing and expressing ideas clearly

#### **UNIT I: Everyday and Academic Communication (15 Hours)**

1. Types of Communication (Formal, Informal, Academic)
2. Writing Letters and Applications
3. Writing Emails and Online Messages
4. Listening and Note-taking
5. Speaking in Class and Group Activities

**Skill-Focus:** Writing formal and informal letters, drafting emails, note-taking, speaking in academic settings, and participating in group discussions.

#### **UNIT II: Paragraphs, Essays, and Reviews (15 Hours)**

6. Paragraph Writing – Unity and Coherence
7. Narrative and Descriptive Essays
8. Book Review – Format and Sample Writing
9. Film Appreciation – Observing & Responding
10. Writing a Personal Opinion

**Skill-Focus:** Writing structured paragraphs and essays, reviewing books and films, expressing personal opinions, and improving coherence in writing.

#### **UNIT III: Reading Literature and Creative Writing (15 Hours)**

11. Introduction to Poetry, Prose, and Drama
12. Themes in Literature (Love, Struggle, Nature, Identity)
13. Indian Short Stories – Reading & Discussion
14. Writing Simple Poems or Stories
15. Diary and Letter Writing from a Character's View

**Skill-Focus:** Interpreting literary texts, exploring themes, writing creatively, developing character-based narratives, and enhancing vocabulary.

#### **UNIT IV: Travel, Tourism and Local Heritage (15 Hours)**

16. Travel and Tourism Writing – Local Places
17. Describing Historical Monuments
18. Preparing Simple Tourist Brochures
19. Writing about a Cultural Festival
20. Presenting a Heritage Site

**Skill-Focus:** Writing travel pieces, describing monuments, creating brochures, documenting cultural events, and presenting heritage content.

#### **UNIT V: Media and Visual Expression (15 Hours)**

21. Introduction to Advertisements
22. Creating Simple Posters and Slogans
23. Caption Writing for Images or Events
24. Blog Writing Basics
25. Writing for Print and Visual Media

**Skill-Focus:** Designing advertisements, writing slogans and captions, drafting blogs, exploring media language, and expressing ideas visually and creatively.

<b>Teaching Methodology</b>	Lectures with simplified notes, Short readings and story sessions, Poster making, blog creation, ad writing tasks, Audio-visual clips (films, heritage sites), Group work, role-play, peer feedback, Encouraging local topics and regional relevance.
<b>Assessment Methods</b>	Assignment (Letters, Paragraphs, Blog Entries), Book/Film Review (Written or Oral), Poster or Brochure Creation, Short Presentations, Weekly Written Tasks

### Books for Study:

1. V.L. Jayapaul, R. Jayakanth, Dr. Cheril Davis and Dr. M. Amutha, Horizons: Pathways to English Proficiency, (in progress).

### Books for Reference:

1. Murphy, R. (2019). *English Grammar in Use*. United Kingdom: Cambridge University Press.
2. Rizvi, M. A. (2005). *Effective Technical Communication*. New Delhi: Tata McGraw-Hill.
3. Mohan, K., & Banerji, M. (2009). *Developing Communication Skills*. New Delhi: Macmillan.
4. Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill Education.
5. Hedge, T. (2005). *Writing*. United Kingdom: Oxford University Press.

### Websites and e-Learning Sources:

1. MIT OpenCourseWare (Writing & Communication) – <https://ocw.mit.edu/courses/writing-and-humanistic-studies/>
2. British Council: Learn English – <https://learnenglish.britishcouncil.org/>
3. Purdue Online Writing Lab (OWL) – <https://owl.purdue.edu/>
4. Cambridge English: Activities for Learners – <https://www.cambridgeenglish.org/learning-english/games-social/>
5. FutureLearn – English Courses – <https://www.futurelearn.com/subjects/language-courses/english-language>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Recall basic forms of communication and their uses in everyday and academic contexts.	<b>K1</b>
<b>CO2</b>	Understand and interpret simple literary texts, travel writing, and media content.	<b>K2</b>
<b>CO3</b>	Apply appropriate vocabulary and structure in writing paragraphs, essays, and reviews.	<b>K3</b>
<b>CO4</b>	Analyze themes from literature, films, and local culture through writing and presentations.	<b>K4</b>
<b>CO5</b>	Evaluate and express creative and critical ideas through posters, blogs, and personal reflections.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
3	25UEN32GE03A		General English – 3: English for Arts - 1						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	3	2	2	2	3	2	3	2	2.4
CO2	3	2	3	3	2	3	3	3	3	3	2.8
CO3	3	2	2	3	1	3	2	2	3	3	2.4
CO4	2	3	3	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	2	3	2	3	2	3	2.4
Mean Overall Score											2.48 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UHS33CC06	Core Course - 6: History of Modern India (1708 AD – 1947 AD)	6	4

Course Objectives				
To study the causes for the advent of the Europeans in India				
To understand the consequences of the British-French rivalry and beginning of the British supremacy				
To discuss the various strategies formulated by the British to capture power princely states				
To analyse the British state and revenue administration and its consequences				
To examine Indian response to the British rule viz. movements, Poligar rebellion, 1857 Revolt etc.				

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

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

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

European Settlement - Expansion of the British: Wars - Subsidiary Alliance - Doctrine of Lapse

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

Poligar Rebellion - Vellore Revolt - Revolt of 1857 –British Paramountcy

#### UNIT- IV: Governing Policy (18 Hours)

Administrative – Military – Social– Religious – Economic –Revenue

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

Indian National Movement - Gandhian Era - Independence of India

Teaching Methodology	Chart, PPT, Lecture
Assessment Methods	Seminar, Activity, MCQ

#### Books for Study:

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

#### Books for Reference:

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

#### 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, the students will be able to	
<b>CO1</b>	Gain knowledge on modern Indian history.	<b>K1</b>
<b>CO2</b>	Understand political diplomacies and exploitation of the British.	<b>K2</b>
<b>CO3</b>	Compare the administrative system of the British India with the present day.	<b>K3</b>
<b>CO4</b>	Analyse the development of social and political awakening.	<b>K4</b>
<b>CO5</b>	Appraise the contributions of freedom fighters towards independence.	<b>K5</b>

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
<b>3</b>	<b>25UHS33CC06</b>	<b>Core Course - 6: History of Modern India (1708 AD – 1947 AD)</b>								<b>6</b>	<b>4</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<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
3	25UHS33CC07	Core Course - 7: Select Civilizations of Ancient World	5	4

Course Objectives
To Understand the characteristic features of ancient civilizations across the globe
To Realise the contributions of different river valley civilizations to the human society
To Examine the role of ancient kings/queens in establishing structured society
To Identify the important archaeological and literary evidence to support ancient civilization
To Discuss the difference between Asian and European Civilization

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

Australian – Sao – Egyptian

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

Sumerian – Persian – Hebrew

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

Indus Valley – Chinese – Japanese

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

Greek – Roman – Aegean

**UNIT V: Mesoamerican Civilization (15 Hours)**

Mayan – Aztec – Inca

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Poster Making, MCQ

**Books for Study:**

1. Brajesh Kumar Shrivastava and Chaturvedi A.K., *History of World Civilization*, SBPD Publications, 2024
2. Jayapalan N, *History of World Civilization*, Atlantic Publishers & Distributors (P) Ltd., New Delhi, 2023.

**Books for Reference:**

1. Dev, A. (2011). *The Story of Civilization. Generic Publication.*
2. Harari, Y.N. (2015). *Sapiens: A Brief History of Humankind*. Penguin Random House.
3. Roscoe Lewis Ashley, *Ancient Civilization*, The Macmillan Co., New York.
4. Smithsonian. (2018). *Timelines of History*. DK Publication
5. Sood, V. (2012). *Ancient Civilizations of the World*. APH Publishing Corporation.

**Websites and eLearning Sources:**

1. [A Brief Aboriginal History - Aboriginal Heritage Office](#)
2. [Ancient America: Maya, Inca, Aztec and Olmec | HISTORY](#)
3. [Ancient River Civilizations< history< high school< ICSE CBSE< mentorials.com](#)
4. [Introduction: Europe and Civilization – Origins of European Civilization](#)
5. [Key Components of Civilization](#)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Understand the characteristic features of ancient civilizations across the globe	<b>K1</b>
<b>CO2</b>	Realise the contributions of different river valley civilizations to the human society	<b>K2</b>
<b>CO3</b>	Examine the role of ancient kings/queens in establishing structured society	<b>K3</b>
<b>CO4</b>	Identify the important archaeological and literary evidence to support ancient civilization	<b>K4</b>
<b>CO5</b>	Discuss the difference between Asian and European Civilization	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
<b>3</b>	<b>25UHS33CC07</b>		<b>Core Course - 7: Select Civilizations of Ancient World</b>							<b>5</b>	<b>4</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	1	3	2	1	1	3	2	2	1	3	1.9
<b>CO2</b>	1	2	3	2	1	3	2	3	2	3	2.2
<b>CO3</b>	2	3	2	2	1	3	1	3	2	2	2.1
<b>CO4</b>	1	3	2	2	1	3	1	3	2	2	2.0
<b>CO5</b>	1	2	2	1	1	2	2	2	2	2	1.7
<b>Mean Overall Score</b>											<b>1.98 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UHS33AO01A	Allied Optional - 1: Tour Packaging	6	4

Course Objectives
To import knowledge on meaning, scope and types of tourism.
To study the information on preparation of itinerary for a package.
To discuss about the preparation of a tour package.
To document knowledge on operational process in a field visit.
To debate on different model tour packages.

**UNIT I: Basic Concept (18 Hours)**

Tourism – Tour Operator – Pleasure of Travel – Researching Tourist

**UNIT II: Itinerary (18 Hours)**

Meaning – Concept – Significance – Component – Preparation– Type

**UNIT III: Package Preparation (18 Hours)**

Definition – Step – Yard Stick – Naming– Pricing– Marketing– Type

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

Travel Need – Accommodation – Inventory – Management – Payment – Feedback

**UNIT V: Model Package - Practical (18 Hours)**

Independent Package – Inclusive Package – Escorted Business Package – Freedom Package – Field Trip

Teaching Methodology	Chart, PPT
Assessment Methods	Seminar, Package Preparation, MCQ

**Books for Study:**

1. Jha.S.M., *Tourism Marketing*, Bombay, 1995.
2. Krishnan K Kamra., *Managing Tourist Destination*, New Delhi, 2001.

**Books for Reference:**

1. Bhatia, A.K., *Tourism in India*, New Delhi, 1984.
2. Kitler Philip., *Marketing Management*, Universal Publication, New Delhi, 1990.
3. Law, E., *Tourist Destination Management Issues Analysis and Policies*, London, 1995.
4. Pran Nath Seth, *Successful tourism Management*, New Delhi, 1997.
5. Ratandeep Singh, *Tourism Marketing: Principles, Policies and Strategies*, New Delhi, 2001.
6. Renal A. Nykiel, *Marketing in Hospitality Industry*, Van Nestrland Reinhold, London, 1986.
7. Rustoin, S. Davar: *Modern Marketing Management*, Bombay 1986.
8. Whale S. Grampter, *Tourism Marketing Tourism*, International Press, London, 1976

**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/>

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

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
<b>3</b>	<b>25UHS33AO01A</b>		<b>Allied Optional - 1: Tour Packaging</b>						<b>6</b>	<b>4</b>	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO2</b>	2	3	2	3	2	3	2	3	2	1	<b>2.3</b>
<b>CO3</b>	2	2	3	2	1	3	3	2	3	1	<b>2.2</b>
<b>CO4</b>	3	3	2	3	2	3	3	2	3	2	<b>2.6</b>
<b>CO5</b>	2	2	3	2	1	3	2	3	2	1	<b>2.1</b>
<b>Mean Overall Score</b>										<b>2.4 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UHS33AO01B	Allied Optional - 1: Epigraphy in Tamil Nadu	6	4

Course Objectives	
To Understand the origin and development of scripts and the importance of epigraphy	
To Summaries important find places and significance of Tamil Brahmi script	
To Interpret the epigraphical data for better application in the modern context.	
To Analyse the significance of copper plate inscriptions	
To Evaluate the knowledge of scripts practically in the study of inscriptions in Tamil Nadu	

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

Paleography – Pictography – Graffiti – Thamizhi – Vattelluthu – Thamizh

**UNIT II: Thamizh Inscription (18 Hours)**

Mamandur – Anaimalai - Alagankulam - Pulimankombai - Pugalur – Jambai

**UNIT III: Pattern of Inscription (18 Hours)**

Rock – Pottery – Animal Skin – Stone– Clay – Copper Plate– Wall

**UNIT IV: Evolution of Thamizh Script (18 Hours)**

Thamizhi – Vowel – Consonant– Compound Syllable

**UNIT V: Field Visit (18 Hours)**

Reading – Writing – Recording – Material– Estampage

Teaching Methodology	Chart, PPT
Assessment Methods	Seminar, Field Visit, MCQ

**Books for Study:**

1. Sircar D. C. (1996). Indian epigraphy. Motilal Banarasi Das. New Delhi.
2. Rajan, K. (2006). Kalvetiyal, Mano Pathippagam, Thanjavur.

**Books for Reference:**

1. Bhavani M. (2017). Tamilaga Varalaarruaavanangal (Kalvettukalum cheppudukalum). Chennai: Alamu Printers.
2. Dani, A. H. (1986). Indian Epigraphy. New Delhi: Munshiram Manoharlal.
3. Mahadevan, Iravatham. (2003). Early Tamil Epigraphy: From the Earliest Times to the Sixth Century AD. Chennai: Cre-A and the Department of Sanskrit and Indian Studies, Harvard University.
4. Mahalingam, T. V. (1988). Inscriptions of the Pallavas. Delhi: Agam Prakashan.
5. Rajan, K. (2006). Puliman kombai Sangakala Nadukarkal. Aavanam 17.
6. Ramesh, K. V. (1984). Indian Epigraphy, vol. 1. Delhi: Sundeep Prakashan.
7. Sridhar, T. S. (2006). Tamil Brahmi Kalvettugal. Chennai: Tamil Nadu State Department of Archaeology.
8. Subbarayalu, Y. S. and Raju, S. (2001). Tamil Kalvetiyalum varalarum. Thanjavur: Tamil University.
9. Subrahmanian, N. and Venkataraman, R. (1980). Tamil Epigraphy. Madurai: Ennes Publications.

