

**A.D.M. COLLEGE FOR WOMEN, (AUTONOMOUS)**

**(Accredited With 'A' Grade By NAAC 3<sup>rd</sup> Cycle)**

*(Affiliated to Bharathidasan University, Tiruchirappalli)*

**NAGAPATTINAM – 611 001**

**DEPARTMENT OF HISTORY**



**SYLLABUS**

**B.A. HISTORY**

**(2021-2024) Batch**

**A.D.M COLLEGE FOR WOMEN (AUTONOMOUS),  
Nagapattinam**

**UG Programme - B.A**  
(For the candidates admitted from 2021– 2022 onwards)

**Bloom's Taxonomy Based Assessment Pattern**

**Knowledge Level**

<b>K1-</b> Acquire/Remember	<b>K2-</b> Understanding	<b>K3-</b> Apply	<b>K4-</b> Analyze	<b>K5-</b> Evaluate	<b>K6-</b> Create
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**1. Part I, II and III**

**Theory (External + Internal = 75 + 25 = 100 marks)**

<b>External / Internal</b>					
<b>KnowledgeLevel</b>	<b>Section</b>	<b>Marks</b>	<b>Hrs.</b>	<b>Total</b>	<b>Passing Mark</b>
K1-K3	A (Answer all)	$10 \times 2 = 20$	3	75	30
K3-K6	B (Either or pattern)	$5 \times 5 = 25$			
K3-K6	C (Answer 3 out of 5)	$3 \times 10 = 30$			

## DEPARTMENT OF HISTORY

### B.A. HISTORY COURSE STRUCTURE UNDER CBCS (2021-2024)

#### OBE ELEMENTS

##### Programme Educational Objectives (PEO):

PEO 1:	To provide quality education to enhance the knowledge of students.
PEO 2:	To impart the students an extensive knowledge of history and related subjects.
PEO 3:	To prepare the students for writing competitive examination.
PEO 4:	To equip the students to undertake different professions like Teachers, Advocate, Archaeologist and Journalists etc.
PEO 5:	To motivate the students to obtain political knowledge.

##### Programme Outcomes (PO):

On completion of the course the learner will be able

PO 1:	Demonstrate professionalism, Self-awareness, leadership, quality and effective communication skills.
PO 2:	Understand the Historical importance of monuments, Tourist places, and to become an effective Tourist Guide.
PO 3:	Accommodate in NGOs and in Social Welfare Organizations.
PO 4:	Apply knowledge and skills to get employment opportunities.
PO 5:	Become competent to attend and come out successfully in civil service examinations.

##### Programme Specific Outcomes (PSO):

On completion of the course the learner will be able to

PSO 1:	Understand background of different religion, customs and traditional institutions, administrative Institutions etc.
PSO 2:	Understand the Current scenarios of social, political, religious and economic conditions of different folk.
PSO 3:	Make Comparative Analysis of past and the present trends in History.
PSO 4:	Develop interests in the study of history and activities relating to history.
PSO 5:	The study of history helps to impart moral education and promote the values of Ethics and Morals.

## B.A. HISTORY 2021- 2024

### STRUCTURE OF THE PROGRAMME

<b>Part</b>	<b>Title of the part</b>	<b>No. of Courses</b>	<b>Hours</b>	<b>Credit</b>
I	LC- Language Course	4	24	12
II	ELC – English Language Course	4	24	12
III	CC- Core Course	15	84	75
	AC –Allied Course	4	16	12
	MBE - Major Based Elective	3	15	11
IV	NME - Non- Major Elective	3	6	6
	SBE - Skill Based Elective	2	4	4
	SSD – Soft Skill Development	1	2	2
	ES - Environmental Studies	1	2	2
	VE - Value Education	1	2	2
V	EA - Extension Activities	0	0	1
	GS - Gender Studies	1	1	1
	<b>Total</b>	<b>39</b>	<b>180</b>	<b>140</b>

\* Extra Credit Courses:

• Semester I - Human Rights – 1
• Semester II- Human Rights – 2

**B.A. HISTORY 2021- 2024**

**SCHEME OF THE PROGRAMME**

Sem.	Part	Course Code	Course	Ins. Hrs	Credit	Exam Hours	Marks		Total Marks
							CIA	SE	
<b>I</b>	I	LCTA	LC- Language Course Ikkala Ilakkiyam	6	3	3	25	75	100
	II	LCEA	ELC – English Language Course Prose for Effective Communication	6	3	3	25	75	100
	III	HUA	CC- Core Course I World Civilizations (Excluding India) up to 476 CE	6	5	3	25	75	100
		HUB	CC- Core Course II History of India from prehistory to 1206 CE	6	5	3	25	75	100
		HUA1	AC –Allied Course I Modern Governments –I	4	3	3	25	75	100
	IV	VE	Value Education	2	2	3	25	75	100
	<b>Total</b>				<b>30</b>	<b>21</b>			
<b>II</b>	I	LCTB	LC- Language Course Idaikkala Ilakkiyamum Pudhinamum	6	3	3	25	75	100
	II	LCEB	ELC – English Language Course Poetry for Effective Communication	6	3	3	25	75	100
	III	HUC	CC - Core Course III History of India from 1206 CE to 1707 CE	6	5	3	25	75	100
		HUD	CC- Core Course IV History of Tamil Nadu up to 1565CE	6	5	3	25	75	100
		HUA2	AC -Allied Course II Modern Governments – II	4	3	3	25	75	100
	IV	ES	ES – Environmental Studies	2	2	3	25	75	100
<b>Total</b>				<b>30</b>	<b>21</b>				<b>600</b>

<b>III</b>	I	LCTC	LC- Language Course Kappiyamum Nadagamum	6	3	3	25	75	100
	II	LCEC	ELC – English Language Course Drama for Effective Communication	6	3	3	25	75	100
	III	HUE	CC - Core Course V History of India 1707 CE to 1857 CE	6	5	3	25	75	100
		HUF	CC - Core Course VI History of Tamilnadu From CE1565 to 2000 CE	6	5	3	25	75	100
		HUA3	AC -Allied Course III Public Administration- I	4	3	3	25	75	100
	IV	HUE1	NME -Non Major Elective I Gandhian Thought/ Human Rights	2	2	3	25	75	100
<b>Total</b>				<b>30</b>	<b>21</b>				<b>600</b>
<b>IV</b>	I	LCTD	LC- Language Course Pandaya Ilakkiyamum Urainadaiyum	6	3	3	25	75	100
	II	LCED	ELC – English Language Course Short Stories for Effective Communication	6	3	3	25	75	100
	III	HUG	CC - Core Course VII History of India 1857 CE to 1947 CE	5	5	3	25	75	100
		HUH	CC - Core Course VIII History of Europe 1453 CE to 1789 CE	5	5	3	25	75	100
		HUA4	AC - Allied Course IV Public Administration II	4	3	3	25	75	100
	IV	HUE2	NME - Non Major Elective II Introduction to Indian constitution / Panchayat Raj	2	2	3	25	75	100
	V	HUS1	SBE – Skill- Based Elective I Introduction to Tourism	2	2	3	25	75	100
<b>Total</b>				<b>30</b>	<b>23</b>				<b>600</b>

V	III	HUI	CC - Core Course IX Contemporary India since 1947 CE	5	5	3	25	75	100
		HUJ	CC- Core Course X History of Europe from 1789 CE to 1945 CE	5	5	3	25	75	100
		HUK	CC - Core Course XI History of Science and Technology	5	5	3	25	75	100
		HUL	CC- Core Course XII Archaeology	5	5	3	25	75	100
		HUE3	MBE –Major Based Elective I Human Rights	4	3	3	25	75	100
	IV	HUS2	SBE –Skill Based Elective II Tour Operator and Front Office Management.	2	2	3	25	75	100
		HUS3	SBE – Skill Based Elective III Archives Keeping	2	2	3	40	60	100
		SSD	Soft Skills Development	2	2	3	25	75	100
		<b>Total</b>			<b>30</b>	<b>29</b>			
	VI	III	HUM	CC- Core Course – X III International relations since 1945 CE	6	5	3	25	75
HUN			CC- Core Course – XIV History of USA from 1776 CE to 1945 CE	6	5	3	25	75	100
HUO			CC - Core Course – XV Women through the Ages in India	6	5	3	25	75	100
HUE4			MBE – Major Based Elective II Journalism	5	4	3	25	75	100
HUE5			MBE – Major Based Elective III Indian Constitution	6	4	3	25	75	100
V			EA - Extension Activities	-	1	-	-	-	-
		GS	GS - Gender Studies	1	1	3	25	75	100
<b>Total</b>			<b>30</b>	<b>25</b>	-	-	-	<b>800</b>	
<b>Grand Total</b>				<b>180</b>	<b>140</b>	-	-	-	-

<b>Semester-I / Core Course-I</b>	<b>World Civilizations (Excluding India) up to 476 CE</b>	<b>Course Code: HUA</b>
<b>Instruction Hours: 6</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1 - Acquire/Remember</b> <b>K2 - Understand</b> <b>K3 - Apply</b> <b>K4 - Analyze</b> <b>K5 - Evaluate</b> <b>K6 - Create</b>	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To impart the knowledge on the growth and development of civilizations.</li> <li>• To understand the development in polity, religion and culture.</li> <li>• To learn the ancient philosophy.</li> <li>• To understand the ancient traditions.</li> <li>• To know about the trade and Economy</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
<b>I</b>	<b>Rise and Growth of Civilization:</b> Concept of Civilizations- Pre-Historic Period – Palaeolithic Age - Megalithic Age-Neolithic Age– Mesolithic age- Bronze Age - Chalcolithic Age.	18
<b>II</b>	<b>Babylonian Civilization:</b> Euphrates–Tigris – Hammurabi code - Egyptian Civilization –Architecture–Pyramids -Sphinx – Literature- Antiquities.	18
<b>III</b>	<b>Greek Civilization:</b> Philosophy- Literature-Science-Art and Architecture-Military-City States-Athens-Sparta-Troy and Corinth.	18
<b>IV</b>	<b>Roman Civilization:</b> Origin and Growth of Rome- Augustan Age-Legacy of Rome-Judicial Codes-Art and Architecture.	18



V	<b>Chinese Civilization:</b> Origin – Geography – Literature – Philosophy – Confucianism-Inventions-Position of Women.	18
VI	<b>Seven wonders of the World:</b> Great wall of China – Taj Mahal - Grand Pyramid of Gisa - The Roman Coliseum.	-

**Text Book:**

1. James Edgar Swain, A History of World Civilization, Erasia Publishing House (P) Ltd., New Delhi, 1986
2. Kundra.D.N, Refresher Course in world History, DhanpatRai& Sons New Delhi, 1991.