**Websites and eLearning Sources:**

1. <https://ndl.iitkgp.ac.in-NationalDigitalLibraryofIndia>
2. <https://www.tamildigitallibrary.in/-TamilNaduDigitalLibrary>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Understand the origin and development of scripts and the importance of epigraphy	K1
CO2	Summarise important find places and significance of Tamil Brahmi script	K2
CO3	Interpret the epigraphical data for better application in the modern context.	K3
CO4	Analyse the significance of copper plate inscriptions	K4
CO5	Evaluate the knowledge of scripts practically in the study of inscriptions in Tamil Nadu	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
3	25UHS33AO01B		Allied Optional - 1: Epigraphy in Tamil Nadu							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	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
Mean Overall Score											2.2 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UHE34VE03A	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

Teaching Methodology	Lecture, PPT, Power point
Assessment Methods	Online Test, Group Discussions

#### Books 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*.

#### Websites and eLearning Sources:

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/Week	Credits
3	25UHE34VE03A		Value Education - 3: Social Ethics - 1							2	1
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	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
Mean Overall Score											2.6 (High)



Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UHE34VE03B	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				

**UNIT I** (6 Hours)

God of salvation

**UNIT II** (6 Hours)

Life & Mission of Jesus Christ

**UNIT III** (6 Hours)

The Holy Spirit

**UNIT IV** (6 Hours)

Gospel Values

**UNIT V** (6 Hours)

Mary, the mother of God

Teaching Methodology	Power point, Assignment and Group discussion
Assessment Methods	Online Test, Group Discussions

**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/Week	Credits
3	25UHE34VE03B		Value Education - 3: Religious Doctrine - 1							2	1
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	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
Mean Overall Score											2.6 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25USS34SE01	Skill Enhancement Course - 1: 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 u discussions

### UNIT I Communication Skills

(6 Hours)

*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

(6 Hours)

*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

(6 Hours)

*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

(6 Hours)

Average, Simple Interest, Compound Interest, Profit and Loss, Area, Volume and Surface Area

### UNIT V

(6 Hours)

*Verbal Reasoning:* Series Completion, Analogy. *Non-Verbal Reasoning.*

Teaching Methodology	Chart, PPT, chalk and talk, Video Presentation
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### Books 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.

**Websites and eLearning Sources:**

1. <https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills>
2. <https://www.seek.com.au/career-advice/article/50-communication-skills-for-the-workplace-your-resume>
3. <https://southeast.iu.edu/career/files/power-phrases.pdf>
4. [https://dese.ade.arkansas.gov/Files/20201209124449\\_Professional-Communication.docx](https://dese.ade.arkansas.gov/Files/20201209124449_Professional-Communication.docx)
5. <https://www.dol.gov/sites/dolgov/files/ETA/publications/00-wes.pdf>
6. [https://www.tmu.ac.in/other\\_websites/cdoe.tmu.ac.in.old/study-material/28-08-2024/COMMON/SEMESTER\\_2/MAIN\\_SOFT\\_SKILLS.pdf](https://www.tmu.ac.in/other_websites/cdoe.tmu.ac.in.old/study-material/28-08-2024/COMMON/SEMESTER_2/MAIN_SOFT_SKILLS.pdf)
7. <https://byjus.com/maths/profit-and-loss-questions/>
8. <https://www.indiabix.com/>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K-Level)</b>
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Analyse problems directed at testing their cognitive abilities	<b>K1</b>
<b>CO2</b>	Present the best of themselves as job seekers and communicate effectively in all contexts	<b>K2</b>
<b>CO3</b>	Assess themselves, set goals, and manage conflicts that are expected of a good leader	<b>K3</b>
<b>CO4</b>	Enhance numerical ability required for the employees for various transactions	<b>K4</b>
<b>CO5</b>	Develop aptitude skills required by the employers	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
3	25USS34SE01		Skill Enhancement Course - 1: Soft Skills							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	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
CO4	2	2	3	3	2	3	3	3	2	2	2.5
CO5	2	2	3	3	2	3	3	3	2	2	2.5
Mean Overall Score											2.5 (High)

Semester	Course Code	Title of the Course	Hours	Credits
4	25UTA41GL04A	General Tamil – 4: தொடர்பியல் தமிழ் (Communicative Tamil)	4	3

#### கற்றலின் நோக்கங்கள் (Course Objectives)

பண்டைத்தமிழரின் அரசியல் தொடர்புகளை அறிந்து கொள்ளுதல்
பண்டைத்தமிழரின் கலை அறிவைப்பற்றிய தெளிவை உணர்தல்
பண்டைத்தமிழரின் போர் அறத்தையும், அரண் அறிவையும் குறித்து புரிதலைப் பெறுதல்
பண்டைத்தமிழரின் விழாக் கலாச்சாரங்களைத் தெரிந்து கொள்ளல்
தமிழரின் எழுத்துப் பரிமாண வரலாற்றை அறிந்து கொள்ளல்

#### அலகு - 1

(12 மணி நேரம்)

##### பண்டைத்தமிழரின் அரசியல் தொடர்பு

சிறுபாணாற்றுப்படை : வானம் வாய்த்த வளமலை (84- 110)

புறநானூறு : கெடுக சிந்தை ; கடிதுஇவள் துணிவே (279)

புறநானூறு : இவ்வே, பீலி அணிந்து, மாலை சூட்டி (95)

சிலப்பதிகாரம் : இரதிகாமன் இவன் இவள் (காட்சிக்காதை 107 - 194)

உரைநடைக்கட்டுரை: தொல் பொருள் உணர்த்தும் தமிழர் வரலாறு

#### அலகு - 2

(12 மணி நேரம்)

##### பண்டைத்தமிழரின் கலைத் தொடர்பு

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)

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)

ஆங்குத்துன்றுமலர்ப்பிணையல் (வேட்டுவவரி, 10) (வென்றிக் கூத்து)

ஆய்பொன் அரிச்சிலம்பும் (வேட்டுவவரி, 11)

அவர் தாம் செந்நிலை மண்டிலத்தாற் (ஆய்ச்சியர் குரவை, 8)

உரைநடைக்கட்டுரை : தமிழர் வளர்த்த நாட்டுப்புறக் கலைகள்

#### அலகு - 3

(12 மணி நேரம்)

##### பண்டைத்தமிழரின் அரண் அறிவு

தொல்காப்பியம் : வெட்சி நிரை கவர்தல்; மீட்டல் கரந்தையாம் (தொல் – பொருள்)

புறநானூறு : முனைத்தெவ்வர் முரண்அவியப் (98), ஊர்முதுவேலிப் பார்நடை (327)

மதுரைக்காஞ்சி : மரம் தின்னா உவரை உதிர்க்கும் (62 – 74)

உரைநடைக்கட்டுரை : தமிழரின் அரசியல் நெறி

#### அலகு - 4

(12 மணி நேரம்)

##### பண்டைத்தமிழரின் விழாக் கூடுகை

அகநானூறு : மழைகால் நீங்கிய மாக விசும்பில் (141) (கார்த்திகைத் திருவிழா)

ஐங்குறுநூறு : செவியின் கேட்பினும் சொல் இறந்து (84) (தை நீராட்டு விழா)

நற்றிணை : மன்ற எருமை மலர்தலைக்காரன் (80) (தை நீராட்டு விழா)

பரிபாடல் : அகல் இரு விசும்பில் (18 : 21 - 29) (இளவேனிற் விழா)

கலித்தொகை : நோய் மலி நெஞ்சமோடு (27:21-26) (இளவேனிற் விழா)

அகநானூறு : செல்லல், மகிழ்ந் நிற் செய் கடன் (376 : 1-10) (நீர் விழா)

பரிபாடல் : குரங்கு அருந்து பண்ணியம் கொடுப்போரும் (19 : 37-57) (திருப்பரங்குன்றத்து விழா)

அகநானூறு : வென்று எறி முரசின் விறற் போர்ச் சோழர் (137: 5-10) (பங்குனி விழா)

கலித்தொகை : அரைசு படக் கடந்து அட்டு (105:5-15) (ஏறு தழுவல்)

புதினம் : கபாடபுரம் - நா.பார்த்தசாரதி

நூல் ஆவணப்படம், திரைப்படம் – திறனாய்வு

உரைநடைக்கட்டுரை : பண்டைய தமிழர்களின் தொடர்பியல் கலை

#### அலகு - 5

(12 மணி நேரம்)

##### தமிழரின் எழுத்துப் பரிமாணம்

திருக்குறள் - வெகுளாமை, நடுவுநிலைமை

தகவல் தொடர்பியல் கலைச்சொற்கள்

அருகில் உள்ள கலைச்சின்னங்களைப் பார்வையிட்டு, அறிக்கை சமர்ப்பித்தல்  
வலைப்பூக்கள் உருவாக்கல், பராமரித்தல்  
உரைநடைக்கட்டுரை : தமிழ் இலக்கியங்களில் எழுத்தின் பரிணாமம்

கற்பித்தல் அணுகுமுறை Teaching Methodology	விரிவுரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation)
மதிப்பீட்டு முறைகள் Assessment methods	நூல் நோக்குத் தேர்வு (Open Book Test), இயங்கலைத்தேர்வு (Online Test), ஒப்படைவு (Assignment), வினாடி வினா (Quiz), கருத்துரை (Seminar)

**பாட நூல்கள்:**

1. தொடர்பியல் தமிழ், (2025), தமிழாய்வுத்துறை, தூய வளனார் கல்லூரி
2. பார்த்தசாரதி.நா, (2025), கபாடபுரம், தமிழாய்வுத்துறை, தூய வளனார் கல்லூரி
3. ஆலிஸ், அ., மக்கள் தகவல் தொடர்பியல் கலைச்சொல் அகராதி, முழுமதி பப்ளிகேஷன்ஸ்

**பார்வை நூல்கள்:**

1. கலாப்பிரியா, சொல் உளி, சந்தியா பதிப்பகம்
2. மயிலை சீனிவேங்கடசாமி, தமிழர் வளர்த்த அழகுக் கலைகள், பாவை பப்ளிகேஷன்ஸ்

**Websites and eLearning Sources:**

- <https://www.tamilvu.org/library/11280/html/112806h1.html>
- <https://www.tamilvu.org/slet/13100/13100uri.jsp?slno=500&subid=500056>
- [https://www.projectmadurai.org/pm\\_etexts/pdf/pm0454.pdf](https://www.projectmadurai.org/pm_etexts/pdf/pm0454.pdf)
- <https://archive.org/details/dli.jZY9lup2kZl6TuXGIZQdjZU3kuOy>
- <https://singaitamilsolaig.weebly.com/>

**Course Outcomes**

CO No	CO-Statements	Cognitive Levels (K –Levels)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO - 1	பண்டைய தமிழர்களின் தொடர்பியல் அறிவை கண்டறிவர்.	K1
CO - 2	தமிழ் இலக்கியங்களுள் வெளிப்படும் தொடர்பு ஊடகச் சிந்தனைகளை அடையாளம் காண்பர்.	K2
CO - 3	வலைப்பூக்கள், வலையொளிகள் ஆகியவற்றை உருவாக்கவும், பயன்படுத்தவும், பராமரிக்கவும் கற்றுக்கொள்வர்.	K3
CO - 4	இக்கால இலக்கியங்களுள் தொடர்பியல்துறை பெற்றுள்ள இடத்தை; திறனாய்வு செய்வர்.	K4
CO - 5	தகவல் தொடர்பியல் கலைச்சொற்களை வரிசைப்படுத்தும் திறன் பெறுவர்.	K5

**Relationship Matrix**

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours/Week	Credits
4	25UTA41GL04A		General Tamil – 4: தொடர்பியல் தமிழ் (Communicative Tamil)							4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	3	3	2	3	3	3	2	3	2.6
CO2	2	2	3	3	2	2	3	3	2	3	2.5
CO3	2	3	3	2	2	2	2	3	2	3	2.4
CO4	2	2	3	3	2	3	2	3	3	3	2.6
CO5	2	3	2	2	3	2	3	3	2	3	2.5
Mean Overall Score											2.52 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UFR41GL04	Language French – 4	4	3

Course Objectives
Express preferences and opinions with precision using quantity expressions, and pronouns to convey satisfaction or dissatisfaction.
Describe Health Conditions and provide medical advice using appropriate grammatical structures to engage in meaningful discussions
Communicate Effectively in Social and Professional Settings by expressing desires and requests and using polite expressions
Exchange Travel Information and construct well-structured narratives to recount journeys
Enhance communication through structured language with contextually appropriate statements across various topics

#### **UNIT – I (12 Hours)**

1. Titre - En cuisine
2. Lexique – les aliments, la restauration, les goûts et les sensations
3. Grammaire – les quantités et le pronom ‘en’, la restriction ‘ne...que’, l’obligation
4. Production orale- communiquer au restaurant
5. Production écrite - exprimer sa satisfaction et son insatisfaction

#### **UNIT – II (12 Hours)**

6. Titre - A votre sante
7. Lexique – les corps et la sante, la médecine et les urgences
8. Grammaire – les pronoms COD et COI, le superlatif, les pronoms interrogatifs
9. Production orale- parler des problèmes de santé
10. Production écrite - Donner un conseil pour une condition médicale

#### **UNIT – III (12 Hours)**

11. Titre - Dans les médias
12. Lexique – les médias audios et les réseaux sociaux
13. Grammaire – la cause et la conséquence, le subjonctif, la place des pronoms
14. Production orale- exprimer son intérêt et sa préférence
15. Production écrite - faire une critique positive et négative

#### **UNIT – IV (12 Hours)**

16. Titre - Consommer responsable
17. Lexique – la consommation, les catégories de produits, le travail manuel
18. Grammaire – le conditionnel présent – formation et emploi, le gérondif
19. Production orale- demander et proposer un service
20. Production écrite - exprimer un souhait ou un désir

#### **UNIT – V (12 Hours)**

1. Titre - Envies d’ailleurs
2. Lexique – le voyage, l’hébergement, le séjour, le tourisme
3. Grammaire – le passé composé et l’imparfait dans le récit, les pronoms démonstratifs
4. Production orale- demander des renseignements sur un voyage
5. Production écrite - parler d’une visite touristique
6. Indian knowledge system - Writing travel narratives based on ancient Indian pilgrimage sites and comparing with French monuments. Using French quantity expressions and pronouns to describe Ayurvedic food portions and dietary balance and offering Ayurvedic-based medical advice. (5%)

<b>Teaching Methodology</b>	L'approche communicative (Communicative Language Teaching -CLT), Genre-Based Approach, Experimental learning, Flipped Classroom Approach
<b>Assessment Methods</b>	<p><i>Role-Play:</i> Restaurant Experience: waiter and customer ordering food and expressing opinions on the meal. (Rubric – graded on usage of expressions related to food and grammatical accuracy)</p> <p><i>Written assessment:</i> Write a short critique of a social media platform, movie, or advertisement. (Rubric – assessed on ability to express opinions and logical argumentation)</p> <p><i>Travel Blog or Postcard Writing:</i> Write a blog post or postcard describing a recent travel experience, using descriptive language (Rubric – assessed on structured narrative writing in a travel context and usage of past tenses)</p> <p><i>Group Debate:</i> Media &amp; Society: Debate the impact of social media on education. (Rubric – graded on critical thinking, Argument clarity and participation)</p>

### Books for Study:

1. Fafa, C., Gajdosova, F., Horquin, A., Pasquet, A., Perrard, M., Petitmengin, V., Sperandio, C., Dodin, M., & Veldeman-Abry, J. (2022). *Édito A2: Méthode de français* (2nd ed.). Didier FLE, Hatier. (p.83 – p.152)

### Books for Reference:

1. Dauda, P., Giachino, L., & Baracco, C. (2016). *Génération A2*. Didier.
2. Girardet, J., & Pecheur, J. (2017). *Écho A2* (2nd ed.). CLE International

### Websites and eLearning Sources:

1. <https://cuisine-facile.com/>
2. <https://www.france.fr/en/>
3. <https://www.sncf-connect.com/>
4. <https://www.routard.com/>
5. <https://sante.lefigaro.fr/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
<b>CO1</b>	Apply vocabulary related to food by using quantity expressions and pronoun to communicate satisfaction or dissatisfaction in oral and written contexts.	<b>K1</b>
<b>CO2</b>	Identify and describe health conditions, construct superlative forms, and formulate medical advice using appropriate grammatical structures.	<b>K2</b>
<b>CO3</b>	Express opinions, preferences, and critiques about various media platforms, apply cause-and-consequence structures	<b>K3</b>
<b>CO4</b>	Utilize vocabulary related to consumption, express desires and requests effectively in professional and social interactions.	<b>K4</b>
<b>CO5</b>	Request and provide travel-related information and describe tourist experiences using demonstrative pronouns and structured narratives.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
4	25UFR41GL04		Language 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	2	1	2	2	1	3	2	1	2	2	1.8
CO2	2	2	2	3	1	2	2	2	2	2	2.0
CO3	2	3	2	3	3	2	2	3	1	1	2.2
CO4	3	3	3	2	3	3	1	2	2	2	2.4
CO5	3	2	2	3	2	2	2	1	1	2	2.0
Mean Overall Score											2.08 (High)



Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UHI41GL04	Language 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)

1. Prathyay
2. Char Bhai
3. Adhunik Kaal - Introduction
4. Adhunik Kal – Namakarn

#### UNIT II (12 Hours)

5. Chitra Varnan(Advanced)
6. Paryayvachy Shabdh
7. Bathcheeth - Hotel mein
8. Adhunik Kal - Samajik Paristhithiyam

#### UNIT III (12 Hours)

9. Upasarg
10. Thulsi ke Dhoe
11. Apathit Gadyansh
12. Adhunik Kal – Sahithyakar

#### UNIT IV (12 Hours)

13. Review- Book/Film
14. Paryavaran Pradookshan
15. Adhunik Kal - Main Divisions
16. Anuvad

#### UNIT V (12 Hours)

17. Kaal
18. Patra-Patrikao mein Prakashit Gadyansho ka Patan (Advanced)
19. Sapnom Kee Home Delivery (Novel)
20. Adhunik Kal - Visheshathayem

Teaching Methodology	Debate Participation, Videos, PPT, Quiz, Project Work
Assessment Methods	Quiz, Snap Test, Group Discussion

#### Books for Study:

1. Dr. Sadananth Bosalae. (2022). *kavya sarang*. Rajkamal Prakashan.
2. Kamathaprasad Gupth, M. (2021). *Hindi Vyakaran*. Anand Prakashan.
3. Dr. Sanjeev Kumar Jain. (2022). *Anuwad: Siddhant Evam Vyavhar*. Kailash Pustak Sadan.

#### Books for Reference:

1. Rajeswar Prasad Chaturvedi. (2021). *Hindi vyakarana*. Upakar Prakashan.
2. Ramdev. (2021). *Vyakaran Pradeep*. Hindi Bhavan.
3. Krishnakumar Gosamy. (2023). *Anuvad vigyan ki Bhumika*. Rajkamal Prakashan.
4. Acharya Ramchandra Shukla. (2021). *Hindi Sahitya Ka Itihas*, Prabhat Prakashan.
5. Mamta Kaliya. (2022). *Sapno Ki Home Delivery*. Lokbharti 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 –Levels)
	On successful completion of the course, the student will acquire the listed skills.	
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	Evaluate the film & Literary works in Hindi.	K4
CO5	Analyze the human values expressed in life and literature of Hindi Novelist “Mamatha Kaliya”.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours / week		Credits
4	25UHI41GL04		Language Hindi – 4						4		3
Course Outcomes (COs)	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
Mean Overall Score											2.44 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25USA41GL04	Language 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)**

Sanskrita 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)**

Sanskrita Racanani Vubhavoga

<b>Teaching Methodology</b>	Videos, PPT, Blackboard, Demonstration, Exercises
<b>Assessment Methods</b>	Seminar, Quiz, Group Discussion.

**Books for Study:**

1. Karnabhavam & Literature Language
2. Dhaatu Manjari
3. Sanskrita Vyavahara Sahasri (A Collection of One Thousand Sentences), Sanskrita Bharati, Delhi, 2021

**Books for Reference:**

1. R. S. Vadhyar & Sons, Book – sellers and publishers, Kalpathu, Palghat – 678003, Kerala, south India, History of Sanskrit Literature 2021
2. Kulapathy, K.M Saral Sanskrit Balabodh, Bharathita vidya bhavan, Munshimarg Mumbai – 400 007 2020
3. Sanskrita Bharathi, Aksharam 8 th cross, 2<sup>nd</sup> phase Giri nagar Bangalore Vadatu sanskritam – Samaskara Binduhu 2021

**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.learnsanskrit.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 –Levels)
	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	25USA41GL04		Language Sanskrit - 4							4	3
Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					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
Mean Overall Score											2.48 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UEN42GE04A	General English – 4: English for Arts - 2	5	4

Course Objectives
To introduce professional and workplace communication in English
To encourage creativity through various expressive formats
To explore historical and cultural topics through language
To build awareness of digital media language
To develop public speaking and debate skills

#### **UNIT I: Professional Communication (15 Hours)**

1. Office and Workplace Communication
2. Writing Notices, Memos and Emails
3. Preparing a Resume and Cover Letter
4. Interview Etiquette and Language
5. Writing Short Reports

**Skill-Focus:** Writing official documents, drafting professional emails and reports, preparing resumes, using formal language, and practicing interview communication.

#### **UNIT II: Creative Communication (15 Hours)**

6. Storytelling and Script Writing Basics
7. Writing a Personal Experience Creatively
8. Creating Dialogues (Real or Imagined)
9. Visual Storytelling – Captioning and Sequencing
10. Writing a Blog Entry with a Creative Twist

**Skill-Focus:** Writing stories and dialogues, expressing experiences creatively, sequencing visual narratives, and blogging with imaginative language.

#### **UNIT III: Historical and Cultural Discourse (15 Hours)**

11. Writing about Historical Figures or Movements
12. Documenting Cultural Traditions (Festivals, Food, Dress)
13. Introduction to Archaeological Language
14. Preparing Simple Museum or Monument Reports
15. Writing Cultural Commentary or Observations

**Skill-Focus:** Writing about history and culture, documenting festivals and monuments, using archaeological terms, and creating cultural observations and reports.

#### **UNIT IV: Media and Digital Communication (15 Hours)**

16. Understanding Digital Platforms (Social Media, News, Blogs)
17. Writing Comments and Responses Politely
18. Creating Content for Social Awareness
19. Ethics and Language in Digital Communication
20. Creating an Online Profile/Bio

**Skill-Focus:** Creating social media content, writing ethical digital responses, building online profiles, drafting awareness posts, and practicing polite online interaction.

#### **UNIT V: Public Speaking and Debate (15 Hours)**

21. Introducing Yourself and Others
22. Giving a Short Speech or Talk
23. Speaking on Current or Social Topics
24. Expressing Agreement and Disagreement
25. Participating in a Simple Debate

**Skill-Focus:** Introducing self and others, delivering short speeches, speaking on social issues, expressing opinions, and participating in structured classroom debates.

<b>Teaching Methodology</b>	Lecture-Based Teaching, Interactive Discussions, Task-Based Learning, Peer Learning, Audio-Visual Aids, Role Plays & Debates, Workshops & Writing Labs, E-learning & Blended Learning, Project-Based Learning.
<b>Assessment Methods</b>	Resume and Letter Writing Tasks, Blog/Script/Dialogue Assignments, Short Oral Presentation or Speech, Participation in Mini-Debates, Weekly Writing and Speaking Practice

### Book for Study:

1. V.L. Jayapaul, R. Jayakanth, Dr. Cheril Davis and Dr. M. Amutha, The Nexus: English for Academic Success, (in progress)

### Books for Reference:

1. Murphy, R. (2019). *English Grammar in Use*. United Kingdom: Cambridge University Press.
2. Jones, L. (2007). *Functions of English*. United Kingdom: Cambridge University Press.
3. Rizvi, M. A. (2005). *Effective Technical Communication*. New Delhi: Tata McGraw-Hill.
4. Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill Education.
5. Langan, J. (2010). *College Writing Skills*. United States: McGraw-Hill Education.

### Websites and e-Learning Sources:

1. MIT OpenCourseWare (Writing & Communication) – <https://ocw.mit.edu/courses/writing-and-humanistic-studies/>
2. British Council: Learn English – <https://learnenglish.britishcouncil.org/>
3. Purdue Online Writing Lab (OWL) – <https://owl.purdue.edu/>
4. TED-Ed (Public Speaking & Ideas) – <https://ed.ted.com>
5. Canva for Education (Creative Posters and Visuals) – <https://www.canva.com/education/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Recall the structure and format of professional, cultural, and digital communication.	<b>K1</b>
<b>CO2</b>	Understand the function of creative and public communication in different contexts.	<b>K2</b>
<b>CO3</b>	Apply communication techniques in writing resumes, blogs, reports, and social media posts.	<b>K3</b>
<b>CO4</b>	Analyze cultural, historical, and social issues using appropriate language and tone.	<b>K4</b>
<b>CO5</b>	Evaluate and present arguments and ideas clearly through debate, speeches, and discussions.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
4	25UEN42GE04A		General English – 4: English for Arts - 2							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	2	3	2	2	2	3	2	3	2	2.4
CO2	2	3	2	3	2	2	3	3	3	3	2.6
CO3	3	2	2	3	1	3	2	2	3	3	2.4
CO4	2	3	3	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	2	3	2	3	2	3	2.4
Mean Overall Score											2.48 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UHS43CC08	Core Course - 8: History of Contemporary India	6	4

Course Objectives				
To study the context of independence and its post period.				
To understand the political parties came to power.				
To discuss the various policies to maintain good relationship with other countries.				
To analyse the development of economy and science and Technology				
To examine the important sensitive issues that disturbed India.				

#### UNIT I: Dawn of Independence

(18 Hours)

Interim Government - Assassination of Mahatma Gandhi - Creation of Republic - National Integration – Administrative Policy – Nehruvian Era

#### UNIT II: Era of Ascendancy

(18 Hours)

Indira Gandhi – Janata Rule – Rajiv Gandhi – V.P. Singh – United Front Government – Narasimma Rao – A. P. Vajpayee – Manmohan Singh

#### UNIT III: Foreign Policy

(18 Hours)

Five Principle Policy – Non Alignment Movement - Common Wealth – SAARC – G20 – BRIC

#### UNIT IV: Economic and Scientific Development

(18 Hours)

Economic Policy – Five Year Plan – New Economic Policy – Development of Science and Technology: Medicine – Transport – Nuclear – Space – Computer

#### UNIT V: Burning Issue

(18 Hours)

Kashmiri Issue – Babri Masjid Issue – Refugee Problem – Communalism – Terrorism – Untouchability – Bribery – Corruption – Vote Politics

Teaching Methodology	Chart, PPT, Lecture
Assessment Methods	Seminar, Activity, MCQ

#### Books for Study:

1. Smith, V.A., *Oxford History of India*, OUP, Delhi, 2002.
2. Majumdar, R.C., *An Advanced History of India*, Macmillan, New Delhi, 2002.