**Reference Books:**

1. Rao B.V, World History,Sterling Publishers Pvt. Ltd, New Delhi,1991.
2. Oliver A.Johnson &Sources of World Civilization, Pearson Prentice Hall New Jersey-2004

**Web- Resources:**

1. [www.worldatlas.com](http://www.worldatlas.com)
2. [www.oclyseyware.com](http://www.oclyseyware.com)

**Course Outcomes:**

On completion of the course the learner will be able to

CO 1:	Obtain knowledge of various Civilizations.
CO 2:	Understand the Indian Tradition.
CO 3:	Earn knowledge about the Ancient Art and Architecture.
CO 4:	Know about the development of City States.
CO 5:	Acquire knowledge on Ancient Trade and Commerce.

**Mapping of COs with POs & PSOs:**

<b>CO/PO</b>	<b>PO</b>					<b>PSO</b>				
	1	2	3	4	5	1	2	3	4	5
<b>CO1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating

M – Moderately Correlating

W – Weakly Correlating

N – No Correlation

<b>Semester-I / Core Course-II</b>	<b>History of India from prehistory to 1206 CE</b>	<b>Course Code: HUB</b>
<b>Instruction Hours: 6</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1 - Acquire/Remember</b> <b>K2 - Understand</b> <b>K3 - Apply</b> <b>K4 - Analyze</b> <b>K5 - Evaluate</b> <b>K6 - Create</b>	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To learn the ancient History of India</li> <li>• To understand the origin and growth of different religions.</li> <li>• To study the administration of various dynasties.</li> <li>• To know the art and architecture of ancient India.</li> <li>• To study the establishment of Muslim Rule in India</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Ancient India:</b> Geographical features and their influence – Sources- Indus valley Civilization – Vedic Age – Social life – Position of Women –Emergence of Jainism & Buddhism – Life History of Buddha and Mahavira – their principles – invasions of Alexander - Gandhara art.	18
II	<b>The Mauryas:</b> Chandragupta – Bindusara – Asoka and spread of Buddhism – Mauryan Administration – Kushanas – Kanishka – Contribution to spread of Buddhism – Mahayana-Hinayana.	18
III	<b>The Guptas:</b> Rise and consolidations of the empire- Administration – Society and Economy – Science, Architecture and Literature - Decline of the Guptas.	18

IV	<b>Harshavardhana:</b> Administration- contribution to Buddhism – Hieun Tsang - The contemporary Deccan powers; – Chalukyas of Vatapi – The Rashtrakutas.	18
V	<b>The Arab Conquest of Sindh</b> foundation of Turkish rule in Northern India – Mahmud Gazni and Mohammed of Ghor - causes for the decline of the Hindu Rulers.	18
VI	Life history of Budha and Mahavira-Mauryan Administration – Gupta Art	-

**Text Book:**

1. N. Jayabalan - History of India upto 1206 A.D. Atlantic Publishers & Distributors
2. J.C. Aggarwal - Ancient Indian History S. Chand & Company Limited New Delhi Revised Edition 2002.

**Reference Books:**

1. V.D. Mahajan Ancient India S. Chand & Company, New Delhi 1974
2. Ray Choudhary S.C, History of India earliest Times to 1760 AD, Sujeeth Publication, Delhi,2006.

**Web- Resources:**

[www.historydiscussion.net](http://www.historydiscussion.net)

[www.topper.com](http://www.topper.com)

[www.winentrance.com](http://www.winentrance.com)

**Course Outcomes:**

On completion of the course the learner will be able to

- |       |  |
|-------|--|
| CO 1: | Exert knowledge on the development of Indian civilization from pre-history.            |
| CO 2: | Acquire knowledge on the cultural interactions and various social and communal groups. |
| CO 3: | Assess the significance of Mauryan administration.                                     |
| CO 4: | Highlight the significance of Buddhism.  |
| CO 5: | Highlight the contribution of ancient India to Science and Technology.                 |

**Mapping of COs with POs & PSOs:**

<b>CO/PO</b>	<b>PO</b>					<b>PSO</b>				
	1	2	3	4	5	1	2	3	4	5
<b>CO1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S

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N – No Correlation

<b>Semester-I / Allied Course-I</b>	<b>Modern Governments –I</b>	<b>Course Code: HUA1</b>
<b>Instruction Hours: 4</b>	<b>Credits: 3</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1</b> - Acquire/Remember <b>K2</b> - Understand <b>K3</b> - Apply <b>K4</b> - Analyze <b>K5</b> - Evaluate <b>K6</b> -Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To study the evolution of Constitution.</li> <li>• To comprehend the classification of States.</li> <li>• To learn the concepts of Separations of powers</li> <li>• To Study the functions of Legislature and Executive.</li> <li>• To understand the process of law making and judiciary</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Constitution:</b> Meaning, Purpose and Contents of Constitution- Classification of Constitution, Written and Unwritten Constitution – Flexible and Rigid Constitution – Aristotle’s Classification – Modern Classifications – The Authority of the Constitution.	12
II	<b>State:</b> Features of the Unitary State – Merits & Demerits – Federal State – Characteristics of a Federal State – Merits & Demerits - Variations of the Federal Type.	12
III	<b>Legislature:</b> Functions of Legislature – Delegated Legislation – Unicameral & Bicameral Legislatures – Methods of Solving Dead Locks – Direct Democratic Devices.	12
IV	<b>Executive:</b> Theory – Criticism – Executive: Importance and Functions of Parliamentary and Non-Parliamentary Executive - Plural Executive.	12

<b>V</b>	<b>Judiciary:</b> The Independence of Judiciary – Functions of Judiciary –Rule of Law – Administrative Law – Political Parties: Formation and Function of Parties – Single Party – Bi-Party, And Multi-Party System – Interest and Pressure Groups.	<b>12</b>
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**Text Book:**

1. Johari, J.C New Comparative Governments, Lotus Press, New Delhi, 2000.
2. Jayapalan, N. Modern Governments, Atlantic Publishers and Distributors, New Delhi, 1999.

**Reference Books:**

- 1.K.C, Wheare, Modern Constitutions, Oxford University Press, II Edition, Madras, 1966.
- 2.C.F. Strong, A History of Modern Political Constitutions, G.P. Puthilam’s Sons, Newyork, 1963.

**Web- Resources:**

[www.bestwebsitesideindia.com](http://www.bestwebsitesideindia.com)

[www.digitalindia.gov.in](http://www.digitalindia.gov.in)

**Course Outcomes:**

On completion of the course the learner will be able to

- |       |  |
|-------|--|
| CO 1: | Attain the knowledge on the evolution of modern governments. |
| CO 2: | Understand the political context of the countries.           |
| CO 3: | Know the role of executive body.                             |
| CO 4: | Acquire knowledge on Legislature.                            |
| CO 5: | Understand the function of Judiciary.                        |

<b>Semester-II / Core Course-III</b>	<b>History of India from 1206 CE to 1707 CE</b>	<b>Course Code: HUC</b>
<b>Instruction Hours: 6</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2 -</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To study the Medieval History of India.</li> <li>• To understand the Administrative system under sultanate.</li> <li>• To understand the contribution of Vijayanagar empire to Art and Architecture.</li> <li>• To study the Mughal Administration, Art and Architectural System.</li> <li>• To understand the Maratha administrative system.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>The Delhi Sultanate:</b> Slave,Khilji, Tughlaq, Sayyid and Lodi Dynasties- Administration, Social and Economic life – Art and Architecture- Deccan Kingdoms-Pandyas of Madurai- Muslim Invasions of South India.	18
II	<b>Establishment of Vijyanagar Empire:</b> Krishnadevaraya- Battle of Talikota- Administration, Society -Bahmani Kingdom-Bhakti Renaissance.	18
III	<b>Mughal rule in India:</b> Babur:–Humanyun –Shershahsur- Akbar – Jahangir – Shahjagan –Aurangazeb- Decline of the Mughals.	18
IV	<b>Mughal Administration:</b> Religious policy of the Mughals- Society, Ecomony and Culture- Art and Architecture.	18
V	<b>Deccan under the Mughals:</b> Rise of the Marathas- Shivaji - Maratha Administration- Rise of the Sikhs.	18



VI	<b>Babur – Battle of Panipat - Akbar – Mansabdari system</b> <b>- Jahangir – Golden Chain of Justice – Arts and Architecture</b> <b>of Mughals.</b>	-
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**Text Book:**

1. Hansraj Advanced History of India from earliest times to present times Surjeet Publications New Delhi 2007
2. N. Jayabalan History of India Atlantic of Publishers and Distributors 2001

**Reference Books:**

1. J.C. Aggarwal Medieval History of India S. Chand & Company Limited New Delhi 2002
2. V.D. Mahajan Muslim Rule in India S. Chand & Company New Delhi 1975

**Web- Resources:**

- [www.mapsofindia.com](http://www.mapsofindia.com)  
[www.culturalindia.net](http://www.culturalindia.net)

**Course Outcomes:**

On completion of the course the learner will be able to

- |   |
|---|
| CO 1: Earn the knowledge on society, Economy and administration in Medieval India.<br>CO 2: Highlight the Art and Architecture under Vijayanagar state.<br>CO 3: Assess the contribution of Mughals to administrative system.<br>CO 4: Knowledge on the contribution of Mughals to Art and Architecture.<br>CO 5: Preserve the heritage and culture of India. |
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**Mapping of COs with POs & PSOs:**

CO/PO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
<b>CO1</b>	S	S	M	S	S	S	S	S	M	S
<b>CO2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO3</b>	S	S	M	S	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating

M – Moderately Correlating

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N – No Correlation

<b>Semester-II / Core Course-IV</b>	<b>History of Tamil Nadu up to 1565 CE</b>	<b>Course Code: HUD</b>
<b>Instruction Hours: 6</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3 -</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To study the History of Tamil Nadu</li> <li>• To understand the importance of maritime activities in ancient Tamil Nadu.</li> <li>• To learn the polity of Sangam age.</li> <li>• To know the administration and Irrigation techniques under the Cholas.</li> <li>• To understand Art and Architecture in Tamil Nadu.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Geographical Features:</b> of Tamil Nadu – Tamil Culture and Civilization - Age of the Sangam- Sources - Political, Social, Economic and cultural conditions – Post Sangam : Kalabras.	18
II	<b>Tamil Nadu Between 600 C.E AND 900 C.E.:</b> Origin of Pallavas; Mahendravarman – Narsimhavarman – Pallava – Chalukya conflict – contribution of Pallavas to art, architecture and literature – Bhakthi movement.	18
III	<b>The age of Imperial Cholas:</b> Rajaraja I, Rajendra I, Kulottunga I – Overseas contribution Chola administration – Literature, Art, Architecture and Religion.	18
IV	<b>Pandyas:</b> Medieval and Later Pandyas - Their political relationship with the Cholas and Sri Lanka.	18
V	<b>Sultanate of Madurai:</b> Tamil country under Vijayanagar – Kumara Kampana – Nayaks of Madura, Thanjavur,	18

	Genji - Marathas of Tanjore.	
VI	Geographical features of Tamilnadu-Pallavas Art and Architecture- -Field Visit-Chola Administration.	-

**Text Book:**

1. Pillai K.K., Tamilaga Varalarum Panpadum (Tamil), International Institute of Tamil Studies, Chennai, 2002.
2. Chithra Madhavan, History and Culture of Tamil Nadu, Vol. 1, D.K. Print World (P) Ltd., New Delhi, 2005.

**Reference Books:**

1. K.A. Nilakanta Sastri History of south India: from prehistoric times to the fall of Vijayanagar, Oxford University Press, Madras, 1967.
2. N. Subramanian, Sangam Polity: The Administration and Social Life of the Sangam Tamil, Asia Publishing House, Bombay, 1966.

**Web- Resources:**

[www.motherteresawomenuniv.ac.in](http://www.motherteresawomenuniv.ac.in)

[www.worldcat.org](http://www.worldcat.org)

**Course Outcomes:**

On completion of the course the learner will be able to

CO 1:	Comprehend the knowledge on history of Tamil Nadu.
CO 2:	Understand the Maritime trade activities of Tamil Nadu.
CO 3:	Acquire knowledge on different types of administrative systems under Tamil rulers.
CO 4:	Highlight the administration and irrigation techniques under the Cholas.
CO 5:	Gain knowledge on Art and Architecture of Tamil Nadu.

**Mapping of COs with POs & PSOs:**

<b>CO/PO</b>	<b>PO</b>					<b>PSO</b>				
	1	2	3	4	5	1	2	3	4	5
<b>CO1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating

M – Moderately Correlating

W – Weakly Correlating

N – No Correlation

<b>Semester-II / Allied Course –II</b>	<b>Modern Governments – II</b>	<b>Course Code: HUA2</b>
<b>Instruction Hours: 4</b>	<b>Credits: 3</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3 -</b> Apply <b>K4 -</b> Analyze <b>K5 -</b> Evaluate <b>K6 -</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To learn the importance and legacy of British constitution</li> <li>• To understand the Presidential form of the government in USA</li> <li>• To study the Plural executive system in Switzerland.</li> <li>• To know about the French Constitution.</li> <li>• To study the features of Communism in China.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Constitution of United Kingdom:</b> Salient features Parliamentary democracy - powers and prerogatives of the crown - cabinet system powers and functions of Prime minister Bicameral legislature - House of Lords and House of Commons: Judicial administration	12
II	<b>Constitution of the United States America:</b> - Salient features of the constitution presidential democracy powers and functions of the President and the Congress Committee system – Judicial Review	12
III	<b>Constitution of Switzerland:</b> Salient features Powers and functions of the Plural Executive - Federation in Switzerland -Direct democratic devices	12
IV	<b>Constitution of France:</b> Salient features - Administrative law and its implications.	12

V	<b>The Constitution of China</b> - Salient features - Single party system - Principles of community party - functions and its impact on the society	12
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**Text Book:**

1. Vishnu Baghwin&VidhyaBhushan- World Constitution
2. Ameer Ali: Essentials of Modern Government

**Reference Books:**

1. Mahajan V.D. - Modern Constitutions
2. Price J.1 - Comparative Governments

**Web- Resources:**

[www.archives.gov](http://www.archives.gov)

[www.britannica.com](http://www.britannica.com)

**Course Outcomes:**

On completion of the course the learner will be able to

- |       |  |
|-------|--|
| CO 1: | Gain knowledge about the Constitution.                   |
| CO 2: | Understand the American Constitution.                    |
| CO 3: | Acquire knowledge on Constitution of Switzerland.        |
| CO 4: | Highlight of the characteristics of French Constitution. |
| CO 5: | Earn Knowledge on Chinese Constitution.                  |

<b>Semester-III / Core Course-V</b>	<b>History of India 1707 CE to 1857 CE</b>	<b>Course Code: HUE</b>
<b>Instruction Hours: 6</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4 -</b> Analyze <b>K5 -</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To study the causes for the decline of the Mughals.</li> <li>• To understand the reasons for expansion of British rule.</li> <li>• To learn the different policies of the British rule and its repercussions.</li> <li>• To analyze the administrative reforms under Governor Generals</li> <li>• To focus the impact of British rule on Indian Society</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Disintegration of the Mughal Empire</b> – European settlements and their impact on Indian Society- Carnatic wars -British Annexation of Bengal- The First Three Peshwas – Third Battle of Panipat.	18
II	<b>The British conquest and its expansion:</b> Lord Clive - Warren Hastings – Cornwallis - Lord Wellesley- Lord Hastings.- Lord Amherst - Lord William Bentinck -The wars: Anglo-Mysore wars – Anglo-Maratha wars - Anglo Burmese war - Annexation of Sind - Ranjitsingh - Anglo - Sikh wars - Anglo-Afghan Relations	18
III	<b>British policy towards Indian states:</b> Struggle for equality (1740 -1765) Ring Fence Policy 1765-1813, Subordinate Isolation, 1813- 57 – Subsidiary Alliance- Doctrine of Lapse- Indian states under the crown.	18



IV	<b>Administrative Policies</b> :Cornwallis and Permanent Settlement-Land revenue <b>Settlement</b> -Ryotwari System- Judicial and Police reforms- Lord Dalhousie and his reforms – Education Policy under the East India Company- Great Revolt of 1857 .	18
V	Constitutional Developments up to 1858: Regulating Act of 1773 and Pitt’s India Act- Charter Acts and their Importance -Queens proclamation and Act of 1858	18
VI	European Settlements- Permanent Land Revenue Settlement – Educational Policy under East India Company	-

**Text Book:**

1. Chhabra G.S. Advanced Study in the History of Modern India: 1707-1813, Sterling Publisher, Mumbai, 1971.
2. Majumdar R.C. Hemchandra Ray Chaudhuri and Kalikinkardatta, An Advanced History of India, Macmillan India, 1973.

**Reference Books:**

1. Jawaharlal Nehru, The Discovery of India, Oxford University Press, New Delhi, 2011.
2. Abid Husain S. The National Culture of India, National Book Trust, New Delhi, 1978.

**Web- Resources:**

1. [www.globalsecurity.org](http://www.globalsecurity.org).
2. [www.toppr.com](http://www.toppr.com).

**Course Outcomes:**

On completion of the course the learner will be able to

- |       |   |
|-------|---|
| CO 1: | Discuss the advent of the Europeans and their administrative system |
| CO 2: | Evaluate the Anglo - Mysore wars and Anglo - Sikh wars              |
| CO 3: | Understand the permanent Land Revenue system                        |
| CO 4: | Gain knowledge of the impact of British rule in India               |
| CO 5: | Understand the Constitutional Development in India                  |

**Mapping of COs with POs & PSOs:**

CO/PO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
<b>CO1</b>	S	S	S	S	M	S	S	S	S	S
<b>CO2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	S	M	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating

M – Moderately Correlating

W – Weakly Correlating

N – No Correlation

<b>Semester-III / Core Course-VI</b>	<b>History of Tamil Nadu From 1565 CE to 2000 CE</b>	<b>Course Code: HUF</b>
<b>Instruction Hours: 6</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4 -</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To comprehend the importance of South Indian Rebellion.</li> <li>• To learn the British Revenue system in Tamil Nadu.</li> <li>• To focus the impact Presence of Christian Missionaries in Tamil Nadu.</li> <li>• To analyze the role of Tamil Nadu in freedom struggle.</li> <li>• To understand the emergence of Tamil political parties.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>The advent of the Europeans</b> - Carnatic wars - Kattabomman – Polygar revolts and Maruthu brother - Fall of the Polygars.	18
II	<b>Establishment of the British rule in Tamil Nadu and the revolt of the natives</b> - South Indian Rebellion -Vellore Mutiny -Economic condition - British Revenue Policy - Permanent and Ryotwari system.	18
III	<b>Introduction to Western Education</b> - Impact of Christian Missionaries - Social Religious reform movements - Vallalar- Samarasa Sanmarga Sangam - Vaikundaswamy.	18
IV	<b>Role of Tamil Nadu in the Freedom Struggle-</b> V.O.C.Bharathi, Sathyamoorthy, Rajaji, Kamaraj – Non-Brahmin Movement - Justice Party - E.V.R. & Self-respect Movement.	18

V	<b>Tamil Nadu after independence-</b> Linguistic reorganization of states- Agitation in border areas – Development of Tamil Nadu under congress, D.M.K. and A.I.A.D.M.K.	18
VI	Kattabomman- Kayatharu –Vellore Fort-Vallalar – Samarasa Sanmarga Sangan – Sathyamoorthy Bhavan	-

**Text Books:**

1. Rajaram P. The Justice Party: A Historical Perspective, 1916-37, Poompozhi Publishers, Chennai, 1988
2. Mangalamurugesan N.K Self Respect Movement in Tamil Nadu. 1920-1940, Koodal Publishers, Madurai, 2010

**Reference Books:**

1. Nambi Arooran .K Tamil Renaissance and Dravidian Nationalism (1905-1944), Koodal Publisher, Madurai, 1980.
2. Baliga B.S. – Studies in Madras Administration, Madras, 1961.