#### Books for Reference:

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

#### 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. [Contemporary India | Coursera](#)
4. NCERT



Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Study the context of independence and its post period.	K1
CO2	Understand the political parties came to power.	K2
CO3	Discuss the various policies to maintain good relationship with other countries.	K3
CO4	Analyse the development of economy and science and Technology	K4
CO5	Examine the important sensitive issues that disturbed India.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
4	25UHS43CC08		Core Course - 8: History of Contemporary India							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	3	2	3	2	2	3	2	2	3	2	2.4
CO2	2	3	2	3	2	3	2	3	2	1	2.3
CO3	2	2	3	2	1	3	3	2	3	1	2.2
CO4	3	3	2	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	1	3	2	3	2	1	2.1
Mean Overall Score											2.4 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UHS43CC09	Core Course - 9: History of Modern World	5	4

Course Objectives
To understand of the stages of modern world and colonizing mission.
To make awareness on French Revolution and other revolutions.
To impart knowledge of the unification of Italy and Germany.
To discuss the Eastern Question and disruption of peace in Europe.
To analyse 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

#### **UNIT II: Early Era of Transition (15 Hours)**

American Revolution of 1765 - French Revolution of 1789 - Spanish American Revolution of 1808

#### **UNIT III: Later Era of Transition (15 Hours)**

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– Disarmament – Globalisation - New Economic Order

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Snap Test, MCQ

#### **Books for Study:**

1. Rao B.V., *World History*, Sterling Publishers, New Delhi, 1984.
2. Merry E. Wiesner, *A Concise History of the World*, Cambridge University Press, 2015.

#### **Books for Reference:**

1. Adam Brown, *World History*, 2016.
2. ArjunDev, *History of the World*, Orient BlackSwan, Hyderabad, 2009.
3. Haneda Masashi, *Towards Creation of a New World History*, Japan Publishing House, Tokyo, 2019.
4. Krishna Reddy, *World History*, McGraw Hill Education, Chennai, 2017.
5. Norman Lowe, *Mastering Modern World History*, Palgrave Macmillan, New York, USA, 2013.
6. Roberts, J.M., *Penguin History of the World*, Penguin UK, United Kingdom, 2014.
7. Stephen Leston, *The Bible in World History*, Barbour Books, USA, 2017.
8. Uddipan Mukerjee, *Modern World History*, GK Publications Pvt. Ltd., Noida Uttar Pradesh, 2020.
9. Wells, H.G., *A Short History of the World*, Fingerprint Publishing, New Delhi, 2015.

#### **Websites and eLearning Sources:**

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

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Obtain basic knowledge on modern world.	<b>K1</b>
<b>CO2</b>	Grasp the aspects of transition from medieval to modern.	<b>K2</b>
<b>CO3</b>	Have a critical look at the process of colonising mission.	<b>K3</b>
<b>CO4</b>	Examine the impact of wars, revolutions and loss.	<b>K4</b>
<b>CO5</b>	Realise the need for peace and mobilize movements for better world.	<b>K5</b>

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
<b>4</b>	<b>25UHS43CC09</b>	<b>Core Course - 9: History of Modern World</b>								<b>5</b>	<b>4</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	2	2	2	2	1	2	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
4	25UHS43AO02A	Allied Optional - 2: General Economics	6	4

Course Objectives	
To know the meaning and classifications of Economics	
To understand difference between micro and macro economics	
To analyse different structure and behaviour of economics	
To learn the nature and importance of economic planning and concept	
To identify the role of agriculture and industry in Indian economy	

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

Definition – Scope – Classification – Sector

**UNIT II: Macroeconomics (18 Hours)**

Factor of Production – National Income – Fiscal Policy – Monetary Policy – Economic Growth

**UNIT III: Microeconomics (18 Hours)**

Demand – Supply – Market Structure – Consumer Behaviour – Producer Behaviour

**UNIT IV: Economic Planning (18 Hours)**

Concept – Classification – Objective – Nature - Importance

**UNIT V: Indian Economy (18 Hours)**

Agriculture – Industry – Service – Trade – Banking – Budget

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Snap Test, MCQ

**Books for Study:**

1. Full Marks, (2021), Economics, Part A: Introductory Macro Economics, Full Marks Publications Pvt. Ltd.
2. Salvatore, (2019), *Micro Economics*, OUP.
3. Uma Kapila, (2020), *Indian Economy*, 20<sup>th</sup> Edition, Academic Foundation.

**Books for Reference:**

1. Ahuja H.L. (2018), *Principles of Micro Economics, A New Look at Economic Theory*, S. Chand.
2. Dhingra I.C, *Indian Economy* (28th Edition), Sultan Chand & Co.
3. M. L. Jhingan (2014) *The Economics of Planning and Development*, Revised edition, Vrindha Publications (P) Ltd.
4. Seth, M.L, (2017), *Macro Economics*, 28<sup>th</sup> Revised Edition 2017, Agra.

**Websites and eLearning Sources:**

1. Foundation-Paper1.pdf ([icmai.in](http://icmai.in))
2. [https://cdn.mises.org/Introduction to Economics 5.pdf](https://cdn.mises.org/Introduction%20to%20Economics%205.pdf)
3. [Med73.pdf](http://Med73.pdf) ([pup.ac.in](http://pup.ac.in))

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Know the meaning and classifications of Economics	<b>K1</b>
<b>CO2</b>	Understand difference between micro and macro economics	<b>K2</b>
<b>CO3</b>	Analyse different structure and behaviour of economics	<b>K3</b>
<b>CO4</b>	Learn the nature and importance of economic planning and concept	<b>K4</b>
<b>CO5</b>	Identify the role of agriculture and industry in Indian economy	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
4	25UHS43AO02A		Allied Optional - 2: General Economics							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	3	2	3	2	2	3	2	2	3	2	2.4
CO2	2	3	2	3	2	3	2	3	2	1	2.3
CO3	2	2	3	2	1	3	3	2	3	1	2.2
CO4	3	3	2	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	1	3	2	3	2	1	2.1
Mean Overall Score											2.4 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UHS43AO02B	Allied Optional - 2: Fundamentals of Sociology	6	4

Course Objectives	
To know the origin, nature and importance of Sociology	
To understand the primary concept of society and institution	
To realise the socialisation process in a social system	
To learn the historical evolution of human society to the present context	
To identify the different institutions and social changes in Indian society	

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

Definition – Origin – Nature – Scope - Importance

**UNIT II: Primary Concept (18 Hours)**

Society – Community – Association - Institution

**UNIT III: Socialisation (18 Hours)**

Culture – Civilization – Status – Education - Standard of Living

**UNIT IV: Human Society (18 Hours)**

Type - Hunter and Gatherer – Pastoral – Agrarian – Industrial - Cosmopolitan

**UNIT V: Indian Society (18 Hours)**

Evolution - Institution - Social Change - Issue and Problem

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Snap Test, MCQ

**Books for Study:**

1. Rao C.N. Shankar, (2019), Sociology Principles of Sociology with an Introduction to Sociological Thought, S Chand
2. Mohinder Slariya, (2023), Introduction to Sociology – I, Mahaveer Publications.

**Books for Reference:**

1. Neeraj Publications, (2022), *Introduction to Sociology-I*, Neeraj Publications
2. Ravindra Nath Mukharjee, (2023), *Introduction to sociology*, SBPD Publications.
3. Beteille, A. (2009), *Sociology: Essays in Approach and Method*, Oxford University Press
4. Bauman, Z, and May, T. (2001), *Thinking Sociologically*. Malden, USA.
5. Wiley-Blackwell. Mills, C.W. (1959), *Sociological Imagination*, Oxford University Press.

**Websites and eLearning Sources:**

1. What Is Sociology? - Introduction to Sociology 3e | OpenStax
2. [An Introduction to Sociology \(asanet.org\)](http://asanet.org)
3. [BASO1911IntroductiontoSociology.pdf \(pondiuni.edu.in\)](http://pondiuni.edu.in)
4. [Core 1.pdf \(ddceutkal.ac.in\)](http://ddceutkal.ac.in)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Know the origin, nature and importance of Sociology	K1
CO2	Understand the primary concept of society and institution	K2
CO3	Realize the socialization process in a social system	K3
CO4	Learn the historical evolution of human society to the present context	K4
CO5	Identify the different institutions and social changes in Indian society	K5

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
4	25UHS43AO02B	Allied Optional - 2: Fundamentals of Sociology								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	3	2	3	2	2	3	2	2	3	2	2.4
CO2	2	3	2	3	2	3	2	3	2	1	2.3
CO3	2	2	3	2	1	3	3	2	3	1	2.2
CO4	3	3	2	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	1	3	2	3	2	1	2.1
Mean Overall Score											2.4 (High)

Semester	Course Code	Title of the Course	Hours / Week	Credits
4	25UHE44VE04A	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: Counseling for Adolescents

(6 Hours)

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

Teaching Methodology	Power point, Assignment and Group discussion
Assessment Methods	Online Test, Group Discussions, Seminar, Assignment

#### 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
2. Adolescence, page no: 211-224 (2011).
3. Larry, R. C. (2000). *Disaster Management and Preparedness*, Lewis Publications.
4. Hurlock, E.B. (2001). *Developmental Psychology: A: Life-Span Approach*. (5th Ed.). Tata McGraw-Hill.
5. Sangha., & Kamaljit. (2015). *Ways to Live in Harmony with Nature: Living Sustainably and*
6. *Working with Passion*. Australia, Woods lane Pty Limited.



**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>

<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>	Know the value of natural recourses and to live in a harmony with nature.	<b>K1</b>
<b>CO2</b>	Apply the plans of disaster management in the society.	<b>K2</b>
<b>CO3</b>	Analyse the importance and differences of science and religion.	<b>K3</b>

<b>Semester</b>	<b>Course Code</b>	<b>Title of the Course</b>									<b>Hours</b>	<b>Credits</b>
<b>4</b>	<b>25UHE44VE04A</b>	<b>Value Education - 4: Social Ethics - 2</b>									<b>2</b>	<b>1</b>
<b>Course Outcome</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	3	3	3	2	3	3	2	3	3	<b>2.8</b>	
<b>CO2</b>	3	2	2	3	3	2	3	3	2	2	<b>2.5</b>	
<b>CO3</b>	2	3	3	3	2	3	3	3	3	3	<b>2.8</b>	
<b>Mean Overall Score</b>											<b>2.7 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UHE44VE04B	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				

**UNIT I** : The Catholic Church (6 Hours)

**UNIT II** : Sacraments of Initiation (6 Hours)

**UNIT III** : Sacraments of Healing & at the Service of Community (6 Hours)

**UNIT IV** : The Christian Prayer (6 Hours)

**UNIT V** : Harmony of Religions (6 Hours)

<b>Teaching Methodology</b>	Power point, assignment, and Group discussion
<b>Assessment Methods</b>	Seminars, Group Discussion, Online Tests, Assignments

#### Books 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. 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	25UHE44VE04B		Value Education - 4: Religious Doctrine - 2							2	1
Course Outcome	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores 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
Mean Overall Score											2.6 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UHS44SE02	Skill Enhancement Course – 2: Historical Monuments in Tiruchirappalli	2	1

Course Objectives				
To identify the importance of ancient Tiruchirappalli				
To learn the different Dravidian monuments in Tiruchirappalli town				
To understand the influence of invaders in architectural contributions				
To know the social, religious and political impact of Europeans in Tiruchirappalli				
To analyse the different architectural styles of Tiruchirappalli through the ages				

#### UNIT I: Historical Background

(6 Hours)

Etymology – Geography – History – Demography

#### UNIT II: Dravidian Monument

(6 Hours)

Rock Cut - Thayumanavar - Thiruvarangam - Thiruvanaikkaval - Erumbeeswarar - Uyyankondon  
Tirumalai – Tiruvellarai

#### UNIT III: Indo-Persian Monument

(6 Hours)

Nathervali Darga – Kajamalai Darga – Bannadibi Darga – Chowk Maidan Mosque - Kadhar Mosque -  
Junction Jamia Mosque – T. Kalathur Mosque

#### UNIT IV: Indo-European Monument

(6 Hours)

Our Lady of Lourdes Church – Saint John's Church - Holy Redeemer's Church – Saint Mary's Cathedral –  
Pazhaya Koyil

#### UNIT V: Indo-Saracenic Monument

(6 Hours)

Kallanai (Grant Anicut) – Mukkombu (Upper Anicut) – Saint Joseph's College – Main Guard Gate – Rani  
Mangammal Mahal – Railway Junction - Central and Sub Jail - Trichy District Court - Collector Office –  
First World War Memorial

Teaching Methodology	Chart, PPT
Assessment Methods	Seminar, Field Visit, MCQ

#### Books for Study:

1. Baliga, B.S. (1998), *Madras District Gazetteers: Tiruchirappalli*. Government Press.
2. Kavingnar Nandalala, (2022), *Orum Varalarum*, Vikadan Prasuram.
3. Sundararaj, T. (2003), *History of Tiruchirappalli*. Sundar Publications.
4. Thukral. R.K., (2019), *Tamil Nadu District Factbook: Tiruchirappalli district*, Datanet India Pvt. Ltd.

#### Books for Reference:

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

#### Websites and eLearning Sources:

1. [TIRUCHIRAPPALLI DISTRICT, Govt. of Tamil Nadu | A Temple City, a fine blend of ancient and modernity | India](#)
2. [Tiruchirappalli City Municipal Corporation \(trichycorporation.gov.in\)](#)
3. [Popular Temples To Visit In Trichy \(tamilnadutourism.com\)](#)
4. [Tiruchirappalli | PDF | Transport | Nature \(scribd.com\)](#)
5. [Mosques in Trichy, Popular Masjid in Trichy, Natthersa Mosque \(tiruchirappallionline.in\)](#)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify the importance of ancient Tiruchirappalli	K1
CO2	Learn the different Dravidian monuments in Tiruchirappalli town	K2
CO3	Understand the influence of invaders in architectural contributions	K3
CO4	Know the social, religious and political impact of Europeans in Tiruchirappalli	K4
CO5	Analyse the different architectural styles of Tiruchirappalli through the ages	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
4	25UHS44SE02		Skill Enhancement Course – 2: Historical Monuments in Tiruchirappalli							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	3	2	2	3	2	2	3	2	2.4
CO2	2	3	2	3	2	3	2	3	2	1	2.3
CO3	2	2	3	2	1	3	3	2	3	1	2.2
CO4	3	3	2	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	1	3	2	3	2	1	2.1
Mean Overall Score											2.4 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	25UHS53CC10	Core Course - 10: Indian Polity	6	4

Course Objectives				
To Understand the meaning and definition of polity				
To Know different approaches and theory of polity				
To Identify the importance of party system in India				
To Discuss the election process in Indian scenario				
To Analyse the communal politics in India since Independence				

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

Meaning – Definition – Theory – Approach

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

Need – National – Regional – Registration – Recognition – Pressure Group

**UNIT III: Election Process (18 Hours)**

Election Commission – Procedure - Reforms – Electoral Process

**UNIT IV: Union and State Government (18 Hours)**

Union Government – State Government – Local Administration–Judiciary

**UNIT V: Communal Politics (18 Hours)**

Caste – Tribe – Religion – Region –Language – Gender – Vote Politics

<b>Teaching Methodology</b>	Chart, PPT
<b>Assessment Methods</b>	Seminar, Mock Election, MCQ

**Books for Study:**

1. Subramanian S.G., (2020), Indian Constitution and Indian Polity, Pearson Education.
2. Johari. J. C. (1996). *Indian Political Systems*. Annual Pub.

**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.

**Website and eLearning sources:**

1. [Indian Polity and Governance – Constitution, Political System etc. Constitutional Development of India](#)
2. [Election Commission of India](#)
3. [Indian Parliament| National Portal of India](#)
4. [Department of Justice | Government of India | India](#)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Understand the meaning and definition of polity	K1
CO2	Know different approaches and theory of polity	K2
CO3	Identify the importance of party system in India	K3
CO4	Discuss the election process in Indian scenario	K4
CO5	Analyse the communal politics in India since Independence	K5

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
5	25UHS53CC10	Core Course - 10: Indian Polity								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	3	2	3	2	2	3	2	2	3	2	2.4
CO2	2	3	2	3	2	3	2	3	2	1	2.3
CO3	2	2	3	2	1	3	3	2	3	1	2.2
CO4	3	3	2	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	1	3	2	3	2	1	2.1
Mean Overall Score											2.4 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	25UHS53CC11	Core Course - 11: Social and Cultural Movements in Modern India	6	4

Course Objectives
To understand the knowledge on structure of Indian society in the modern era.
To study the peasant and tribal movements.
To discuss the reform movements started in India.
To light on secular movements to empower the people of India.
To analyse on various movements and their circumstances.

#### UNIT I: Indian Society (18 Hours)

Structure – Feature – Modern Classification: Elite Class – Middle Class – Subaltern Class

#### UNIT II: Tribal Movement (18 Hours)

Kol Uprising – Santhal Rebellion – Munda Uprising – Rampa Revolt – Naxalite Insurgency

#### UNIT III: Peasant Movement (18 Hours)

Indigo Revolt – Deccan Riot – Punjab Riot – Kheda Satyagraha – Moplah Rebellion – Telengana Movement – Bhodan Movement

#### UNIT IV: Reform Movement (18 Hours)

Sanmarka Sangam – Ayya Vazhi Movement – Temple Entry Movement – Shree Narayana Dharma Paripalanam – Depressed Class Movement – Dravidian Movement

#### UNIT V: Impact of the Movement (18 Hours)

Emergence of Subaltern Consciousness - Social Legislation – Relevance

Teaching Methodology	Chart, PPT, Lecture
Assessment Methods	Seminar, Group Project, MCQ

#### Books for Study:

1. Desai, A.R. *Society in India*, Popular Prakashan, New Delhi, 1975.
2. Guha, Ranajit, (ed.) *Subaltern Studies Series*, Vols. I to VII, Oxford University Press, New Delhi, 1988.
3. Stokes, Eric, *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Cambridge University Press, 1980.

#### Books for Reference:

1. Agnithothi, V.K., *Indian History*, Allied Publishers, New Delhi 2013.
2. Bandyopadhyay, Sekhar, *Nationalist Movement in India: A Reader*, Oxford University Press, New Delhi, 2011.
3. Basham, A.L. *A Cultural History of India*, Oxford University Press, New Delhi, 2011.
4. Chandra, Bipan, *India's Struggle for Independence*, Penguin, United Kingdom, 2000.
5. Das Gulshan, *Voice of the Voiceless, Conceptualizing the Marginalized Psyche*, Authors Press, 2012.
6. Desai, A.R. *Social Background of Indian Nationalism*, Popular Prakashan, New Delhi 2005.
7. Dhanagare, D.N. *Peasant Movements in India: 1920 – 1950*, Oxford University Press, New Delhi, 1991.
8. Dube, S.C. *Indian Society*, National Book Trust, New Delhi, 2008.
9. Guha, Ramachandra, *Social Ecology*, Oxford University Press, New Delhi, 1998.
10. Guha, Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India*, Oxford University Press, 2005.
11. Kumar, Kapil, *Peasants in Revolt*, Manoh Publication, New Delhi, 1984.
12. Raychaoudhary, S.C. *History of Modern India*, Surjeet Publications, New Delhi, 2010.

**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%2C%20child%20marriage%2C%20etc.](https://byjus.com/free-ias-prep/19th-century-social-religious-reforms/#:~:text=BRAHMO%20SAMAJ%20(Reformist),system%2C%20child%20marriage%2C%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>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K-Level)</b>
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Learn the structure of Modern Indian society.	<b>K1</b>
<b>CO2</b>	Understand the social and cultural movements started in modern India.	<b>K2</b>
<b>CO3</b>	Apply the values propagated by the movements in the present society.	<b>K3</b>
<b>CO4</b>	Distinguish the secular movements from religious movements.	<b>K4</b>
<b>CO5</b>	Plan to start a movement for a social cause.	<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>5</b>	<b>25UHS53CC11</b>	<b>Core Course - 11: Social and Cultural Movements in Modern India</b>								<b>6</b>	<b>4</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>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO2</b>	2	3	2	3	2	3	2	3	2	1	<b>2.3</b>
<b>CO3</b>	2	2	3	2	1	3	3	2	3	1	<b>2.2</b>
<b>CO4</b>	3	3	2	3	2	3	3	2	3	2	<b>2.6</b>
<b>CO5</b>	2	2	3	2	1	3	2	3	2	1	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.4 (High)</b>



Semester	Course Code	Title of the Course	Hours/Week	Credits
5	25UHS53CC12	Core Course - 12: Western Political Thought	6	3

Course Objectives				
To gain knowledge about Greek philosophy of Plato and Aristotle.				
To impart knowledge about social contract theory.				
To study the political ideas of Machiavelli and John Locke.				
To discuss the utilitarian philosophy of Jeremy Bentham.				
To distinguish the ideas of Karl Marx and Antonio Gramsci.				

**UNIT I: Early Ancient Period (18 Hours)**

Pythagoreanism – Platonism – Aristotelianism

**UNIT II: Later Ancient Period (18 Hours)**

Epicureanism – Stoicism – Cosmopolitanism

**UNIT III: Medieval Period (18 Hours)**

Scholasticism – Universalism – Thomism

**UNIT IV: Early Modern Period (18 Hours)**

Social Contractualism – Utilitarianism – Idealism

**UNIT V: Later Modern Period (18 Hours)**

Socialism – Anarchism – Modernism

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Snap Test, MCQ

**Books for Study:**

1. Sharma, S.K., *Western Political Thought (Vol.1&2)*, Atlantic Publishers, Chennai, 2020.
2. Gupta, R.C., *Western Political Thought*, Lakshmi Narain Agarwal, Agra, 2012.

**Books for Reference:**

1. Amal Kumar Mukhopadhyay, *Western Political Thought*, Sage Publication, Chennai, 2020.
2. Gauba, *Western Political Thought*, Mayur Publication, Chennai, 2017.
3. Gullybaba, *Western Political Thought*, Gullybaba Publishing House, New Delhi, 2018.
4. Mishra, D.D., *Western Political Thought*, Vayu Education of India, New Delhi.
5. Mukherjee, *A History of Political Thought*, Prentice Hall India Learning, Delhi, 2011.
6. Nelson, *Western Political Thought*, Pearson Publication, Delhi, 2004.
7. Ray, B.N., *Western Political Thought*, Kaveri Books, New Delhi, 2012.
8. Shefali Jha, *Western Political Thought: From the Ancient Greeks to Modern Times*, Pearson Publication, Delhi, 2018.

**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://e-docs.eplo.int/phocadownloadpap/userupload/aportinou-eplo.int/28e489843d193ca736aa1019d09614.pdf>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Gain knowledge on western philosophy and philosophers.	<b>K1</b>
<b>CO2</b>	Understand the western political thought through the ages.	<b>K2</b>
<b>CO3</b>	Initiate the process of creating a republic.	<b>K3</b>
<b>CO4</b>	Reflect the select features towards a perfect political system.	<b>K4</b>
<b>CO5</b>	Appraise the evolutionary process of different schools of political thought.	<b>K5</b>

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
<b>5</b>	<b>25UHS53CC12</b>	<b>Core Course - 12: Western Political Thought</b>								<b>6</b>	<b>3</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	2	2	2	3	3	2	3	2	3	2	2.4
<b>CO2</b>	2	1	1	2	2	2	3	1	3	2	1.9
<b>CO3</b>	2	1	1	2	2	2	3	1	2	2	1.8
<b>CO4</b>	2	1	1	1	2	2	3	1	3	2	1.8
<b>CO5</b>	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	25UHS53ES01A	Discipline Specific Elective – 1: Indian Geography	4	3

Course Objectives				
To study the geographical features of India.				
To understand the concept of unity in diversity.				
To impart knowledge on the cropping patterns and growth of Horticulture in India.				
To discuss the development of animal husbandry and dairy products in India.				
To evaluate the growth of industries in India.				

**UNIT I: Physical Feature (12 Hours)**

Location–Extent –Climate–Rainfall – Drainage

**UNIT II: Natural Resource (12 Hours)**

Soil –Water– Forest – Energy – Mineral

**UNIT III: Land Form (12 Hours)**

Northern Mountain – Central Plain – Peninsular Upland – Southern Coastal Plain – Island

**UNIT IV: Economic Activity (12 Hours)**

Agriculture – Animal Husbandry – Fishery – Industry – Transport – Communication

**UNIT V: Natural Hazard (12 Hours)**

Earthquake – Flood – Cyclone – Drought – Famine – Landslide – Tsunami

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Soil Collection, MCQ

**Books for Study:**

1. Arvind Kumar, *Geography of India*, PeriyarPrakashan, Patna, 2018.
2. Jojo Mathew, *Indian Geography*, Career Classics, Tiruchirappalli, 2020.
3. Chopra, *Geography of India*, Unique Publishers, New Delhi, 2009.

**Books for Reference:**

1. Arvind Kumar, *Geography of India*, PeriyarPrakashan, Patna, 2018.
2. Jojo Mathew, *Indian Geography*, Career Classics, Tiruchirappalli, 2020.
3. Mahesh Kumar Barnwal, *Geography of India*, Cosmos Publications, New Delhi, 2018.
4. Majid Husain, *Geography of India*, McGraw Hill, Bengaluru, 2020.
5. Mathur, S., *Indian Geographical Facts*, Rupa&Co Publication, Delhi, 2003.
6. Tiwari, R.C., *Geography of India*, PrayagPustakBhavan, Allahabad, 2001.
7. Msjid Husain, *Indian and World Geography*, Shree Hari Publications, Tiruchirappalli, 2021.
8. Khullar, D.R., *India: a Comprehensive Geography*, Kalyani Publication, Chennai, 2018.

**Websites and eLearning Sources:**

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, the students will be able to	
<b>CO1</b>	Know the geographical features of India.	<b>K1</b>
<b>CO2</b>	Study the environmental factors that lead to the economic activities.	<b>K2</b>
<b>CO3</b>	Understand the natural hazards that challenge humanity in India.	<b>K3</b>
<b>CO4</b>	Apply the disaster management methods in the challenging situation.	<b>K4</b>
<b>CO5</b>	Evaluate the conservation measures of natural resources.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
<b>5</b>	<b>25UHS53ES01A</b>		<b>Discipline Specific Elective – 1: Indian Geography</b>							<b>4</b>	<b>3</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score 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
5	25UHS53ES01B	Discipline Specific Elective – 1: Agrarian System in India	4	3

Course Objectives				
To study the basics of agrarian system.				
To understand the peasants and system of peasantry.				
To discuss the irrigation methods and technology.				
To analyse the cropping pattern in India.				
To assess the problems and challenges of peasants.				