**Web- Resources:**

1. [www.quora.com](http://www.quora.com)
2. [www.jaihindiasacademy.com](http://www.jaihindiasacademy.com)

**Course Outcomes:**

On completion of the course the learner will be able to

CO 1:	Assess the social economic and cultural conditions in Tamil Nadu.
CO 2:	Evaluate the establishment of British rule in Tamil Nadu and Vellore mutiny.
CO 3:	Narrate the growth of language and literature under the British.
CO 4:	Assess the role of Tamil Nadu in freedom struggle.
CO 5:	Examine the origin and growth Dravidian Politics in Tamil Nadu .

**Mapping of COs with POs & PSOs:**

CO/PO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
<b>CO1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO2</b>	S	S	M	S	S	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	M	S	S	S	S	S	S

S – Strongly Correlating

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W – Weakly Correlating

N – No Correlation

<b>Semester-III / Allied Course-III</b>	<b>Public Administration- I</b>	<b>Course Code: HUA3</b>
<b>Instruction Hours: 4</b>	<b>Credits: 3</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To learn the concepts and scope of public Administration.</li> <li>• To study the different Theories of Organisations.</li> <li>• To understand the Role of Public Undertakings.</li> <li>• To know the Hierarchical Order.</li> <li>• To understand Field Administration.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Concepts of public Administration:</b> Meaning – Nature – Scope – Public and Private Administration – Human Factor – Art or Science.	12
II	<b>Organization:</b> Meaning – Various theories – A) Bureaucrate B) Classic C) Human relation D) Scientific Management: Principles – Hierarchy – Span of Control – Unity of Command.	12
III	<b>Structure: Chief executive</b> – Functions – Line and Staff Agencies – Indian Prime Minister’s Office – Secretariat – White House Office (U.S.A) Department as Unit of Administration – Bases of Organization – Departments of Home, Foreign Affairs and Defence.	12
IV	<b>Public Undertaking and Commissions:</b> Finance Commission – UPSC – Backward Class, Official Language	12

	– Significance of Public undertakings – Various kinds and reasons for Government participation in India – Public Corporations – Their problems – Ministerial control and corporations accountability to Parliament.	
V	<b>Field Administration:</b> Importance of Field Organization – Area Head Quarters and Field Agencies relationship – Territorial and functional Dichotomy – Examples: Foreign Affairs Ministry, Police Dept. and Railway Board. Importance of Panchayat Raj in India as Field Administration.	12

**Text Books:**

1. A. Avasthi and S. Maheswari, Public Administration, Laximi Narain Agarwal, Agra, 2013.
2. VishnooBhagwan and VidyaBhushan, Public Administration 22<sup>nd</sup> Edition, S. Chand Publishing, New Delhi, 2009.

**Reference Books:**

1. RumkiBasu, Public Administration: Concepts and Theories, Sterling Publishers, New Delhi, 1995.
2. Herbert A Simon, Donald W. Smithburg and Victor A. Thomson, Public Administration, Alfred A. KnofInc, New York, 1950.

**Web- Resources:**

[www.india.gov.in](http://www.india.gov.in)

[www.legalservicesindia.com](http://www.legalservicesindia.com)

**Course Outcomes:**

On completion of the course the learner will be able to

- |       |  |
|-------|--|
| CO 1: | Earn Knowledge on skills to Learn Public Administration.         |
| CO 2: | Understand the scope of job in Public and Private sectors.       |
| CO 3: | Assess the functions of Chief Executive.                         |
| CO 4: | Acquire Knowledge on Public Corporations.                        |
| CO 5: | Understand the functions of Various Departmental Administration. |



<b>Semester-III / Non Major Elective-I</b>	<b>Gandhian Thought</b>	<b>Course Code: HUE1</b>
<b>Instruction Hours: 2</b>	<b>Credits: 2</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1 -Acquire/Remember</b> <b>K2- Understand</b> <b>K3- Apply</b> <b>K4- Analyze</b> <b>K5- Evaluate</b> <b>K6- Create</b>	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To make the students familiar with Gandhian thought.</li> <li>• To cultivate the moral values based on Gandhian philosophy.</li> <li>• To understand the value of Truth, Non-violence, Peace and Women Education</li> <li>• To comprehend the evolution of Gandhian thought.</li> <li>• The impact of Gandhian thoughts in making Indian Constitutions.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>A brief biographical sketch</b> – His political experience in South Africa – Social, Political, Economical and Cultural miles of his thought – Ethical foundations of his thought.	6
II	<b>Influences of Gandhi on Bhagavath Gita</b> – Gopalakrishna Gokhale – Influences of <b>European</b> scholars on Gandhi, Russia – Tolstoy and Louis Fischer – Gandhi and his <b>contemporaries</b> , Tagore and Ambedhkar.	6
III	<b>Gandhi’s philosophy and principles</b> – Truth and Non-Violence – Sathyagraha, Swadeshi – Sarvodaya – Trusteeship and Religion.	6
IV	<b>Gandhi and National Movements</b> – Non Co-operation Movement – Salt Sathyagraha Movement – Quit India Movement – Gandhi in Tamil Nadu	6

V	<b>Gandhian thought in the making of the Indian Constitution</b> – Secularism – Directive Principles of State Policy – Removal of untouchability – Panchayat Raj	6
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**Text Books:**

1. Ravindrakumar – Gandhian Thoughts-An overview, 2006
2. Gandhi M.K. – My Experience with Truth, October 2, 2013

**Reference Books:**

1. Nanda B.R. – Mahatma Gandhi – A Biography, 1958
2. Swanand S Pathak –Gandhian Thought, 2016

**Web- Resources:**

[www.gandhi.gov.in](http://www.gandhi.gov.in)

[www.mkgandhi.org](http://www.mkgandhi.org)

**Course Outcomes:**

On completion of the course the learner will be able to

- |  |
|--|
| <p>CO 1: Understand the past and present principles based on Gandhian philosophy.</p> <p>CO 2: Recognize and interpret key concepts of Bagavath Gita.</p> <p>CO 3: Analyze the Principles of Non-violence and Satyagraha.</p> <p>CO 4: Gain knowledge of non-violent mass mobility and Indian Independence movements.</p> <p>CO 5: Understand Gandhian principles and making of Indian Constitution.</p> |
|--|

<b>Semester-IV / Core Course-VII</b>	<b>History of India 1857 CE to 1947 CE</b>	<b>Course Code: HUG</b>
<b>Instruction Hours:5</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To study causes for the rise of Nationalism in India</li> <li>• To learn the various phases of Nationalism</li> <li>• To understand the role of leaders in freedom struggle</li> <li>• To learn the British administration and their power in India</li> <li>• To realize the significance of Indian Independence</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Queen Victoria's Proclamation:</b> Act of 1858 – Council Act of 1861 – Lytton's Viceroyalty- Ripon and Local-Self-Government.	15
II	<b>Socio – Religious Reform Movements:</b> BrahmoSamaj- PrarthanaSamaj - Aryasamaj – The Ramakrishna Movement- The Theosophical Movement – Muslim Reform Movements – Depressed Class Movements :Narayana Guru and SNDP – Jyothirao Phule and Satya Shodhak Samaj.	15
III	<b>Emergence of Indian Nationalism:</b> Causes – Leadership – Extremists – Achievements of Moderates – Council Act of 1891.	15
IV	<b>The Swadeshi Movement</b> – Tilak, Bipin Chandra Pal, LalaLajpatRai – MintoMorely Reforms Act of 1909 – Annie Besant and Home Rule movement	15

V	<b>Gandhian Era:</b> Mantague-Chelmsford Reforms Act of 1919 – Non-Co-operation Movement- Civil Disobedience Movement – Round table conferences – Gandhi Irwin Pact- Poona Pact – Muslim League - Indian Government Act of 1935 – Quit India Movement- Indian Independence Act of 1947.	15
VI	<b>Lord Ripon – Local Self Government – Swadeshi Movement.- Role of Tamilnadu in Freedom Struggle</b>	-

**Text Books:**

1. Agarwal R.C. and Mahesh Bhatnagar, Constitutional Development and National Movement of India, Chand S. &Company Ltd., New Delhi, 2006.
2. Dharam Chand Gupta, Indian National Movement and Constitutional Development, Vikas Publishing House Pvt. Ltd., Noida, 1983.

**Reference Books:**

1. Mahajan .V.D Modern Indian History, S. Chand Publisher, New Delhi, 2010.
2. Prasad L. Indian National Movement, Lakshmi NarainAgarwak, New Delhi, 2001.

**Web- Resources:**

1. [www.mdcollege.in](http://www.mdcollege.in)
2. [www.india.com](http://www.india.com)

**Course Outcomes:**

On completion of the course the learner will be able to

CO 1:	Understand the impact of the 1857 Revolt
CO 2:	Highlight the Socio Religious movements of great reformers
CO 3:	State the role of moderates and extremist in the freedom movement
CO 4:	Identify the role of great leaders
CO 5:	Highlight the contribution of Mahatma Gandhi towards freedom movement

**Mapping of COs with POs & PSOs:**

<b>CO/PO</b>	<b>PO</b>					<b>PSO</b>				
	1	2	3	4	5	1	2	3	4	5
<b>CO1</b>	S	S	S	S	S	S	S	M	S	S
<b>CO2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating

M – Moderately Correlating

W – Weakly Correlating

N – No Correlation

<b>Semester-IV / Core Course-VIII</b>	<b>History of Europe 1453 CE to 1789 CE</b>	<b>Course Code: HUH</b>
<b>Instruction Hours: 5</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To know importance of the fall of Constantinople</li> <li>• To understand genesis of Industrial revolution</li> <li>• To study the feature of enlighten despotism</li> <li>• To analyze the internal and external policies of Russia.</li> <li>• To learn the causes and results of French revolution.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Fall of Constantinople</b> – causes and effects Geographical Discoveries – Renaissance – Reformation – Counter Reformation	15
II	<b>Industrial Revolution</b> – Causes and Results – Agrarian Revolution – Causes and Results – Rise of Spain – Charles V – His Wars and Policies – Philip II – His Wars and Policies – War of Dutch Independence – Causes and Results	15
III	<b>Thirty Years War</b> – Causes and Results – Rise of France – Henry IV – Rise of France – Louis XIII – Enlightened Despotism in Europe – Louis XIV of France – Internal and External Policies – Frederick the Great of Prussia – Internal and External Policies	15

IV	<b>Peter the Great of Russia:</b> Internal and External Policies – Catherine the Great of Russia – Internal and External Policies – Joseph – II the Great of Austria – Internal and External Policies – Rise of Sweden – Gustavus II Adolphus.	15
V	<b>Revolutionary Era:</b> Louis XV (1715 – 1774) of France Philosophers and Thinkers – Montesquieu (1689 – 1785), Voltaire (1694 – 1778) Rousseau (1712 -1778) French Revolution 1789 – Causes and Results	15
VI	<b>Industrial Revolution:</b> France Philosophers and Thinkers.	-

**Text Books:**

1. George Walter Southgate, A Text Book of Modern European History 1453-1661, Dent, 1954.
2. Rao, B.V History of Modern Europe AD 1789 – 2002, III Edition, New Dawn Press INC., India, 2006.

**Reference Books:**

1. Mckinley, Albert E., Arthur C. Howland & Matthew L. Dawn, World History Vol I & II, Atlantic Publishers, New Delhi, 1994.
2. J.E. Swain, A History of World Civilization, Eurasia, Publishers, New Delhi 1970.

**Web- Resources:**

1. [www.britannica.com](http://www.britannica.com)
2. [www.history.com](http://www.history.com)

**Course Outcomes:**

On completion of the course the learner will be able to

- |       |   |
|-------|---|
| CO 1: | Know the political significance of the fall of Constantinople |
| CO 2: | Understand the circumstances leading to Industrial revolution |
| CO 3: | Learn the features of enlighten despotism                     |
| CO 4: | Study the internal and external policies of Russia.           |
| CO 5: | Understand the causes and results of French revolution.       |

**Mapping of COs with POs & PSOs:**

CO/PO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
<b>CO1</b>	S	S	M	S	S	S	S	S	S	S
<b>CO2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO3</b>	S	S	S	M	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating

M – Moderately Correlating

W – Weakly Correlating

N – No Correlation



<b>Semester-IV / Allied Course-IV</b>	<b>Public Administration II</b>	<b>Course Code: HUA4</b>
<b>Instruction Hours: 4</b>	<b>Credits: 3</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the administrative leadership, democratic system, policy making, planning, Civil Services and their functions.</li> <li>• To acquire knowledge on the policy and Decision Making.</li> <li>• To understand the functions of Planning Commission.</li> <li>• To acquire fundamental knowledge of Bureaucracy.</li> <li>• To gain knowledge about Civil Service Examination.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Management:</b> Meaning-Aim-Nature-Values-Functions-Leadership-Qualities-Functions-Types- Authoritarian and Democratic-Leadership vs Power.	12
II	<b>Policy Formation and Decision Making :</b> Significance-Policy and Administration-Policy formation in India-Decision Making- meaning and nature-Bases of Decision Making and Problems of Decision Making and its Solutions.	12
III	<b>Planning :</b> Definition-kinds-Planning Commission in India – Organization and Functions –National Development Council-Plan implementation and Evaluation.	12
IV	<b>Bureaucracy :</b> Meaning and Types- Merits and Demerits-Civil Service: Meaning-functions-Civil Service in India-Central and State Services.	12

V	<b>Services</b> : UPSC-Civil Service Examinations-TNPSC- Training: Objectives-Training Institutions in India – Conduct Rules- Disciplinary Rules-Actions – Neutrality in politics.	12
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**Text Books:**

1. Avasthi A. and Maheswari S. Public Administration, LaximiNarainAgarwal, Agra, 2013.
2. VishnoolBhagwan and VidyaBhushan, Public Administration 22<sup>nd</sup> Edition, Cnand S.Publishing, New Delhi, 2009.

**Reference Books:**

1. RumkiBasu, Public Administration: Concepts and Theories, Sterling Publishers, New Delhi, 1995.
2. Herbert A Simon, Donald W. Smithburg and Victor A. Thomson, Public Administration, Alfred A. KnoffInc, New York, 1950.

**Web- Resources:**

[www.india.gov.in](http://www.india.gov.in)

[www.legalservicesindia.com](http://www.legalservicesindia.com)

**Course Outcomes:**

On completion of the course the learner will be able to

- |  |
|--|
| CO 1: Demonstrate acquired knowledge in management, finance and leadership.<br><br>CO 2: Understand the role of public sector.<br><br>CO 3: Assess the basic principles of policies and decision making.<br><br>CO 4: Understand the dynamics and role of bureaucracy and administration.<br><br>CO 5: Aware of Civil Service Examination’s rules. |
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<b>Semester-IV / Non Major Elective-II</b>	<b>Introduction to Indian Constitution</b>	<b>Course Code: HUE2</b>
<b>Instruction Hours: 2</b>	<b>Credits: 2</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To know the Fundamental Rights and Directive Principle of State Policy.</li> <li>• To understand the organization of the Government and their functions.</li> <li>• To develop skill for Competitive Examination and Legal Profession.</li> <li>• To impart the students organization of Judiciary</li> <li>• To know the powers and functions of State Government</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>The Indian Independence Act 1947</b> – Constituent Assembly of India-Drafting of the constitution- Features of the Indian constitution – Preamble and structure – Fundamental rights – Directive principles of State Policy – Fundamental Duties-Citizenship-Constitutional Remedies for citizens-constitutional provisions for the rights of Women, Children, SC&ST and other weaker section.	6
II	<b>Legislature</b> : The constitution of Union Parliament – Functions of Parliament – Legislative procedures – Procedures of Amendment of the Indian Constitution – Important Amendments of 42 <sup>nd</sup> , 44 <sup>th</sup> , 73 <sup>rd</sup> and 74 <sup>th</sup> .	6
III	<b>Executive:</b> The Union Government –Structure of Union Government- Powers of the President – Emergency powers – Prime minister and council of ministers.	6

IV	<b>Judiciary:</b> Organization of Judiciary – Supreme Court –High Court – Independence of Judiciary – Judicial review.	6
V	<b>State Executive:</b> Governor – Chief Minister and Ministry – Central and State relations.	6

**Text Books:**

1. Chopra.J.K , Indian Polity,Unique Publishers, New Delhi, 2010.
2. Ramesh.B.G, Constitution of India, PavaiPublications Chennai, 2007.

**Reference Books:**

1. Agarwal. R.C, Constitutional development and National Movement of India, Chand & Company, New Delhi, 1994
2. Anup Chand Kapur, Select Constitutions, S.Chand& Company, New Delhi 1994.

**Web- Resources:**

1. [www.Inida.gov.in](http://www.Inida.gov.in)
2. [www.cantitution of India.net](http://www.cantitution of India.net)

**Course Outcomes:**

On completion of the course the learner will be able to

- |       |   |
|-------|---|
| CO 1: | Gain knowledge and skills to learn Indian constitution. |
| CO 2: | Acquire knowledge about the functions of Government     |
| CO 3: | Acquire knowledge on Legislature.                       |
| CO 4: | Highlight the Functions of judiciary                    |
| CO 5: | Aware of the functions of State Government              |

<b>Semester-IV / Skill Based Elective-I</b>	<b>Introduction to Tourism</b>	<b>Course Code: HUS1</b>
<b>Instruction Hours: 2</b>	<b>Credits: 2</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To know the characteristics of Tourism</li> <li>• To familiarize the concepts of tourism.</li> <li>• To study the transportation, accommodation facilities and Tourist centers in India.</li> <li>• To understand the travel formalities and regulations</li> <li>• To study Tourist Centres in India.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Origin of Tourism:</b> Definition of Tourism-Concepts of Tourism-Types of Tourism-Socio Economic Importance of Tourism- Origin and development of Tourism.	6
II	<b>Transport:</b> - Indian Railways –Air Transport- Indian Air lines- Air India. Private Airlines-Road transport- National highway authority of India.	6
III	<b>Travel Formalities and Regulations</b> -The role of Indian Tourism Development Corporation (ITDC) Tamil Nadu Tourism Corporation(TTDC.)	6
IV	<b>Accommodation:</b> -Types of Accommodations- Hotel operation-Major Indian Hotel Chains –Ashok Hotel Chain-Oberoi – Taj Groups.-Hotels.	6

V	<b>Important Bird sanctuaries</b> – Summer resorts, Winter resorts and National parks in India-Important Tourist centers of Tamil Nadu-Mamalapuram, Thanjavur, Gangaikonda Cholapuram, Dharasuram, Thiribhuvanam, Madurai and Kanchipuram	6
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**Text Books:**

1. Batra.G.S. - Tourism Management. Tamil Nadu Book House, Chennai-2002.
2. Bhatia A.K., - Tourism Development Principles and Practices, sterlin Publishers, New Delhi. 1993.

**Reference Books:**

1. Sharma J.J. – Tourism and development Kanishkapublishers and Distributors, New Delhi -2, 2007.
2. Anand M.M. – Tourism and Hotel Industry in India (New Delhi) Prentice Hall of India 1976.