**UNIT I: Basic Of Agrarianism (12 Hours)**

Land – Soil – Water – Climate– Vegetation

**UNIT II: Peasantry (12 Hours)**

Land Ownership – Land Grant – Peasant Legislation – Cultivation – Cooperative Society

**UNIT III: Irrigation and Technology (12 Hours)**

Irrigation: Surface Water – Ground Water – Method – Technology: Canal – Tank – Madai – Sluice– Kamalai – Motor – Pump

**UNIT IV: Cropping Pattern (12 Hours)**

Shifting Cultivation - Subsistence – Commercial – Plantation – Horticulture

**UNIT V: Agrarian Crisis (12 Hours)**

Failure of Monsoon – Famine – Draught – Indebtedness – Marketing

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Field Study, MCQ

**Books for Study:**

1. Irfan Habib, *The Agrarian System of Mughal India 1556-1707*, OUP, New Delhi, 2001.

**Books for Reference:**

1. Anand A. Yang, *The Limited Raj: Agrarian Relations in Colonial India, Saran District, 1793-1920*, University of California Press, New Delhi, 2023.
2. Chopra, *Geography of India*, Unique Publishers, New Delhi, 2009.
3. Jahnabi Gogoi, *Agrarian System of Medieval Assam*, Concept Publishing Company, Assam, 2002.
4. Narasimha Reddy, D and Srijit Mishra, *Agrarian Crisis in India*, OUP, New Delhi, 2010.
5. Rajani Palme Dutt, *The Agrarian Crisis in India before Independence*, Toward its Solution, Gambol Books, New Delhi, 2009.
6. Tiwari, R.C., *Geography of India*, Prayag Pustak Bhavan, Allahabad, 2001.

**Websites and eLearning Sources:**

1. [1501588152Module-16 e-Text.pdf](#)
2. [Agrarian system](#)
3. [ch20.pdf](#)
4. [Changing land ownership, agricultural, and economic systems | Environment & Society Portal](#)
5. [lehs204.pdf](#)
6. [Irrigation System in India](#)
7. [https://gargaoncollege.ac.in/pdf/publications/1/pub\\_more/72.pdf](https://gargaoncollege.ac.in/pdf/publications/1/pub_more/72.pdf)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Study the basics of agrarian system.	<b>K1</b>
<b>CO2</b>	Understand the peasants and system of peasantry.	<b>K2</b>
<b>CO3</b>	Discuss the irrigation methods and technology.	<b>K3</b>
<b>CO4</b>	Analyse the cropping pattern in India.	<b>K4</b>
<b>CO5</b>	Assess the problems and challenges of peasants.	<b>K5</b>

Relationship Matrix											
Semester	Course Code	Title of the Course									Credits
<b>5</b>	<b>25UHS53ES01B</b>	<b>Discipline Specific Elective – 1: Agrarian System in India</b>									<b>3</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO2</b>	2	3	2	3	2	3	2	3	2	1	<b>2.3</b>
<b>CO3</b>	2	2	3	2	1	3	3	2	3	1	<b>2.2</b>
<b>CO4</b>	3	3	2	3	2	3	3	2	3	2	<b>2.6</b>
<b>CO5</b>	2	2	3	2	1	3	2	3	2	1	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.4 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	25UHS53ES02A	Discipline Specific Elective – 2: Modern Governments	4	3

Course Objectives				
To Know the basics of the state and constitutions.				
To Comprehend the salient features of select constitutions given in the syllabus.				
To Have a critical look of the main provisions in those constitutions.				
To Compare the salient features of one constitution with the other.				
To Assess various constitutions to understand the process of making the Indian constitution.				

**UNIT I: State (12 Hours)**

Meaning–Definition –Origin–Organ – Classification

**UNIT II: Constitution (12 Hours)**

Definition – Nuances of Making –Feature– Type

**UNIT III: Government (12 Hours)**

Definition – Form – Separation of Power – Decentralization

**UNIT IV: Judiciary (12 Hours)**

Definition – Function – Power – Challenge

**UNIT V: Challenge (12 Hours)**

Legislative – Executive – Administrative – Veto Power

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Snap Test, MCQ

**Books for Study:**

1. Kasthuri, J., *Modern Governments*, Udumalpet, 1998.
2. Anup Chand Kapur, *Select Constitutions*, Delhi 1956.

**Books for Reference:**

1. Alex Dragnich, *Politics and Government*, London, 1988.
2. Finer, S. E., *Comparative Governments*, England, 1970.
3. Michael J. Perry, *The Constitution, The Courts and Human Rights*, New Delhi, 1982.

**Websites and eLearning Sources:**

1. [https://tyrocity.com/topic/theories-of-origin-of-state/\(TheoriesofOriginofState\)](https://tyrocity.com/topic/theories-of-origin-of-state/(TheoriesofOriginofState))
2. [https://www.civildaily.com/british-constitution-features-comparison-with-indian-constitution/\(BritishConstitution:Features,ComparisonwithIndianConstitution\)](https://www.civildaily.com/british-constitution-features-comparison-with-indian-constitution/(BritishConstitution:Features,ComparisonwithIndianConstitution))
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\(SalientFeaturesofSwissConstitution\)](https://www.politicalsciencenotes.com/switzerland/21-salient-features-of-the-swiss-constitution/1426(SalientFeaturesofSwissConstitution))
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, the students will be able to	
<b>CO1</b>	Know the basics of the state and constitutions.	<b>K1</b>
<b>CO2</b>	Comprehend the salient features of select constitutions given in the syllabus.	<b>K2</b>
<b>CO3</b>	Have a critical look of the main provisions in those constitutions.	<b>K3</b>
<b>CO4</b>	Compare the salient features of one constitution with the other.	<b>K4</b>
<b>CO5</b>	Assess various constitutions to understand the process of making the Indian constitution.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
<b>5</b>	<b>25UHS53ES02A</b>		<b>Discipline Specific Elective – 2: Modern Governments</b>							<b>4</b>	<b>3</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO2</b>	2	3	2	3	2	3	2	3	2	1	<b>2.3</b>
<b>CO3</b>	2	2	3	2	1	3	3	2	3	1	<b>2.2</b>
<b>CO4</b>	3	3	2	3	2	3	3	2	3	2	<b>2.6</b>
<b>CO5</b>	2	2	3	2	1	3	2	3	2	1	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.4 (High)</b>



Semester	Course Code	Title of the Course	Hours/Week	Credits
5	25UHS53ES02B	Discipline Specific Elective – 2: Architectural Styles in India	4	3

Course Objectives				
To Know the different architectural styles in India through the ages				
To Understand the features of Dravidian architectural style				
To Analyse the importance of Indo-Aryan and Indo-Islamic styles in India				
To Discuss the difference between Dravidian architecture and Nagara architecture				
To Understand role of Europeans to promote Indo-Sarasanic style in India				

**UNIT I: Evolution (12 Hours)**

Origin – Indus Valley – Jain – Buddhist - Aaseevagam - Ashokan School

**UNIT II: Dravidian (12 Hours)**

Rock Cut – Free-Standing (Structural) – Chola – Pandya – Chalukya – Pallava - Hoysala - Vijayanagar

**UNIT III: Indo-Aryan (12 Hours)**

Nagara – Vesara – Gupta – Punjab – Bengal – Jaunpur - Gujarat

**UNIT IV: Indo-Islamic (12 Hours)**

Delhi Sultanate - Mughal – Deccan Kingdom

**UNIT V: Indo-Sarasanic (12 Hours)**

Portuguese– Dutch – Danish – English – French

Teaching Methodology	Chart, PPT, Lecture
Assessment Methods	Seminar, Snap Test, MCQ

**Books for Study:**

1. Precy Brown, (2024), Dravidian Architecture, Life Span Publishers & Distributors.
2. James Fergusson, (2023), Dravidian and Chalukyan Architecture, Life Span Publishers & Distributors.
3. Grover S, (2017), Islamic Architecture in India, CBS Publication.

**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.

**Website and eLearning Sources:**

1. [Evolution of Indian Architecture: A Timeless Design Journey | IIAD](#)
2. [Different types of architectures in India – Explore The Real India | Best Travel Destinations in India | Weekend Trip Ideas](#)
3. [Exploring Different Architectural Styles in India | Diwakar Bhati](#)
4. [7 Famous Indian Architectural Styles](#)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Know the different architectural styles in India through the ages	<b>K1</b>
<b>CO2</b>	Understand the features of Dravidian architectural style	<b>K2</b>
<b>CO3</b>	Analyse the importance of Indo-Aryan and Indo-Islamic styles in India	<b>K3</b>
<b>CO4</b>	Discuss the difference between Dravidian architecture and Nagara architecture	<b>K4</b>
<b>CO5</b>	Understand role of Europeans to promote Indo-Sarasanic style in India	<b>K5</b>

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
<b>5</b>	<b>25UHS53ES02B</b>	<b>Discipline Specific Elective – 2: Architectural Styles in India</b>								<b>4</b>	<b>3</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO2</b>	2	3	2	3	2	3	2	3	2	1	<b>2.3</b>
<b>CO3</b>	2	2	3	2	1	3	3	2	3	1	<b>2.2</b>
<b>CO4</b>	3	3	2	3	2	3	3	2	3	2	<b>2.6</b>
<b>CO5</b>	2	2	3	2	1	3	2	3	2	1	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.4 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	25UHS54OE01	Open Elective - 1 (WS): Tamil Heritage and Culture	4	2

Course Objectives				
To Learn the uniqueness of Tamil heritage and culture.				
To Understand the salient features of the Tamil Society.				
To Associate the cultural development of Tamils through the ages.				
To Distinguish the extinct features of Tamil heritage and culture.				
To Create a new Tamil society based on imbibed ethics and values.				

**UNIT I: Geographical Uniqueness (12 Hours)**

Landforms: Kurinji –Mullai –Marudham–Neithal–Palai

**UNIT II: Society (12 Hours)**

People– Horizontal Society–Life Style – Traditional Food–Hospitality– Amusement

**UNIT III: Literature (12 Hours)**

Emergence of Literary Knowledge–Sangam–Bhakthi– Micro – Rational

**UNIT IV: Art (12 Hours)**

Martial Art –Folk Art–Performing Art – Theatrical Art – Visual Art–Handicraft Art

**UNIT V: Architecture (12 Hours)**

House – Cave – Stone –Rock Cut –Structural –Fort– Palace

Teaching Methodology	Chart, PPT, Lecture
Assessment Methods	Seminar, Written Assignment, MCQ

**Books for Study:**

1. Devanesan.A, *History of Tamil nadu*, Benu Publication, Marthandam, 2004.
2. Rajayyan, K., *History of Tamil Nadu*, Madurai, 1992.
3. Subramanian, T., *Social and Culture History of Tamil Nadu*. Madras, 1985.
4. Srinivasalyengar, P. T., *History of The Tamils*, Madras, 1929.

**Books for Reference:**

1. Balasubramanian, *The status of women in Tamil Nadu during the Sangam Age*, Madras, 1985.
2. Mahalingam T. V., *History of Tamil Nadu*, Madurai, 1977.
3. Minakshi. C., *Administration and Social Life under the Pallavas*, Madras, 1977.
4. Nagaswamy. R., *Studies in South Indian History and Culture*, Madras, 2000.
5. Pillay, K. K., *A Social History of the Tamils*. Madras, 1952.
6. Srinivasa Aiyengar, *History of the Tamils*, Madras, 1929.

**Websites and eLearning Sources:**

1. <https://www.britannica.com/place/Tamil-Nadu/Cultural-life>
2. <https://www.caleidoscope.in/art-culture/tamil-nadu-culture-3>
3. <https://incredibletamilnadu18.wordpress.com/traditional-martial-arts-and-games/#:~:text=Kalaripayattu,wild%20boar%2C%20snake%20and%20crocodile.>
4. <https://www.rjisacjournal.com/historical-analysis-of-the-art-and-architectural-edifices-of-tamil-nadu/>
5. <https://uvamai.com/chisel>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Learn the uniqueness of Tamil heritage and culture.	<b>K1</b>
<b>CO2</b>	Understand the salient features of the Tamil Society.	<b>K2</b>
<b>CO3</b>	Associate the cultural development of Tamils through the ages.	<b>K3</b>
<b>CO4</b>	Distinguish the extinct features of Tamil heritage and culture.	<b>K4</b>
<b>CO5</b>	Create a new Tamil society based on imbibed ethics and values.	<b>K5</b>

Relationship Matrix											
Semester	Course Code	Title of the Course									Credits
<b>5</b>	<b>25UHS54OE01</b>	<b>Open Elective - 1 (WS): Tamil Heritage and Culture</b>									<b>2</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO2</b>	2	3	2	3	2	3	2	3	2	1	<b>2.3</b>
<b>CO3</b>	2	2	3	2	1	3	3	2	3	1	<b>2.2</b>
<b>CO4</b>	3	3	2	3	2	3	3	2	3	2	<b>2.6</b>
<b>CO5</b>	2	2	3	2	1	3	2	3	2	1	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.4 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	25UHS63CC13	Core Course - 13: Indian Constitution	6	4

Course Objectives
To study the process of making Indian constitution
To understand the structure of the constitution
To discuss the nature of the constitution
To describe the various governmental source of power
To demonstrate the independent constitutional body

**UNIT I: Making of Constitution (18 Hours)**

Constitutional Development – Constituent Assembly – Framing– Feature

**UNIT II: Structure of Constitution (18 Hours)**

Preamble – Part – Schedule – Article – Amendment – Appendix – Annexure

**UNIT III: Nature of Constitution (18 Hours)**

Federal – Parliamentary– Written – Rigid – Supremacy of Law – Secular – Separation of Power – Independent Judiciary – Universal Adult Franchise

**UNIT IV: Governmental Source of Power (18 Hours)**

Presidential Power – Prime Minister – State Power – Judicial Review – Fundamental Rights and Duties – Directive Principles of State Policy

**UNIT V: Independent Constitutional Body (18 Hours)**

CAG – ECI –UPSC – SSC – CVC – LCI – STATE PSC (TNPSC)

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Skit for Awareness, MCQ

**Books for Study:**

1. Johari. J. C., *Indian Political Systems*, Annual Pub, New Delhi, 1996.
2. LaxmiKanth, *Indian Polity*, Tate Mcgraw Hill, New Delhi, 2004.
3. Mehta, Narindar, *Indian Political System: A study in Government and Politics in India*. Jullundur, 1978.