**Web- Resources:**

1. [www.visitbritain.org](http://www.visitbritain.org)
2. [www.sliddeshare.net](http://www.sliddeshare.net)

**Course Outcomes:**

On completion of the course the learner will be able to

CO 1:	Study the evolution of tourism
CO 2:	Aware of rules and regulations of travel formalities
CO 3:	Identify the various types Accommodations
CO 4:	Understand the functions of various department in Hotels
CO 5:	Understand the future trends and role of association in India

<b>Semester-V Core Course-IX</b>	<b>Contemporary India since 1947 CE</b>	<b>Course Code: HUI</b>
<b>Instruction Hours: 5</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3 -</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To comprehend the consequences leading to the partition of India</li> <li>• To study the policies of various Governments.</li> <li>• To analyze the internal external policies of Rajiv Gandhi and V.P. Singh</li> <li>• To study the emergency and impact of caste based Parties.</li> <li>• To know about the Contemporary Challenges like Industrialization and Globalization.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>India on the eve of Independence:</b> Partition of India – Integration of Indian States – Reorganisation of States.	15
II	<b>Nehru Era</b> – Objectives and working of Planning Commission – Five year plan – India’s Foreign Policy – Lalbahadur Shastri – Indira Gandhi, Emergency 20 points programme Janatha Party movement – Janatha party and Moraji Desai.	15
III	<b>Rajiv Gandhi’s policy</b> – Education and Technology – Emergence of Coalition Government – V.P. Singh and Mandal Commission – Emergence of Regional Parties – Separatist Movement – Punjab (Operation Blue Star) – Assam – Nagaland.	15

IV	<b>Emergence of Caste Based Parties</b> – Its impact on the Society – Deva Gauda, I.K. Gujaral Governments – Emergence of BJP and Its impact.	15
V	<b>Economic History</b> – Industrialization – Green Revolution – White Revolution – Globalisation – Development of Science and Technology – Information Technology – Impact on Society – Contribution to World Peace – SARRC – BRIC.	15
VI	<b>Integration of French and Portuguese Possessions :</b> Merger of Pondicherry 1956 - Police Action – Merger of Goa.	-

**Text Books:**

- 1.Venkatesan G – History of Contemporary India 1947 -2007, V.C Publications, 2007, Rajapalayam.
- 2.John Gilbert. G – Contemporary History of India, New Delhi – 2006.

**Reference Books:**

- 1.Agarwal R.C.-Constitutional Development and National Movement of India, Chand and Company Ltd., New Delhi.
- 2.Bipin Chandra-India after Independence, Sage Publications, New Delhi – 2006.

**Web- Resources:**

<https://www.researchgate.net>

[www.indiatoday.in](http://www.indiatoday.in)



**Course Outcomes:**

On completion of the course the learner will be able to

CO 1:	Understand the Consequences and results of the Partition of India.
CO 2:	Earn the Knowledge of the policies of various Governments.
CO 3:	Know about the internal and external policies of Rajiv Gandhi and V.P.Singh
CO 4:	Understand the emergence and impacts of caste based Parties.
CO 5:	I knowledge about the Challenges like industrialization and Globalization.

**Mapping of COs with POs & PSOs:**

CO/PO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
CO1	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	S	M	S	S
CO5	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating

M – Moderately Correlating

W – Weakly Correlating

N – No Correlation

<b>Semester-V / Core Course-X</b>	<b>History of Europe from 1789 CE to 1945 CE</b>	<b>Course Code: HUI</b>
<b>Instruction Hours: 5</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks : 25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To explore the causes course and effects of French Revolution</li> <li>• To Understand causes for the origin of Industrial Revolution</li> <li>• To study the causes and results of world war I</li> <li>• To understand the results of dictatorship in Italy and Germany</li> <li>• To realize the need of world organizations to maintain peace</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>French Revolution-</b> Causes and its results – Napoleon Bonaparte – Domestic and foreign policy – Congress of Vienna – Concert of Europe.	15
II	<b>Industrial Revolution</b> – Agrarian Revolution – Eastern Question – Napoleon III – Unification of Italy and Unification of Germany – Bismarck.	15
III	<b>First World War</b> – Russian Revolution – League of Nations	15
IV	<b>The Great Depression of 1929</b> –Fascism in Italy and Nazism in Germany	15
V	<b>Origin and impact of Second World War</b> – The United Nations Organizations.	15
VI	<b>Revolutionaries Ideas – Liberty – Equality and Fraternity.</b>	-

**Text Books:**

1. Rao, B.V History of Modern Europe AD 1789 – 2002, III Edition, New Dawn Press INC., India, 2006.
2. Mehajan V.D History of Modern Europe, S.Chand & Company Ltd, New Delhi 2011.

**Reference Books:**

1. Eric Hobsbawm, The Age of Empire, 1875-1914, Weidenfeld & Nicolson, London, 1984
2. Ketelbey C.D.M A History of Modern Times [from 1789], V Edition, Oxford University Press, London, 1973

**Web- Resources:**

1. <https://www.history.com/france>
2. <https://www.britannica.com/topic>

**Course Outcomes:**

On completion of the course the learner will be able to

- |       |  |
|-------|--|
| CO 1: | Gain knowledge on European History.            |
| CO 2: | Understand the causes of French Revolution.    |
| CO 3: | Know the results of the Industrial Revolutions |
| CO 4: | Assess the unification of Italy and Germany.   |
| CO 5: | Acquire knowledge on World Wars.               |

**Mapping of COs with POs & PSOs:**

CO/PO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
<b>CO1</b>	S	S	M	S	S	S	S	S	S	S
<b>CO2</b>	S	S	S	M	S	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating

M – Moderately Correlating

W – Weakly Correlating

N – No Correlation

<b>Semester-V / Core Course-XI</b>	<b>History of Science and Technology</b>	<b>Course Code: HUK</b>
<b>Instruction Hours: 5</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To know the evolution of History of Science and Technology.</li> <li>• To Study the earliest. Scientific discoveries and the establishment of Scientific Organization.</li> <li>• Highlight the Contributions of ancient Greece to Science and Technology.</li> <li>• To know about the various Atomic discoveries.</li> <li>• To assess the Progress of Science and Technology in Modern India.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Introduction</b> – Science and Technology in Ancient Times – Greece, Rome and India.	15
II	<b>Progress of Science and Technology</b> – Renaissance in Europe – Copernicus, Kepler, Galileo, Da Vinci – Scientific Societies – Isaac Newton – William Harvey.	15
III	<b>Science and Technology in 19<sup>th</sup> Century</b> – Darwin and Theory of Evolution – Faraday and Electromagnetism; Progress in Chemistry – John Dalton – James Simpson – Pasteur; Progress in Technology – Transport – Steam Navigation and Railways; Alfred Noble – Communications – Telephone.	15

IV	<b>Science and Technology in 20<sup>th</sup> Century</b> – Einstein – Roentgen – Madam Curie and Radium – Rutherford – Atom Bomb.	15
V	<b>Progress of science in India</b> – J.C. Bose – P.C. Roy – SrinivasaRamanujam, HomiBhaba – Hargovind Khorana – Abdul Kalam.	15
VI	Science and Technology in Ancient Times - Isaac Newton – Telephone.- Roentgen - SrinivasaRamanujam	-

**Text Books:**

1. Dharmaraj.J-History of Science and Technology, Sivagasi, Tensi Publications, 1997 (Tamil).
2. Venkataraman. R -History of Science and Technology, Madurai: N.S. Publications, 1998.

**Reference Books:**

1. Jeyaraj, Varghees -History of Science and Technology, Uthamapalayam, Anns Publications, 1998.
2. Rajaram, Kalpana -Science and Technology in India, New Delhi: Spectrum India, 1993.

**Web- Resources:**

[www.india.gov.in](http://www.india.gov.in)  
[en.m.wikipedia.org](http://en.m.wikipedia.org)

**Course Outcomes:**

On completion of the course the learner will be able to

CO 1:	Gain knowledge about the history of Science and Technology.
CO 2:	Understand the Major events and significance during the Renaissance Period.
CO 3:	Acquire the knowledge about the Darwin Theory of Evolution.
CO 4:	Gain knowledge in the field of Communications.
CO 5:	Well known about the Progress of Science and Technology.

**Mapping of COs with POs & PSOs:**

CO/PO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
<b>CO1</b>	M	S	S	S	S	S	S	S	S	S
<b>CO2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO3</b>	S	M	S	M	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating

M – Moderately Correlating

W – Weakly Correlating

N – No Correlation

<b>Semester-V / Core Course-XII</b>	<b>Archaeology</b>	<b>Course Code: HUL</b>
<b>Instruction Hours: 5</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To Study the meaning and the scope of Archaeology.</li> <li>• To understand the Chronicle and Cultural Evaluation.</li> <li>• To Understand the Methods of Exploration and Excavation.</li> <li>• To know about the Archaeologist in the field of Archaeology.</li> <li>• To Study the importance of Epigraphy and Numismatics.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Archaeology:</b> Its meaning and importance – Archaeology as a source of history – Kinds of Archaeology – Purpose of Archaeology – Archaeology its correlation with other subjects.	15
II	<b>Exploration:</b> Methods of Site Survey – Excavation – Kinds of Excavation – Pre History: Palaeolithic Culture in India – Mesolithic Age – Neolithic Culture – Recent Excavation Sites in Tamil Nadu.	15
III	<b>Proto – History:</b> Megalithic Culture and Chalco – Lithic Culture in India – Excavations of Indus Sites – Harappa, Mohanjadaro – Iron Age Culture in India.	15
IV	<b>Ware cultures of India:</b> Indian Pottery – Foreign Pottery Found in India – Archaeological Survey of India (A.S.I) –	15



	British Archaeologists – Alexander Cunningham – Robert Bruce Foote – James Burgess – Sir John Marshall – Mortimer Wheeler.	
V	<b>Epigraphy:</b> Its meaning and importance kinds of Inscriptions – Source for history – Numismatics – Meaning and Importance – Numismatics as a source of history – Coins of the Mauryas, Kushanas, Guptas, Pallavas, Pandyas, Cholas and Vijayanagar Rulers – Foreign Coins found in India.	15
VI	Kinds of Archaeology - Recent Excavation Sites in Tamil Nadu - Archaeological Survey of India - Numismatics	-

**Text Books:**

1. K. Rajan, Archaeology: Principles and Methods, ManooPathipakam, Thanjavur 2002.
2. R. Venkatraman, Indian Archaeology (A Survey), Ennes Publications, Udumalpet 2005.

**Reference Books:**

1. C. Brown - The Coins of India, Oxford University Press, Calcutta 1922.
2. A. Cunningham - Coins of Ancient India from earliest times to the 7<sup>th</sup> Century A.D.

**Web- Resources:**

[www.sciencedaily.com](http://www.sciencedaily.com)

[www.britannica.com](http://www.britannica.com)

**Course Outcomes:**

On completion of the course the learner will be able to

CO 1: Acquire knowledge on Archaeology.

CO 2: Gain the Knowledge of Cultural Evaluation in the field of Archaeology.

CO 3: Identify the method of Exploration and Excavation.

CO 4: Identify the method of Archaeological Survey.