**Books for Reference:**

1. Basu, Durga das, *An Introduction to Indian Constitution*, Agra, Wadha & Co., 2001.
2. Khanna, V.N., *Constitution and Government of India*, New Delhi, Book Well, 1981.
3. Nainta, R.P., *The Government under the Constitution*, New Delhi, Deep & Deep, 2000.

**Websites and eLearning Sources:**

1. <https://legislative.gov.in/constitution-of-india>
2. <https://www.india.gov.in/my-government/constitution-india>
3. [https://www.constitutionofindia.net/constitution\\_of\\_india](https://www.constitutionofindia.net/constitution_of_india)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Study the process of making Indian constitution.	K1
CO2	Understand the structure of the constitution.	K2
CO3	Discuss the nature of the constitution.	K3
CO4	Describe the various governmental source of power.	K4
CO5	Demonstrate the independent constitutional body.	K5

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
6	25UHS63CC13	Core Course - 13: Indian Constitution								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	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
Mean Overall Score											2.2 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	25UHS63CC14	Core Course - 14: Political and Social Transitions in Modern Era	6	4

Course Objectives				
To gain knowledge about cornerstone diplomacies.				
To understand the suppressive events of various organisations.				
To make awareness on segregation policies of different countries of the world.				
To discuss about inclusive movements started in various countries.				
To analyse on different ideas politicized by the famous personalities.				

**UNIT I: Cornerstone Diplomacy (18 Hours)**

Concordat - Munroe Doctrine - Panama Canal Construction

**UNIT II: Suppressive Event (18 Hours)**

Opium War – Holocaust –Berlin Wall Crisis – Sri Lankan Civil War

**UNIT III: Segregation Policy (18 Hours)**

American Slavery - African Apartheid - White Australia - Indian Untouchability

**UNIT IV: Inclusive Movement (18 Hours)**

Civil Right Movement - Pan Africanism - Dalit Movement

**UNIT V: Politicising Ideologies (18 Hours)**

Nazism - Fascism – Communism –Capitalism – Democracy

Teaching Methodology	Chart, PPT, Lecture
Assessment Methods	Seminar, News and Views, MCQ

**Books for Study:**

1. Rao, B.V., *History of the Modern World*, Sterling Publishers, New Delhi, 2012
2. Arvind Sivaramakrishnan, *Introduction to Political Ideologies*, Sage Publications, Chennai, 2017.
3. Vinay Kumar Malhotra, *International Relations*, Surjeet Publications, Delhi, 2019.

**Books for Reference:**

1. Arjun Dev, *History of the World*, Orient Black Swan, Chennai, 2009.
2. Chanchal Kumar, *Understanding Global Policies*, K W Publishers, New Delhi, 2017.
3. Donatella Della Porta, *Social Movements*, Wiley–Blackwell Publications, New Jersey, USA, 1998.
4. Ghosh Peu, *International Relations*, PHI Learning, Delhi, 2020.
5. Kapoor, S.K., *International Law and Human Rights*, Prayagraj, Uttar Pradesh, 2017.
6. Pavneet Singh, *International Relations*, McGraw Hill Education, Bengaluru, 2020.
7. Ranjan Chakrabati, *A History of the Modern World*, Primus Books, Tiruchirappalli, 2012.
8. Uddipan Mukherjee, *Modern World History*, G.K. Publication, Chennai, 2020.

**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, the students will be able to	
<b>CO1</b>	Learn the transitions evolved in modern era.	<b>K1</b>
<b>CO2</b>	Remember the major events instrumental for transitions.	<b>K2</b>
<b>CO3</b>	Apply the substance of the movements and ideologies to the present scenario.	<b>K3</b>
<b>CO4</b>	Analyse the policies that segregated the human society.	<b>K4</b>
<b>CO5</b>	Build an ideal society after realising the process of transitions.	<b>K5</b>

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
<b>6</b>	<b>25UHS63CC14</b>	<b>Core Course - 14: Political and Social Transitions in Modern Era</b>								<b>6</b>	<b>4</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<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	25UHS63CC15	Core Course - 14: Evolution of Judicial System in India	6	3

Course Objectives				
To Know the evolution of Judicial system from Tamil Country				
To Understand different court procedure in India through the ages				
To Examine the legal contributions of Pallava, Later Chola, Pandya and Vijayanagar				
To Identify the crime and punishments under colonial period				
To Understand the evolution of judicial institutions in 19th century in India				

**UNIT I: Sangam Age (18 Hours)**

Origin - Trade and Economy - Court Structure – Judicial Procedure - Nature of Judgeship

**UNIT II: Pallava and Later Chola (18 Hours)**

Judicial Court Procedure– Trade and Commerce – Crime and Punishment

**UNIT III: Later Pandya and Vijayanagar (18 Hours)**

Judicial Court Procedure– Civil and Criminal Justice – Court Proceeding

**UNIT IV: Colonial Period (18 Hours)**

French in Pondicherry – Portuguese in Goa – English East India Company: Madras – Bombay – Bengal – Court Procedure

**UNIT V: Judicial Institution (18 Hours)**

Evolution – Personal Law – Civil Law – Criminal Law – Codification of Law– Indian High Court Act 1861 – Privy Council – Federal Court – Contemporary Scenario

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Field Visit, MCQ

**Books for Study:**

1. Kailash Rai, (2016), History of Courts, Allahabad law Agency, Haryana.
2. Mahalingam T. V., (1967), *South Indian Polity*, University of Madras, Madras.

**Books for Reference:**

1. Arul K, *Criminal justice system in Pondicherry - a comparative critical study of the past and the present*, Cochin University of Science and Technology, 2013, pp. 1-45.
2. Balambal V, *Crime and Punishment under the Imperial Cholas*, *Journal of Tamil Studies Article*, Vol. 26, 1984, pp. 25-35.
3. Chandni Bi S, *Brahmanas Crime and Punishment under the Cholas*, South Indian History Congress, 2013.
4. Chandni Bi S, *Judicial system under the Cholas*, South Indian History Congress, 2012.
5. Madho Patil P, *Court life under Vijaynagar Rule*, B.R. Publishing Corporation, Delhi, 1999.
6. Nilakanta Sastri K.A., *A History of South India*, Oxford University Press, New Delhi, 1976.
7. Nilakshi Jatar & Laxmi Praranjape, *Legal History Evolution of the Indian Legal System*, Eastern Book Company, Lucknow, 2012.
8. Rajayyan K, *History of Tamil Nadu*, Madurai, Ratna Publications, 1995.
9. Sharma R.S, *Shudras in Ancient India, A Social History of the Lower Order Down to AD 600*, New Delhi, 1980.
10. Subramanian N, *History of Tamil Nad to AD 1336*, Second Edition, Koodal, Madurai, 1976.
11. Velcheru Narayana Rao, David Shulman, Sanjay Subrahmanyam, *Symbols of substances, court and state in Nayak period of Tamil Nadu*, Oxford University Press, Delhi, 1992.
12. Venkatratnam A. V., *Local Government in Vijaynagar Empire*, Prasaraanga University, Mysore, 1972

**Websites and eLearning Sources:**

1. [LEGAL SYSTEM OF SANGAM ERA](#)
2. [judicial system in british india](#)
3. [History of Indian Judiciary - ClearIAS](#)
4. [Chola Dynasty - Lecture notes 1-3 - Criminal Law - I - Christ University - Studocu](#)
5. [LEGAL SYSTEMS IN MEDIEVAL INDIA - Kashish Khanna - ijalr](#)
6. [1517986731P10-M33-PolityinSangamAge-ET.pdf](#)

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K-Level)</b>
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Know the evolution of Judicial system from Tamil Country	<b>K1</b>
<b>CO2</b>	Understand different court procedure in India through the ages	<b>K2</b>
<b>CO3</b>	Examine the legal contributions of Pallava, Later Chola, Pandya and Vijayanagar	<b>K3</b>
<b>CO4</b>	Identify the crime and punishments under Colonial period	<b>K4</b>
<b>CO5</b>	Understand the evolution of judicial institutions in 19 <sup>th</sup> century in India	<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>6</b>	<b>25UHS63CC15</b>	<b>Core Course - 14: Evolution of Judicial System in India</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>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO2</b>	2	3	2	3	2	3	2	3	2	1	<b>2.3</b>
<b>CO3</b>	2	2	3	2	1	3	3	2	3	1	<b>2.2</b>
<b>CO4</b>	3	3	2	3	2	3	3	2	3	2	<b>2.6</b>
<b>CO5</b>	2	2	3	2	1	3	2	3	2	1	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.4 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	25UHS63ES03A	Discipline Specific Elective – 3: Intellectual History of Modern India	4	3

Course Objectives				
To Identify the political thinkers of Modern India				
To Understand the contributions of Indian statesmen and intellect				
To Discuss the role of Indian economists in the growth of the nation				
To Gain knowledge of the intellectual writings of Rabindranath Tagore, Bharathidasan and Sundaranar				
To Realise the religious contributions of Indian philosophers for the betterment of the nation				

#### UNIT I: Political

(12 Hours)

Mohandass Karamchand Gandhi - Jawaharlal Nehru - Muhamed Ali Jinnah - Vallabai Patel - Khan AbdulKafar Khan - Aruna Asaf Ali

#### UNIT II: Social

(12 Hours)

Ram Mohan Roy – Ayothidasa Pandithar – Rettamalai Seenivasan - Jyoti Bhai Phule - Ambedkar - Periyar EVR – Jayaprakash Narayanan

#### UNIT III: Economic

(12 Hours)

Dadabhai Naoroji – JC Kumarappa – Kamaraj - Vijayendra Kasturi Ranga Varadaraja Rao – Nammazhvar

#### UNIT IV: Literature

(12 Hours)

Rabindarnath Tagore - Subramania Bharathi – Manonmaniam Sundaranar - Kalyana Sundaram – Bharathidasan

#### UNIT V: Religious

(12 Hours)

Ramakrishna - Vivekananda - Vallalar Ramalingam - Narayana Guru - Ramana Maha Rishi – Vaikuntha Swamigal

Teaching Methodology	Chart, PPT, Lecture
Assessment Methods	Seminar, Debate, MCQ

#### Books for Study:

1. Jayapalan N, (2022) Indian Political Thinkers: Modern Indian Political Thought, Atlantic Publishers, New Delhi.
2. Shruti Kapila, (2011) An Intellectual History for India, Foundation Books.

#### Books for Reference:

1. Bishop, D.H. (1983). Thinkers of Indian Renaissance. Wiley Eastern Limited.
2. Malik, S.K. (2020). Revisiting Modern Indian Thought. Routledge India.
3. Naravane, V.S. (1979). Modern Indian Thought. Sangam Books.
4. Ramachandra Guha, (2012) Makers of Modern India, Penguin India, New Delhi.
5. Sanyal, S. (2015). The Indian Renaissance. Penguin Publishers.
6. Tarique, M. (2007). Modern Indian History. McGraw Hill Education.
7. Singh, M. V. (2011). Indian Renaissance in Modern India. Centrum Press

#### Websites and eLearning Sources:

1. [Jawaharlal Nehru: Five contributions that made him the architect of modern India - India News | The Financial Express](#)
2. [How Jinnah's ideology shapes Pakistan's identity](#)
3. [ValluvarandPeriyarTheRationalistsofTamilNadu.pdf](#)
4. [Arutprakasa Vallalar Chidambaram Ramalingam: A Prominent Tamil Saint in the 19th Century - Vallalar Mission](#)
5. [Dadabhai Naoroji: A reformer of the British empire between Bombay and Westminster | EHNE](#)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify the political thinkers of Modern India	K1
CO2	Understand the contributions of Indian statesmen and intellect	K2
CO3	Discuss the role of Indian economists in the growth of the nation	K3
CO4	Gain knowledge of the intellectual writings of Rabindranath Tagore, Bharathidasan and Sundaranar	K4
CO5	Realise the religious contributions of Indian philosophers for the betterment of the nation	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
6	25UHS63ES03A		Discipline Specific Elective – 3: Intellectual History of Modern India							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	2	2	3	2	2	3	2	2.4
CO2	2	3	2	3	2	3	2	3	2	1	2.3
CO3	2	2	3	2	1	3	3	2	3	1	2.2
CO4	3	3	2	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	1	3	2	3	2	1	2.1
Mean Overall Score											2.4 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	25UHS63ES03B	Discipline Specific Elective – 3: Economic History of India	4	3

Course Objectives				
To Learn various sectors of Indian Economy.				
To Understand the growth and development of economy from ancient to modern times.				
To Inculcate the economic policies adopted from time to time.				
To Examine various challenges faced by Indian economy.				
To Evaluate the recent trends occurred after New Economic Policy.				

**UNIT I: Early Economy (12 Hours)**

Hunting – Food Gathering – Food Production – Tool Production – Wheel Invention – Pottery Making

**UNIT II: Agricultural Sector (12 Hours)**

Land Revenue Settlement–Tenancy Legislation – Irrigation–Land Reforms – Commercialization–National Agricultural Policy

**UNIT III: Industrial Sector (12 Hours)**

Native Industry –Modern Industry – Labour Legislation – Industrial Disputes – National Industrial Policy

**UNIT IV: Trading Sector (12 Hours)**

Evolution of Trade – Free Trade Policy – Trade Agreements – National Trading Policy

**UNIT V: Recent Trend (12 Hours)**

Cooperative Movements – Banking – New Economic Policy –Challenge

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Preparing Model, MCQ

**Books for Study:**

1. Desai, S., *Economic History of India*, Himalaya Publication, New Delhi.
2. Jayabalan, *Economic History of India*, Atlantic Publication, New Delhi, 2008.
3. Thirunavukkarasar, *Economic History of India*, T. N. Text Book, New Delhi.