CO 5: Acquire knowledge on Numismatics and Epigraphy.

**Mapping of COs with POs & PSOs:**

CO/PO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
<b>CO1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating

M – Moderately Correlating

W – Weakly Correlating

N – No Correlation

<b>Semester-V / Major Based Elective-I</b>	<b>Human Rights</b>	<b>Course Code: HUE3</b>
<b>Instruction Hours: 4</b>	<b>Credits: 3</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the value of Human Rights.</li> <li>• To familiar with the International instruments on Human Rights.</li> <li>• To know the Champions of Human Rights in India and around the World</li> <li>• To analyze Human Rights issues and Problems.</li> <li>• To Study the powers and functions of Human Rights Commissions in India.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Concept of Human Rights:</b> Definition – Characteristics – Historical Background – Magnacarta, Bill of Rights, Petition of Rights – Theories of Human Rights: Natural and Legal.	12
II	<b>Human Rights Charter:</b> Universal Declaration of Human Rights – International Covenant on Civil and Political Rights – International Covenant on Economic, Social and Cultural Rights – Amnesty International – International Court of Justice.	12
III	<b>Champions of Human Rights:</b> Abraham Lincoln – Martin Luther King – Nelson Mandela – Dr.Ambedkar – Mahatma Gandhi – Subramaniya Bharathi.	12

IV	<b>Current Issues in India:</b> Child Labour – Women’s Rights – Bonded Labour – Female Infanticide – Foeticide – Problem of Refugees – Capital Punishment.	12
V	<b>National and State Human Right Commissions in India</b> – Functions, problems and prospects – Minorities Rights Commission and Its functions – National Commission for Women - National Commission for Scheduled Caste and Scheduled Tribe.	12

**Text Books:**

1. Jeyabalan -Human Rights, Atlantic Publisher, New Delhi – 2000.
2. Sharma N.R.-Human Rights in World, Pointer Publishers, Jaipur.

**Reference Books:**

1. KantaRahman - Human Rights Concepts and Issues, Common Wealth Publisher, New Delhi – 2004. Refrence BO
2. Raju M.V.- Human Rights Today & Tomorrow Swastik Publication, New Delhi – 110094, Edition – 2010.

**Web- Resources:**

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

[www.un.org](http://www.un.org)

**Course Outcomes:**

On completion of the course the learner will be able to

CO 1:	Understand the History of Human Rights as a Concept.
CO 2:	Conceptualize implementation of International Covenant on Economic Social and Cultural Rights.
CO 3:	Analyze the role of great Champions of Human Rights.
CO 4:	Gain knowledge on Human Rights Problems and Resolutions.
CO 5:	Acquire Knowledge on Protections of Human Rights in India.

<b>Semester-V / Skill Based Elective-II</b>	<b>Tour Operator and Front Office Management.</b>	<b>Course Code: HUS2</b>
<b>Instruction Hours: 2</b>	<b>Credits: 2</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To know the components and elements of Tourism.</li> <li>• To understand the types of travel Agencies and functions.</li> <li>• To understand the role of Tour operators</li> <li>• To develop the practical skill in travel formalities</li> <li>• To develop the skill in guiding to the tourists and various tour Operations.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Importance of Tourism Planning:</b> Basic components of Tourism – Elements of Tourism – Selection of Tourism Spots, Transports and Accommodation – Tour Expenditure – Category of the Tourist.	6
II	<b>Travel Agency :</b> Thomas Cook – Profile of Modern Travel Agency – Types of Travel Agency – Setting up of a Travel Agency – Linkages of Travel Agency.	6
III	<b>Tour Operation:</b> Tour Operators –Meaning – Functions – Types of Tour Operators – Package Tour – Types of Package Tour – The Indian Association Tour Operators (IATO) ,PATA, WTO, IUOTO.	6
IV	<b>Front office Management.-</b> Meaning – Reservation System – Computerized Reservation –Types of Procedures .	6

V	<b>Operating System:</b> Mail Handling – Telephones – Qualities of Telephone Operator – Guest History Record – qualities required by a front office Staff.	6
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**Text Books:**

1. Bhatia. A.K, Tourism Development Principles and Practices, Sterling Publishers, Private, 1997, New Delhi – 110016.
2. Peter Renner , Basic Hotel Front Office Procedures.

**Reference Books:**

1. Mohinder Chand Travel Agency Management: An Introduction text, Anmol Publication Pvt. Ltd, 2000, New Delhi
2. Malik. S. Profile of Hotels and Catering Industry, Heinemann, 1972.

**Web- Resources:**

[www.technofunc.com](http://www.technofunc.com)  
[www.tutorialspoint.com](http://www.tutorialspoint.com)

**Course Outcomes:**

On completion of the course the learner will be able to

CO 1:	Identify important elements of Tourism.
CO 2:	Gain Knowledge on Travel Agencies.
CO 3:	Acquire knowledge on Tour operations
CO 4:	Understand Basics of Registration Procedure.
CO 5:	Gain Knowledge to act as qualities of Front Officers.

<b>Semester-V / Skill Based Elective-III</b>	<b>Archives Keeping</b>	<b>Course Code: HUS3</b>
<b>Instruction Hours:2</b>	<b>Credits: 2</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To Know the History of Archives.</li> <li>• To Study the Creation of Archives</li> <li>• To <b>learn</b> the Methods of Preservation of Records.</li> <li>• To acquire knowledge on India and Tamil Nadu Archives</li> <li>• To explain the importance of Private Archives.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>History of Archives:</b> Definition and uses-Types of Archives - Private and Public and International Archives.	6
II	<b>Creation of Archives:</b> Requirements for the creation of Archives-Establishment – Register keeping-shelves and other materials.	6
III	<b>Preservation of Records in the Archives-</b> Preservation-Preliminary, Precautionary preventive measures factors of deterioration- Methods of preservation and repair of archival materials.	6
IV	<b>Administration of Archives:</b> Structure and Functions –National Archives-Important public archives in India-Tamil Nadu State Archives-Important records and their relevance.	6

V	<b>Important Private Archives</b> -Nehru Memorial Museum-Parry and Company in Chennai-Asiatic Society of Bengal- -Indo-Portuguese Archives, Goa – Archives Senbaganoor, Kodaikkanal.	6
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**Text Books:**

1. Thiagarajan, **Archives Keeping**, Vani Pathipagam, Chennai, 2003.
2. Thomson, Garry: **The Museum Environment**, Butterworths, London 1978.

**Reference Books:**

1. Agrawal, O.P. (Ed): **Conservation Methods**, International Centre for Conservation, Rome, 1974.
2. Agrawal, O.P. & Sinha, SN: **Conservation and status of Manuscripts, Books and Archival Material**, INTACH, Lucknow, 1992.

**Web- Resources:**

[www.nedcc.org](http://www.nedcc.org)

[www.ncbi.nlm.nih.gov](http://www.ncbi.nlm.nih.gov)

**Course Outcomes:**

On completion of the course the learner will be able to

CO 1:	Know the Meaning and Structure of Archives
CO 2:	Acquire knowledge on the Creation of Archives.
CO 3:	Aware of the Preservation of Archival materials.
CO 4:	Understand the Structure and Functions of National and State Archives.
CO 5:	Identify the importance of Archives.



<b>Semester-VI / Core Course-XIII</b>	<b>International Relations Since 1945 CE</b>	<b>Course Code: HUM</b>
<b>Instruction Hours: 6</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the political relationships among the states.</li> <li>• To study the various theories of international Relations.</li> <li>• To study the role of foreign powers as major Powers.</li> <li>• To know the importance of Armament Policy of various Nations.</li> <li>• To Study the significance of International Organizations</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Definition and Scope</b> – Theories of International Politics: The Realist Theory, System Theory, Decision Making Theory and Games making Theory.	18
II	<b>Concept of International Politics:</b> Power – National Interest – Balance of power and Collective Security – Old and New Diplomacy.	18
III	<b>The Post World War II:</b> Foreign Policies of the Major Powers – The United States of America Soviet Union – Cold War – India’s Foreign Policy; The Partial Test Ban Treaty; The Nuclear Non – Proliferation Treaty (NNBT), Comprehensive Test Ban Treaty (CTBT) – India’s Nuclear Policy.	18
IV	<b>The Present International Economic Order:</b> GATT and its Implications – WTO – European Union.	18

V	<b>Origin and Development of International Organizations</b> – The UNO and its role – The Arab League – Commonwealth, Non – Aligned Movement, ASEAN, SAARC: their role in International Relations.	18
VI	Nuclear Policy – Disarmament – WTO – SAARC – UNO and Specialized agencies	-

**Text Books:**

1. Jackson. R.H. – Quasi States: Sovereignty, International Relations and the Third World, Oxford – 1990.
2. J.A. Naik, A Text Book of International Relations, Macmillan Publishers, India 2000.

**Reference Books:**

1. J.A.S. Grenvile, The Major International Treaties of the Twentieth & Twenty first centuries, A History and Guide with Text, Rutledge, 2011.
2. Feller. A.H. United Nations and World Community, Boston 1952.

**Web- Resources:**

[www.ir:info](http://www.ir.info)

[www.coursera.org](http://www.coursera.org)

**Course Outcomes:**

On completion of the course the learner will be able to

CO 1:	Gain the Knowledge of International Relations.
CO 2:	Understand various theories on International Relations.
CO 3:	Acquire Knowledge on Nuclear Policy of Nations.
CO 4:	Understand the WTO and other Organizations.
CO 5:	Know about the Various Specialized Agencies.

**Mapping of COs with POs & PSOs:**

CO/PO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
<b>CO1</b>	S	S	S	S	S	S	S	S	S	S
<b>CO2</b>	S	S	S	S	S	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating

M – Moderately Correlating

W – Weakly Correlating

N – No Correlation

<b>Semester-VI / Core Course-XIV</b>	<b>History of USA from 1776 CE to 1945 CE</b>	<b>Course Code: HUN</b>
<b>Instruction Hours: 6</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To study the colonization and war of Independence.</li> <li>• To know the administration under various presidents.</li> <li>• To study the Reconstruction after the Civil war.</li> <li>• To study the Industrial Revolution in American History.</li> <li>• To understand the role of USA in Second World War.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Geographical discoveries</b> – Establishment of Colonies – American War of Independence – Making of the Constitution.	18
II	<b>George Washington</b> – John Adams and Thomas Jefferson – James Madison and War of 1812 – Monroe Doctrine – Jacksonian Democracy.	18
III	<b>Abraham Lincoln</b> – Civil War – Causes and Results – Reconstruction.	18
IV	<b>Growth of Big Business</b> – Causes and Results - Development of Industries.	18
V	<b>Theodore Roosevelt</b> – William Taft – Woodrow Wilson – Fourteen Points – F.D. Roosevelt – U.S.A. and Second World War.	18

VI	<b>American Colonies- Development of Industries-</b> Wilson – Fourteen Points- League of Nations	-
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**Text Books:**

1. Krishnamurthy V.M -History of U.S.A. Ennis Publication, Madurai 1980.
2. Thomas A. Bailey-A Diplomatic History of the American People, Prentice Hall of India, New Delhi 1990.

**Reference Books:**

1. Majumdar R.C. and Srivastava A.N,History of United States of America, SBD Publications & Distributors, New Delhi 2001.
2. Rajayyan. K , A History of the United States, Ratna Publications, Tirunelveli – 2

**Web- Resources:**

[en.m.wikipedia.org](http://en.m.wikipedia.org)  
[www.britannica.com](http://www.britannica.com)

**Course Outcomes:**

On completion of the course the learner will be able to

CO 1:	Aware the formation of Colonization of America.
CO 2:	Know the various Presidents of USA.
CO 3:	Analyze the American Civil war.
CO 4:	Acquire Knowledge of Rise of Big Business in America.
CO 5:	Understand the role of America in Second World War.

**Mapping of COs with POs & PSOs:**

<b>CO/PO</b>	<b>PO</b>					<b>PSO</b>				
	1	2	3	4	5	1	2	3	4	5
<b>CO1</b>	S	S	M	S	S	S	S	S	S	S
<b>CO2</b>	S	S	M	S	S	S	S	S	S	S
<b>CO3</b>	S	S	S	M	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating

M – Moderately Correlating

W – Weakly Correlating

N – No Correlation

<b>Semester-VI / Core Course-XV</b>	<b>Women through the Ages in India</b>	<b>Course Code: HUU</b>
<b>Instruction Hours: 6</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To study the Position of Women from Ancient to Modern Period.</li> <li>• To analyze the Women's role in Indian Independence Movement</li> <li>• To know about the Women's Backward class Movement.</li> <li>• To Students the Social Reform for the emancipation of Women</li> <li>• To analyze Women's political Participations and Legal Rights.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Women in Society</b> – Ancient, Medieval and Modern India – Movement for Women's Cause in Historical Perspectives.	18
II	<b>Emergence of Women's Questions</b> in Colonial India, Women's role in Indian Independence Movement.	18
III	<b>Post Independence period and Women's Movements</b> – Dravidian Movement and Women's Backward Class Movement – Chipko Movement.	18
IV	<b>Position of Women</b> in Hinduism, Islam, Christianity -Social Reforms for the emancipation of Women – Rajaram Mohan Ray – Ishwar Chandra VidyaSagar – Dayananda Saraswathi - Phule – Pandit Ramabai – Annie Besant – Muthulakshmi Reddy, Drugabai Deshmukh and Aruna Asaf Ali.	18

V	<b>Women and Political Participation</b> – International, National and Local – Women’s Bill – Self Help Groups for Women Empowerment – Violence Against Women - Laws related to women and marriage – Sati – Child Marriage, Dowry – Cyber Crime – Provisions of IPC local Rules	18
VI	Women in Economic and Employment fields- Muthulakshmi Reddy- Self Help Groups for Women Empowerment.- Cyber Crime	-

**Text Books:**

1. Agnew, Vijay – Elite Women in Indian Politics, Delhi, Vikas, 1979.
2. Desai Neera – Women in Modern India, Vora, Mumbai, 1957.

**Reference Books:**

1. Krishmurthy J – Women in Colonial India. Essay on Survival, Work and the State OUP, Delhi 1989.
2. Liddle J and Rama Joshi – Daughters of Independence: Gender Caste and Class in India Zed Books London 1986

**Web- Resources:**

[www.socialogydicussion.com](http://www.socialogydicussion.com)

[www.researchgate.net](http://www.researchgate.net)

**Course Outcomes:**

On completion of the course the learner will be able to

- |       |   |
|-------|---|
| CO 1: | Gain knowledge about the Position of Women from ancient to modern Period. |
| CO 2: | Identify the women’s role in Indian Independence Movement.                |
| CO 3: | Understand the Women’s Backward class Movement.                           |
| CO 4: | Acquire knowledge on Emancipation of Women                                |
| CO 5: | Aware of the Political Participation and Legal Provisions.                |



**Mapping of COs with POs & PSOs:**

CO/PO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
<b>CO1</b>	M	S	S	M	S	S	S	S	S	S
<b>CO2</b>	S	S	M	S	S	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	S	S	S	S
<b>CO4</b>	S	S	S	M	S	S	S	S	S	S
<b>CO5</b>	S	S	M	S	M	S	S	S	S	S

S – Strongly Correlating;

M – Moderately Correlating;

W – Weakly Correlating

N – No Correlation

<b>Semester-VI / Major Based Elective-II</b>	<b>Journalism</b>	<b>Course Code: HUE4</b>
<b>Instruction Hours: 5</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4 -</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To know about the History of Journalism and Democracy.</li> <li>• Study the News Values and News Agencies.</li> <li>• Inculcate the knowledge of Inverted Pyramid Writings and Freelance Writings.</li> <li>• To know about the role of the News Editor and Proof Reading.</li> <li>• To know about the Rotary System and Cable networks.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Definition, Components</b> – History of Journalism from Hicky - Role of Press in Democracy – Role of Press in Freedom Struggle – Fourth Estate – Constitutional Provisions – Freedom of Press – Responsibilities of Mass Media.	15
II	<b>Reporting:</b> News Values – Kinds of News – Collection of Facts – Role and Functions of Reports – Reporting Public Meeting – Court Proceedings – Police – Sports – News Agencies.	15
III	<b>Types of Writing:</b> Inverted Pyramid Writing – Articles – Feature Writing – Book Review – Editorial – Letter to Editor – Interview Freelance Writing.	15
IV	<b>Editing:</b> Role of Editor – His Functions – Duties of Sub Editor – Page Make Up – Headlines - Proof Reading – Editorial.	15

V	<b>Printing</b> – Rotary System – Press Laws – Advent of TV and Cable Networks.	15
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**Text Books:**

1. Ahuja B.N – Introduction to Journalism, Surjeet Publications, New Delhi 2005.
2. G.K. Puri – Journalism, Competition Review Pvt. Ltd., New Delhi.

**Reference Books:**

1. Ahuja B.N – History of Indian Press Growth of New Papers in India, Surjeet Publications, New Delhi 2005.
2. John Hohenberg – The Professional Journalist, Oxford, IBH Publishing Company Pvt Ltd., New Delhi IV – Edition 1980.

**Web- Resources:**

[www.britannica.com](http://www.britannica.com)

[www.merriam.webster.com](http://www.merriam.webster.com)

**Course Outcomes:**

On completion of the course the learner will be able to

CO 1:	Acquire knowledge on Journalism and Democracy.
CO 2:	Identify the News Values and News Agencies.
CO 3:	Aware the Knowledge on Inverted Pyramids Writings.
CO 4:	Understand the role on News Editor.
CO 5:	Know about the Press Laws.

<b>Semester-VI / Major Based Elective-III</b>	<b>Indian Constitution</b>	<b>Course Code: HUE5</b>
<b>Instruction Hours: 6</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks :25</b>	<b>External Marks:75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1-</b> Acquire/Remember <b>K2-</b> Understand <b>K3-</b> Apply <b>K4-</b> Analyze <b>K5-</b> Evaluate <b>K6-</b> Create	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To know the importance of making of constitution.</li> <li>• To study the Salient features of Indian Constitution.</li> <li>• To understand the Structure and powers of the Legislature and Executive.</li> <li>• To know the Structure and functions of the State Government</li> <li>• To analyze the role of Judiciary.</li> </ul>	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
I	<b>Framing of Indian Constitution</b> - Constituent Assembly – Drafting Committee – Preamble – Classification of Constitution – Forms of Government.	18
II	<b>Features of the Indian Constitution</b> - Fundamental Rights – Directive Principle of State Policy – Fundamental Duties – Checks and Balances – Judicial Review – Amendment Procedure – Emergency Provision – Centre State Relations.	18
III	<b>Union Executive</b> – The President – Powers and Functions – Prime Minister and the Cabinet – The Union Legislature – The Parliament – The Lok Sabha – The Rajya Sabha – Composition – Powers and Functions.	18
IV	<b>State</b> – Governor – Chief Minister – Legislative Procedure and Function of State Assembly.	18

V	<b>Union Judiciary – Supreme Court – High Court – Jurisdiction – Appointment of Judges – Qualifications and Tenure.</b>	18
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**Text Books:**

1. N. Jayabalan – Constitutional History of India, Atlantic Publishers and Distributors.
2. Dr.Poornima G.R. & Suresh Kumar M.N. – The Constitution of India, Sura College of Competition.

**Reference Books:**

1. Agarwal R.C. – Constitutional Development and National Vement of India S.Chand and Company Ltd., New Delhi 2007.
2. Gran Ville Austin – The Indian Constitution, Oxford University Press, Delhi, Kolkatta, Chennai. Edition – 1985.

**Web- Resources:**

[www.india.gov.in](http://www.india.gov.in)

[www.constitutionofindia.net](http://www.constitutionofindia.net)

**Course Outcomes:**

On completion of the course the learner will be able to

- |   |
|---|
| <p>CO 1: Understand Historical Background of the Constitutional Make in and it's important for building a Democratic India.</p> <p>CO 2: Apply the Knowledge on Directive Principles of State Policy.</p> <p>CO 3: Understand and analyze the role of Legislature and Executive.</p> <p>CO 4: Gain Knowledge on the role of Governors and Chief Minister of a State.</p> <p>CO 5: Know the Structure and Functions of Indian Judiciary.</p> |
|---|