**Books for Reference:**

1. R.C. Dutt, *Economic History of India*, Government of India, New Delhi, 1983.
2. Singh, *Economic History of India*, Allied Publication, New Delhi.
3. Desai, *Economic History of India*, Printice Hall Publication, New Delhi.
4. Rauchaudhri, *Cambridge Economic History of India*, Orient Longman Private Limited, New Delhi.
5. RajendraKumar, *Economic History of India*, Anmol Publication, New Delhi, 2006.

**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, the students will be able to	
<b>CO1</b>	Learn various sectors of Indian Economy.	<b>K1</b>
<b>CO2</b>	Understand the growth and development of economy from ancient to modern times.	<b>K2</b>
<b>CO3</b>	Inculcate the economic policies adopted from time to time.	<b>K3</b>
<b>CO4</b>	Examine various challenges faced by Indian economy.	<b>K4</b>
<b>CO5</b>	Evaluate the recent trends occurred after New Economic Policy.	<b>K5</b>

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours	Credits
<b>6</b>	<b>25UHS63ES03B</b>	<b>Discipline Specific Elective – 3: Economic History of India</b>								<b>4</b>	<b>3</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO2</b>	2	3	2	3	2	3	2	3	2	1	<b>2.3</b>
<b>CO3</b>	2	2	3	2	1	3	3	2	3	1	<b>2.2</b>
<b>CO4</b>	3	3	2	3	2	3	3	2	3	2	<b>2.6</b>
<b>CO5</b>	2	2	3	2	1	3	2	3	2	1	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.4 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	25UHS63ES04A	Discipline Specific Elective – 4: Archive Keeping	4	3

Course Objectives				
To Know the creation and development of archives in India.				
To Understand the methods in conservation of records.				
To Explain the significance of Archives Keeping.				
To Analyse the process of administrating Archives.				
To Evaluate the structure of national and regional archives and create their own archives.				

**UNIT I: Introduction (12 Hours)**

Meaning – Definition – Use– Evolution – Type– Archival Source

**UNIT II: Creation (12 Hours)**

Structure–Location – Building–Record Room – Racking – Registration

**UNIT III: Preservation (12 Hours)**

Need for Preservation – Personnel – Methods – Technique–Digitization

**UNIT IV: Administration (12 Hours)**

Archivist – Director – Direct General – Deputy Director – Curator – Commissioner – Assistant Commissioner– Research Officer – Administrative Staff

**UNIT V: Archive in India (12 Hours)**

National Archive – State Archive – District Archive – Private Archive

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Hands on Training, MCQ

**Books for Study:**

1. Dharmarajan. J. *Archives Keeping*, Densy Publications, Sivakasi, 2009.
2. SailenGhose, *Archives in India, History and Assets*, Calcutta,1963.
3. Sundararaj, M., *A Manual of Archival Systems and the World of Archives*. Siva Publication, 1999

**Books for Reference:**

1. Baliga B. S., *Guide to the Records Preserved in the Madras Record Office*, Superintendent, Government Press, Madras, 1936.
2. Chockalingam, S., *Role of the State Archives Administration*.
3. Dodwell, H., *Report on the Madras Records*, Madras, 1916.
4. Harinaryanan H, *The Science of Archives-Keeping*, The State Archives, Hyderabad, 1969.
5. Jenkinson Hilary, *A Manual of Archives Keeping*. London, 1995.
6. Jeyaraj, V., *Care of Archival Materials*, Saraswati Mahal Library, Thanjavur, 2000.
7. Jeyaraj, V., *Hand Book on Conservation in Museums*, Government Museum, Chennai,1995.
8. Kathpalia, YP, *Conservation and Restoration of Archival Materials*, Paris, UNESCO,1973.
9. Macmillan D. S., (ed) *Records Management*, New York,2000
10. Mukherjee, B. B., *Preservation of Library Materials, Archives and Documents*, World Press, Calcutta, 1973.
11. Perti, R. K., *Repair and Preservation of Records*, National Archives of India, NewDelhi,1988.
12. Prajapathi, C. L., *Conservation of Documents: Problems and Solutions*,AMittal Publication, New Delhi, 2005.
13. Purendu Basu, *Archives and Records: What are they?* National Archives of India, New Delhi, 1960.
14. Ranbir Kishore and Mehra, C P., “*Preservation and Repair of Palm leaf Manuscripts*”, The Indian Archives, Vol. XIV.
15. Vijayalakshmiand S.C. Jindal, *Digital Libraries and Digital Library Principles andPractivces*, Vol.I, S.C. Jindal Isha Books, New Delhi, 2004.
16. WilliamFoster, Sir., *A Guidetothe IndiaOffice Records,1600-1858*, John Company, London, 1926.

**Websites and eLearning Sources:**

1. NationalArchivesof India:<http://nationalarchives.nic.in/>
2. NationalDigitalLibraryof India:<https://ndl.iitkgp.ac.in/>
3. TamilNaduArchives:<http://www.tnarchives.tn.gov.in/>
4. TheBritishLibrary:<https://www.bl.uk/>
5. WestBengalPublicLibraryNetwork:<http://dspace.wbpublibnet.gov.in>
6. WorldDigitalLibrary:<https://www.wdl.org/en/>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K-Level)</b>
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Know the creation and development of archives in India.	<b>K1</b>
<b>CO2</b>	Understand the methods in conservation of records.	<b>K2</b>
<b>CO3</b>	Explain the significance of Archives Keeping.	<b>K3</b>
<b>CO4</b>	Analyse the process of administrating Archives.	<b>K4</b>
<b>CO5</b>	Evaluate the structure of national and regional archives and create their own archives.	<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>6</b>	<b>25UHS63ES04A</b>		<b>Discipline Specific Elective – 4: Archive Keeping</b>							<b>4</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>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO2</b>	2	3	2	3	2	3	2	3	2	1	<b>2.3</b>
<b>CO3</b>	2	2	3	2	1	3	3	2	3	1	<b>2.2</b>
<b>CO4</b>	3	3	2	3	2	3	3	2	3	2	<b>2.6</b>
<b>CO5</b>	2	2	3	2	1	3	2	3	2	1	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.4 (High)</b>



Semester	Course Code	Title of the Course	Hours/Week	Credits
6	25UHS63ES04B	Discipline Specific Elective – 4: Museum Management	4	3

Course Objectives
To understand the meaning, scope and museum objects.
To impart knowledge on various personnel in a museum.
To study about a collection procedure for artefacts.
To discuss on conservation techniques of artefacts.
To analyse the exhibiting methods and presentation.

**UNIT I: Introducing Museum (12 Hours)**

Meaning – Definition – Scope – Types – Artefact

**UNIT II: Museum Personnel (12 Hours)**

Curator – Conservator – Exhibit Designer – Educator – Historian – Preparator – Protection Staff – Public Relation Officer

**UNIT III: Collection Procedure (12 Hours)**

Cataloguing – Acquisition – Deaccession – Object Loan – Conditioning – Packing – Transportation – Security – Copyright – Multimedia

**UNIT IV: Conservation Technique (12 Hours)**

Documentation – Causes of Deterioration – House Keeping – Handling – Disaster Planning – Pest Management – Fire Safety – Environmental Procedure – Chemical Procedure – Legal Procedure

**UNIT V: Exhibition Methods (12 Hours)**

Exhibition Type – Audience Research – Environment Creation – Infrastructure Setting – Designing Object Display: Planning – Production – Presentation

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Visiting Site, MCQ

**Books for Study:**

1. Gupta, S.P., *Modern Museum Management*, D.K. Print World Ltd, New Delhi, 2010.

**Books for Reference:**

1. Kevin Moore, *Museum Management*, Routledge Publication, Bengaluru, 2005.
2. Gail Dexter Lord, *The Manual of Museum Management*, Alta Mira Press, U.S. A., 2009.
3. Timothy Ambrose, *Museum Basics*, Routledge Publication, Bengaluru, 2018.
4. Adrian George, *The Curator's Handbook*, Thames and Hudson Ltd, London, 2015.
5. Royston Brown, *Public Library Administration*, Clive Bingley Publishers, London, 1979.

**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, the students will be able to	
<b>CO1</b>	Obtain basic knowledge on museum and its features.	<b>K1</b>
<b>CO2</b>	Understand the art of administering museum objects and personnel.	<b>K2</b>
<b>CO3</b>	Apply the skills and techniques in museum management.	<b>K3</b>
<b>CO4</b>	Investigate the conservation procedures to the present context.	<b>K4</b>
<b>CO5</b>	Create a museum in the long run.	<b>K5</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
<b>6</b>	<b>25UHS63ES04B</b>		<b>Discipline Specific Elective – 4: Museum Management</b>							<b>4</b>	<b>3</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO2</b>	2	3	2	3	2	3	2	3	2	1	<b>2.3</b>
<b>CO3</b>	2	2	3	2	1	3	3	2	3	1	<b>2.2</b>
<b>CO4</b>	3	3	2	3	2	3	3	2	3	2	<b>2.6</b>
<b>CO5</b>	2	2	3	2	1	3	2	3	2	1	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.4 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	25UHS64OE02	Open Elective – 2: Intellectual Revivalism in Tamil Nadu	4	2

Course Objectives				
To impart knowledge about the personalities who inspired Tamil revivalism.				
To understand the various literary intellectuals.				
To make awareness about intellectuals who reformed the political process.				
To discuss the role of social intellectuals in teaching social justice to each individual.				
To discuss the impact of Tamil revivalism.				

**UNIT I: Early Personalities (12 Hours)**

Joseph Beschi – F.W. Ellis – Ziegen Balg – G.U. Pope – Robert Caldwell – Peter Percival

**UNIT II: Intellectuals of Tamil Nadu (12 Hours)**

Literary Intellectual – Political Intellectual–Social Intellectual

**UNIT III: Early Revivalist Movement (12 Hours)**

Ayya Vazhi Movement – Samarasa Sudha Sanmarga Neri – Temple Entry Movement

**UNIT IV: Later Revivalist Movement (12 Hours)**

Upper Garment – Pure Tamil – Dravidian – Self Respect Movement

**UNIT V: Impact Of Tamil Revivalism (12 Hours)**

Social – Cultural – Educational – Political

<b>Teaching Methodology</b>	Chart, PPT, Lecture
<b>Assessment Methods</b>	Seminar, Snap Test, MCQ

**Books for Study:**

1. Eugene Irschick, F., Tamil Revivalism in 1930s, Cre-A, Madras, 1986.
2. Nambi Aroorarn, K., Tamil Renaissance and Dravidian Natioanlism 1905- 1944,Koodal Publishers, Madurai. 1980.
3. *Maaperum Tamil Kanavu*, Edited volume on Annadurai's vision and works, TamilThisai, Chennai. 2019.

**Books for Reference:**

1. Chandrababu B.S, *Social Protest in Tamil Nadu*, Emerald Publishers, Madras, 1993.
2. Christopher John Baker & David Wash Brook, *South India: Political Institutions and Social Change*, Vikas, New Delhi, 1975.
3. Eugene Irschick, *Politics and Social Conflict in South India: The Non Brahmin Movement and Tamil Separatism, 1916-1929*, University of California Press, New Jersey, 1964.
4. Geeetha. V & S.V. Rajadurai, *Towards Non Brahmin Millenium: From Iyothidass to Periyar*, Samya, Calcutta, 1998.
5. Kashinath Kavlekar, *Non Brahmin Movement in South India*, Shivaji University Press, Kolaphur, 1979.
6. Pandian M.S.S, *Brahmin and Non Brahmin*, Permanent Black, Delhi, 2007.
7. Periyar E.V.R., (trs. R. Sundarraj), *Man and Religion*, Rationalist Publishers, Madras.
8. Rajadurai S.V. & V. Geetha, *Periyar Century: Themes in Caste, Gender and Religion*, Bharadidasan University, Tiruchirappalli, 2007.
9. Robert L. Hardgrave Jr., *The Dravidian Movement*, Popular Prakashan, Bombay.1965.
10. Sivathambi. K, *Understanding Dravidian Movement: Problems and Perspectives*,New Century Book House Pvt. Ltd. Madras. 1995.
11. Veeramani. K, *The History of Social Justice in Tamil Nadu*, Dravidar Kazhagam Publications, Madras, 1992.

**Websites and eLearning Sources:**

1. <https://frontline.thehindu.com/books/seeds-of-tamil-renaissance/article5787804.ece>
2. <https://amp.en.google-info.cn/27188704/1/tamil-renaissance.html>
3. <https://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.448139>
4. <https://www.sahapedia.org/periyar-ev-ramasamy-mapping-his-political-and-social-legacy>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K-Level)</b>
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Understand the socio-cultural context of modern Tamil Nadu.	<b>K1</b>
<b>CO2</b>	Learn the contributions of the selected intellectuals to Tamil revivalism.	<b>K2</b>
<b>CO3</b>	Familiarize with various movements emerged in modern period.	<b>K3</b>
<b>CO4</b>	Assess the impact of the different socio – political movements in Tamil Nadu.	<b>K4</b>
<b>CO5</b>	Compare and contrast emerging ideas of the age of revivalism with the contemporary Tamil society.	<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>6</b>	<b>25UHS64OE02</b>		<b>Open Elective – 2: Intellectual Revivalism in Tamil Nadu</b>							<b>4</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	1	2	2	3	3	2	1	1	3	<b>2.0</b>
<b>CO2</b>	2	1	1	1	3	3	1	1	2	2	<b>1.7</b>
<b>CO3</b>	1	1	2	1	3	3	2	1	2	3	<b>2.0</b>
<b>CO4</b>	1	1	2	2	3	3	2	2	2	3	<b>2.1</b>
<b>CO5</b>	1	1	2	2	3	3	3	2	2	3	<b>2.2</b>
<b>Mean Overall Score</b>											<b>2.0 (High)</b>